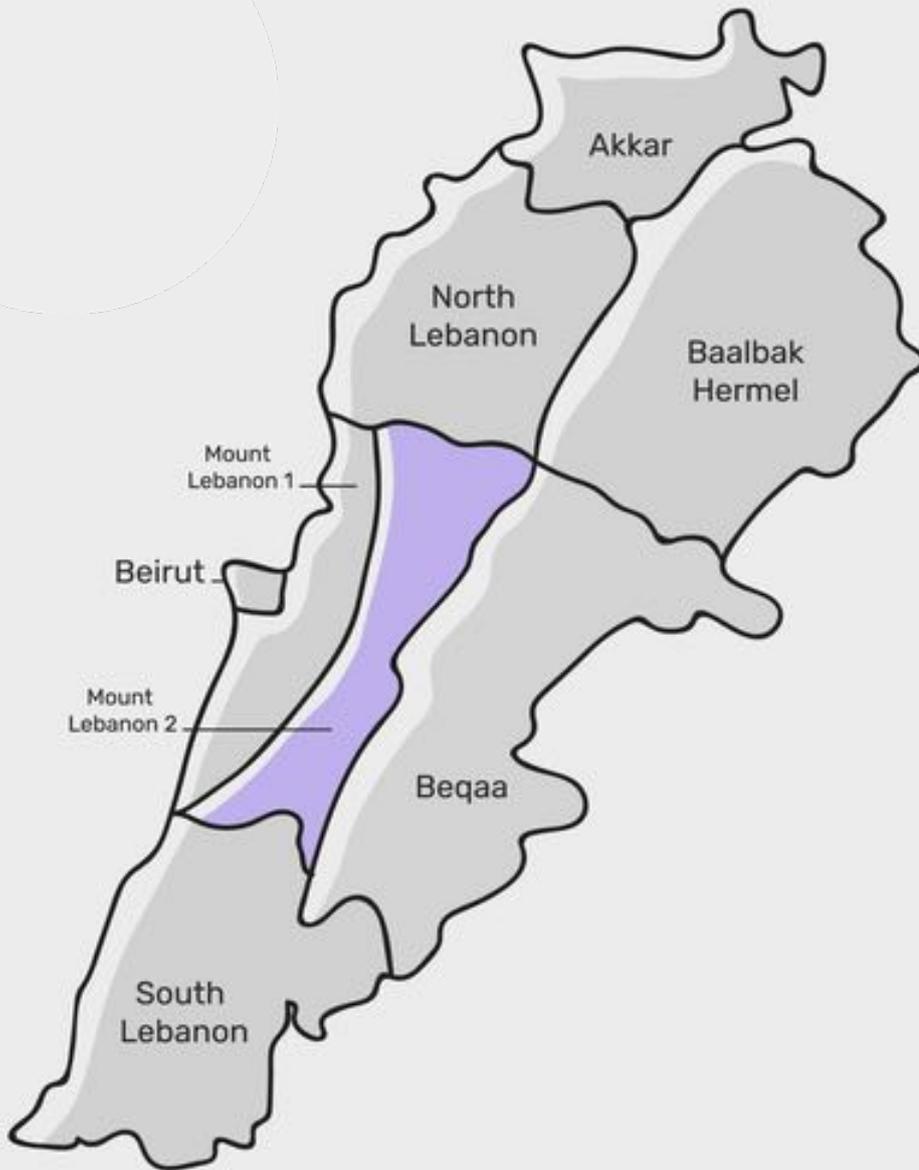


# منهجنا

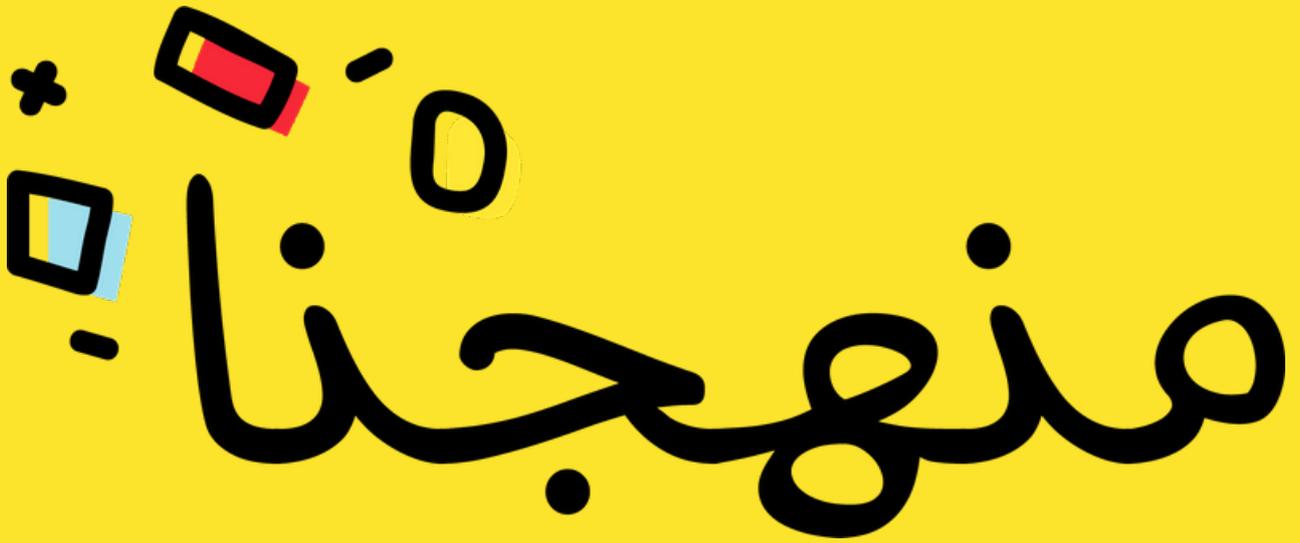


## Mount Lebanon 2: Chouf WonderLand Report 2/8

# Outline

- I. About the Project**
- II. About the Partners**
- III. About WonderLand & this Report**
- IV. Who Are We Designing For?**
- V. Wonder Pillars & Findings**
  - 1/4. Why and Where of Education
  - 2/4. What is a Curriculum?
  - 3/4. Curriculum Development Process
  - 4/4. Educator Profile
- VI. Collaborators & Co-creators**





# منهجنا



## Vision

Manhajna is a holistic, participatory, and visionary project that aims to democratize the processes of curriculum reform. Manhajna advocates for policy change that is envisioned and conceived by the education ecosystem in Lebanon.



## Mission

The project co-creates inclusive spaces for dialogue to re-imagine the new curriculum.

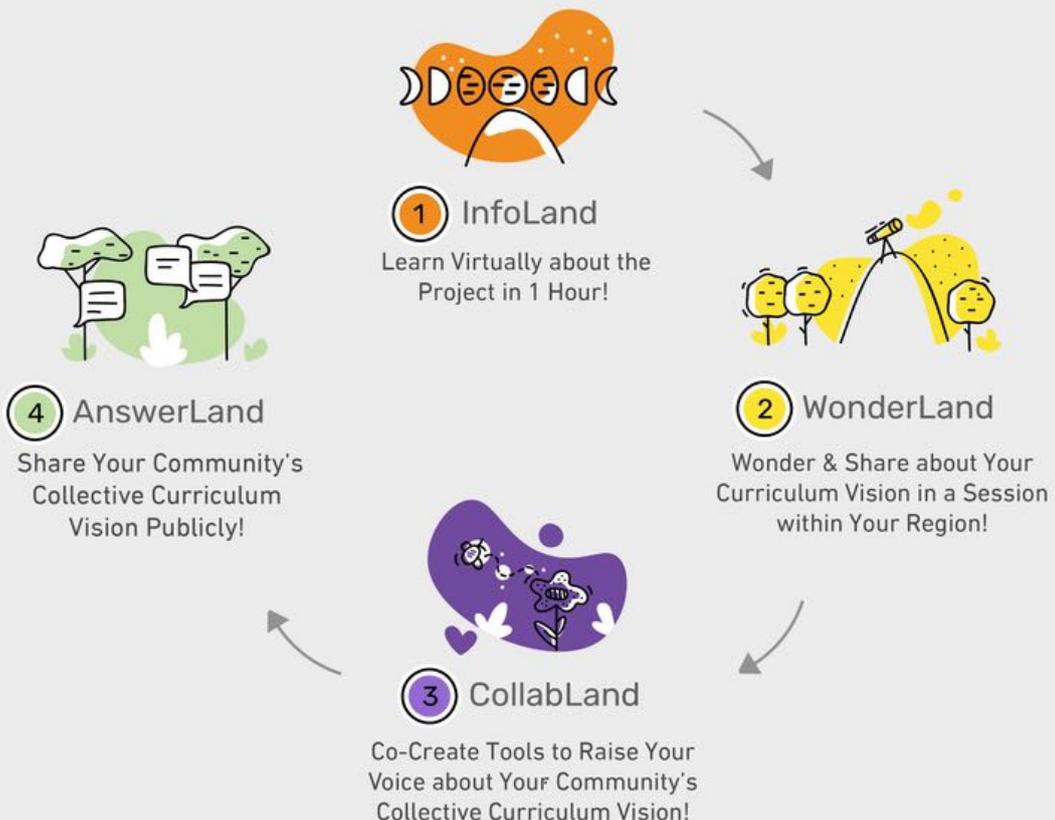
Eights spaces are being facilitated in eights governorates across Lebanon.

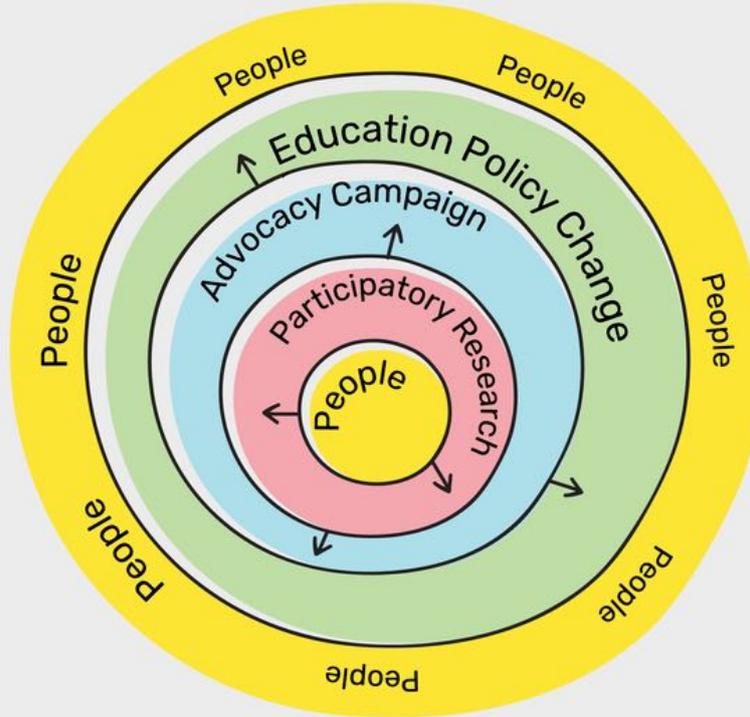
Through Manhajna's activities, we engage diverse groups from across the country to join us to envision a curriculum embedded in the values of participation, inclusion, justice and equity.

We aim to create a national network that will campaign to influence policy and curriculum creation processes to make them more inclusive and relevant to all.



## Project Journey





1



### People

By adopting a human-centered design, we consider people to be at the heart of this project in all its processes.

2



### Participatory Research

Our project relies on the people's perceptions which are seen as central to all stages of the research process.

3



### Advocacy Campaign

We will create advocacy campaigns in an attempt to initiate policy change at the national system level.

4



### Education Policy Change

We aim to bring about a change at the policy level that leads to the birth of a new Lebanese curriculum.

# OUR PARTNERS



# About the Partners

منهجنا



## Why CLS?

Center for Lebanese Studies (CLS) aims to contribute to Lebanon's education development through research and advocacy to impact education public policies.



## Why Learning Land?

At Learning Land, the educators' community mission is to contribute to Lebanon's education systemic transformation through the reform of the current national curriculum and the partnership with key national institutions to influence education public policies.



# ABOUT WONDERLAND & THE REPORT



# About WonderLand & this Report:



The aim of WonderLand is to collect genuine and authentic needs, wonders, interests, and reflections about people’s vision regarding the Lebanese national curriculum.

This happens through a focused group discussion format of 6 participants per group (see figure 1) with the help of dialogue facilitators.



Figure 1

All wonders are structured and documented through two main tools: 1) The Dialogue Mat and 2) visuals. The Dialogue Mat (see figure 2) is a tool used to collect the wonders of the educators while maintaining an interactive dialogue. It fosters a position-free instructional and reflective dialogue that is based on reflective professional inquiry. Educators freely share their knowledge based on their intuition, practical wisdom, habitual behaviors, and trial-and-error experiences that happened back in their classroom. The visuals (refer to figure 3 as an example) are data collection tools that help educators to visualize their thoughts, reflections, and experiences.

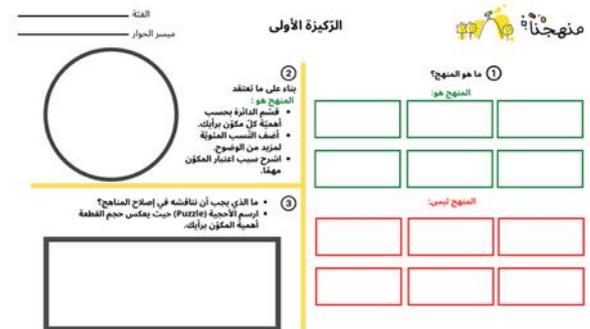


Figure 2

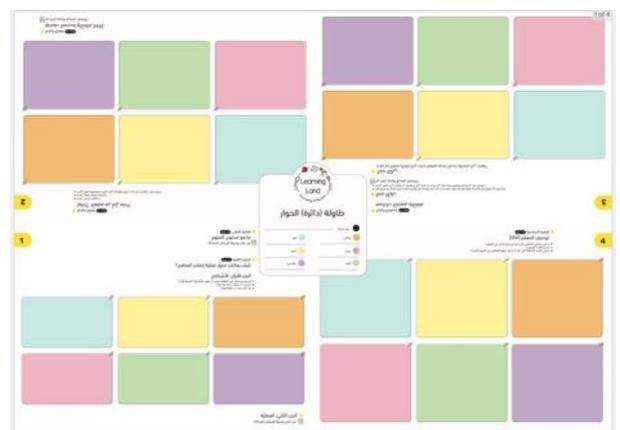


Figure 3

# About WonderLand & this Report:



The report summarizes the data generated through qualitative open-ended questions during focus group discussions documented on the Dialogue Mat and visuals.

The researchers opted to analyze the data thematically in order to highlight the key ideas shared by the participants. The researchers also presented quantitative data, such as the the number of participants who presented a common answer, when they believed such an approach would add value and insight to their findings to highlight the significance of such common answers and the level of agreement.

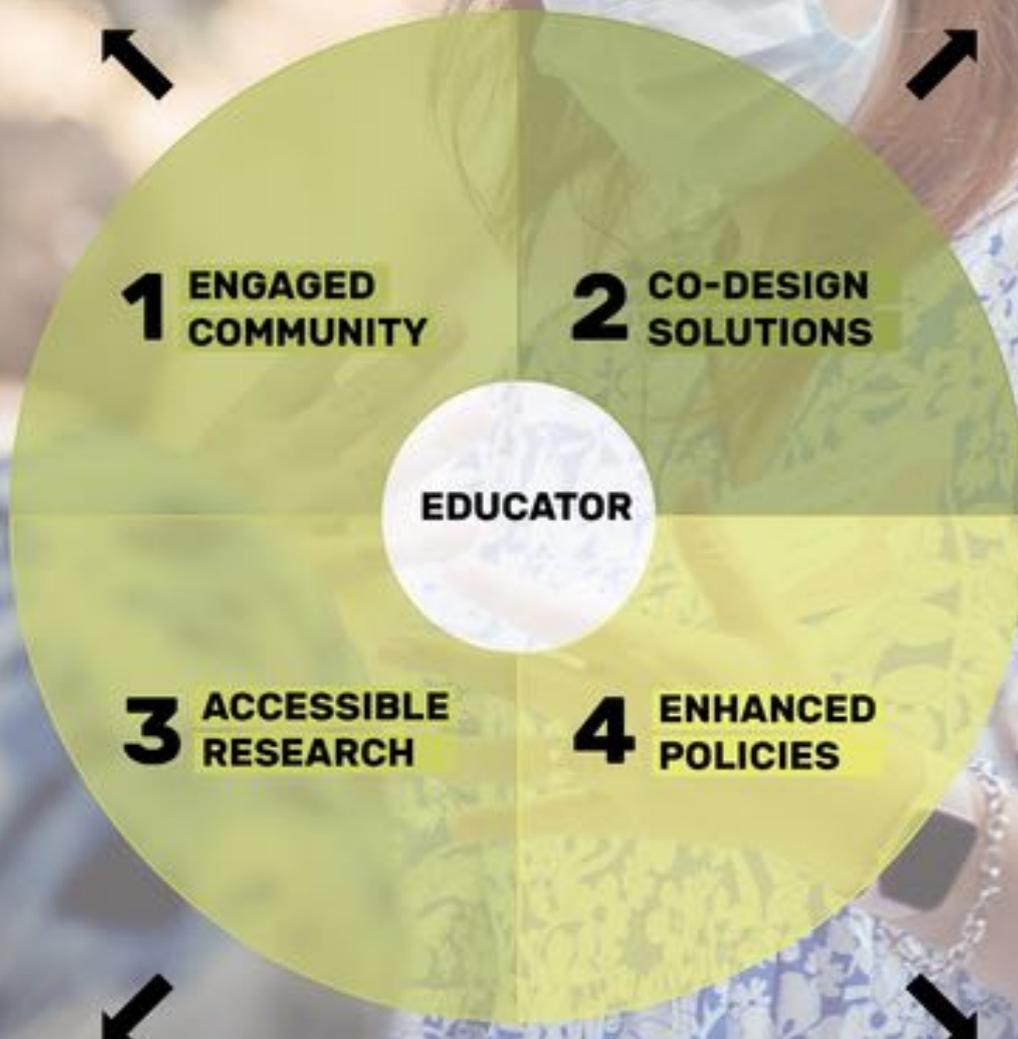
The importance of this report lies at the heart of Learning Land's methodology. Learning Land aims not only to create a community of educators, but also co-create solutions, provide accessible research, and impact practices and policies on a school level and national level. Through accessible research, school-level policymakers, national policymakers, social innovators, researchers, and various practitioners can use this report to drive decisions based on evidence. Learning Land impact pillars are listed below.



## Learning Land Impact Pillars

We connect diverse educators coming from public, semi-private and private schools with experts, researchers, academics and social innovators through our transformational learning journeys to exchange knowledge, enhance learning and consolidate their know-how.

We foster a setting for all to codesign sustainable solutions based on diverse school-based needs while building educators' non-positional leadership.

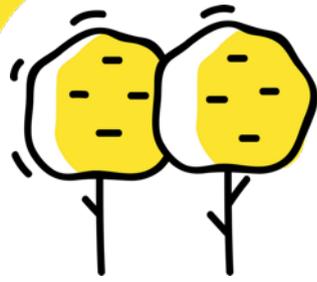


We provide easy-accessible research, centered on teaching and learning, for the education ecosystem players to drive evidence-based decision making.

We promote an inclusive school-policy dialogue with our community members in an attempt to build a grassroots movement that impacts the policy process on a national level.

# WHO ARE WE DESIGNING FOR?





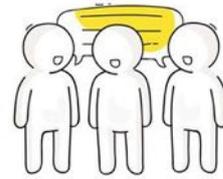
# WONDERLAND PARTICIPANTS



35  
Attendees



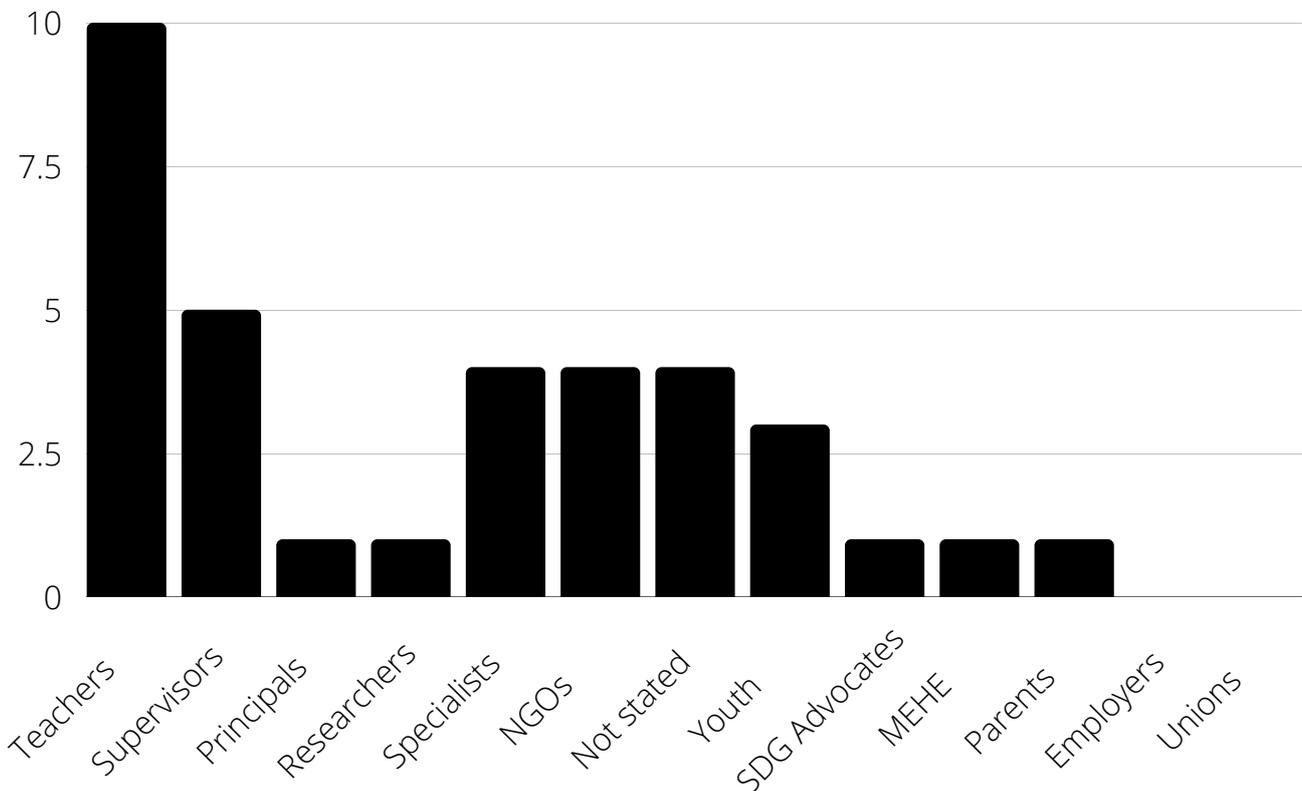
7  
Dialogue  
Facilitators



5  
Team  
Members

## 35 ATTENDEES:

### BACKGROUND

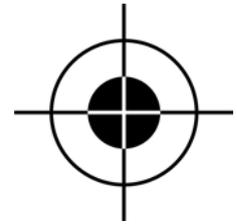


**1/4**

**WHY AND WHERE  
OF EDUCATION**



# Why and Where of Education



This pillar describes what the participants perceive should be the main aims of the new curriculum. The pillar also describes the successful student profile and the values the participants believe students should acquire through the curriculum.

## Aims of the curriculum



Career development

Participants stated that the curriculum should consider the market needs in order to guarantee the students the best chance to build a successful career which could result in true social mobility. According to participants, this could be facilitated through providing students with career orientation as part of the curriculum and allowing students to choose their courses based on an imbedded career orientation program within the Lebanese curriculum.



Personal development

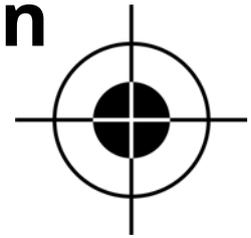
Participants considered that the curriculum plays a central role in the students' personal development through catering to their needs while considering the importance of differentiating among students.



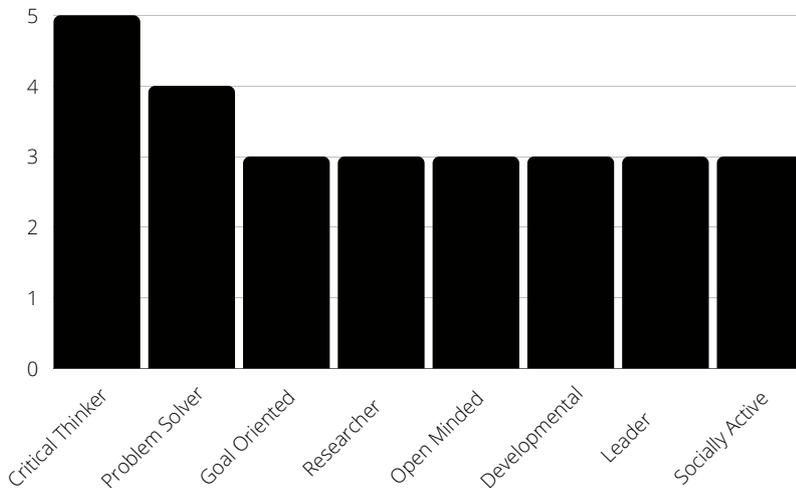
Societal development

Finally, participants believed that the curriculum should open the gate to building a strong nation and a capable society. According to the participants, this could be done through building awareness of the rights and duties that students have towards their society, which requires enhancing the relationship between the school and its community.

# Why and Where of Education



## Successful student profile



## Top 6 values the curriculum should promote:

- Respect
- Acceptance
- Tolerance
- Empathy
- Integrity
- Self Love



Participants were asked about their thoughts regarding social venues, in addition to schools, where those values could be acquired and further promoted which will aid in the in the construction of the student profile they seek. The following venues were the most mentioned and are placed in order from most mentioned to least.

## Additional learning venues

- Work places and companies
  - Factories
  - Medical facilities
    - Hospitals
    - Laboratories
    - Elderly homes
- Nature
- Museums
- Municipalities
- Sports facilities
- Theaters



### **Researchers' Insights:**

Participants focused on the importance of promoting career development through the curriculum, which in turn was reflected in the additional learning venues they proposed in addition to schools.



**2/4**

**WHAT IS A  
CURRICULUM?**



# What is a Curriculum?



We aimed to explore how participants perceived and understood curricula by asking them “what is a curriculum?”

After going over their answers within the focus group discussions, the participants’ answers were grouped under two main themes:

## 2.1 Curriculum as a Developmental Process

The first theme is the curriculum development process which encompasses the overarching curriculum aims, goals, vision, and philosophy that guide the curriculum developers in what to consider during the development process.

## 2.2 Curriculum as a Design

The second theme is curriculum design which encompasses the components of a curriculum. These components aid the curriculum developers to break-down the design of the curriculum. These components are themed under four titles:

- Objectives
- Learning Experiences
- Content
- Evaluation

# What is a Curriculum?



## 2.1 Curriculum Development Process

The curriculum development process was themed under four sub-categories: the overarching student goals, planning, citizenship and community and religious goals.

**2.1.1 Student Goals.** Below are the participants' exact explanations of how they explained student goals.

- Building a positive way of thinking
- Becoming the person they dream to be
- Following up on each student according to what he or she wants to learn (it is not a requirement that he or she excels in all subjects)
- Being self-aware and knowing his or her own capabilities
- Building an intellectual character
- Building advanced creative thinking
- Investing in students' creativity
- Directing each student to what he or she loves and helping him or her to achieve his or her dreams
- Building students' character
- Fostering creativity
- Developing social emotional intelligence
- Developing students' abilities for analysis and creativity
- Developing students' social, cultural, personal, and other skills
- Discovering the capabilities of the student

# What is a Curriculum?



**2.1.2 Planning.** 13 ideas associated curriculum with planning. Participants believed that while developing the curriculum, curriculum developers should consider the below ideas:

- An integrated educational plan based on self-education
- Lessons divided by age groups
- Identification of students' needs
- Development, vitality, and movement towards growth and prosperity
- The steps to be followed for each subject
- Editable - not a fixed curriculum
- Content reduction
- An educational subject according to a general framework established by the state in an official manner
- A program designed for each class to achieve
- A program that is constantly changing and evolving as needed
- Continuously evolving
- Subjects most desired by the student
- Acknowledgement of different personalities and various needs



**2.1.3 Citizenship & Community:** 6 ideas were associated to citizenship and community. Below are the different perceptions of what makes a citizen according to the participants:

- Goal oriented citizenship
- Building citizenship
- A road map to the citizen
- Openness to and acceptance of different cultures and societies
- The development of a good individual in society who is ready for life's difficulties
- Students as community helpers



**2.1.4 Religious Goals:** One participant mentioned that it is important to have religious lessons in the Lebanese curriculum.



# What is a Curriculum?



## 2.2 Curriculum Design Components

Curriculum design components are considered the essential components that make up the curriculum. These components were divided into four categories: objectives, learning experience, content, and evaluation.

**2.2.1 Objectives:** The participants expressed that the curriculum should be designed based on general and specific goals that are clear and coherent.

### 2.2.2 Curriculum Learning Experience:

Curriculum Learning Experience is defined as how the curriculum is delivered. Answering "what is a curriculum?", below are the people's perceptions that were divided under the learning experience category.

**Pedagogy:** Play-based learning, interaction, exploration, application, inquiry-based learning, learning experience, search and discovery, online learning, and practical activities.

**Activities:** Participants emphasized having hands-on activities as an integral part of the curriculum. Some of the participants' ideas were: activities that focus on building personality and discovering their talents, educational activities, yoga, crafts, arts, games and sports.



### **Researchers' Insights:**

The audience did not associate the curriculum with "pedagogy" as a term. However, they tended to explain pedagogical methods without associating to the conceptual term.

# What is a Curriculum?



## **2.2.3 Curriculum Content:**

Participants focused first on describing the content characteristics and then explaining different kinds of content to be delivered in a curriculum such as general knowledge, skills and competencies, subjects, values, and career orientation.

**Content Characteristics:** Participants explained that the curriculum should be purposeful, integrating different kinds of intelligence and addressing different kinds of personalities. Participants explained that the curriculum content should address students' individual needs and differences. Participants also explained that curriculum content should be divided into scope and sequence and models and strategies.

**Content as Knowledge:** General simple information that has a broader objective and is related to students' interests.

**Content as Skills & Competencies:** Skills development that is associated with students' interests and needs.

**Content as Subjects:** Participants explained that the content should be divided into subjects. These subjects are referred to through textbooks.

**Content as Values:** Participants explained that the content should address different kinds of values.

**Content as Career Orientation:** Participants explained that curriculum content should introduce students to different professions, provide options for vocational education, and develop the learners' skills to realize his or her university specialization.

# Curriculum Content

## Participants' views regarding the curriculum content

Participants were asked to share their thoughts regarding the content that should be delivered through the new curriculum. The purpose of this question was to discover whether the participants possessed a different take than what is currently applied in terms of what is considered essential for knowledge and learning outcomes. The participants contributed by discussing subjects and skills, in addition to touching on the venues that best suit delivering them. The participants' insights were as follows:



Contact Hours

Participants stated that the new curriculum should consider having less contact hours than the current Lebanese curriculum. According to them, this could be done in two ways: lessening the number of daily teaching hours or lessening school days. The general consensus between participants who chose this option was that four days would suffice. The participants believed that the number of contact hours should increase with the advancement of cycles, where both core subjects and electives are to be included.



Traditional subjects

Participants stated that the curriculum should focus primarily on what they considered to be core subjects. Those subjects included languages, mathematics, and sciences. The majority of participants stated that languages should have the lion's share in the lower classes, where they believed students should be exposed to three languages: Arabic, English, and French. The focus would shift towards mathematics and sciences in later cycles where emphasis on languages would lessen. At the last cycle, which was the third for some participants and the fourth for others, participants considered the need to include career orientation sessions to help student make proper decisions regarding their career selection, and focus on project-based learning to prepare students for university studies and, later on, the job market.



Course selection

Participants stated that students should be able to have their say regarding their own education by being able to choose some of the courses they want to study based on their preferences. Subjects including art, drama, music, dancing, and workshops were highlighted as options. Participants considered middle school and high school to be more suitable for electives, whereas primary levels should provide the basics that all students need. Those electives were considered a much-needed addition to the traditional subjects that are currently at the center of the Lebanese curriculum.

# What is a Curriculum?



## 2.2.4 Curriculum Evaluation:

The following are the people's perceptions categorized under evaluation based on two major questions in the event. The first question was "what is a curriculum?" where they linked their answers to assessment. The second question was "how could the new curriculum assess student capabilities?"



### Assessing What?

- Knowledge
- Comprehension
- Analysis
- Higher ordered thinking skills
- Knowledge production
- Skills
- Listening skills
- Speaking skills
- Life skills



### Assessment Strategies

- Project-based assessments
- Performance-based
- Task-based
- Research-based
- Differentiated
- Interdisciplinary project
- Exams and tests
- Summative assessment
- Guided assessment



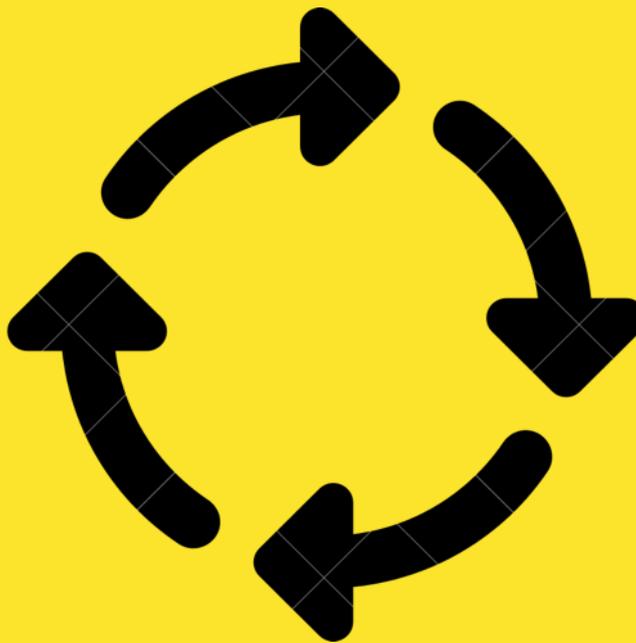
### Issues in Official Exams

- Students should be assessed without marks.
- Standardized testing is not efficient.
- Exams should be authentic.
- Students should not be afraid of exams.
- Exams should be done in a calm social, economical, and political situation.
- Brevet tests should be removed.
- Brevet tests should not be removed. It prepares them for the next official exam.



**3/4**

**CURRICULUM  
DEVELOPMENT  
PROCESS**

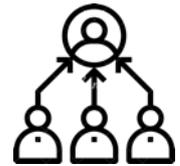


# Curriculum Development Process



## Who was not represented?

- Parents
- Students
- The work sector
  - Business owners
  - Businessmen
  - Employers
  - Economists
- Policy makers



## Describe the 1997 curriculum development process



**Limited/no knowledge:** 18 out of the 40 participants stated that they have minimal to no information regarding how the Lebanese curriculum was developed in 1997. This was attributed to either the participants being too young or previously disinterested, or having limited access to information regarding the process since it was mainly carried behind closed doors. Those with prior knowledge stated the following regarding the process.



# Curriculum Development Process

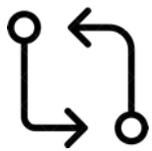


Participants who had insights regarding the 1997 Curriculum development process described it as follows:



Western influence

Participants stated that the curriculum was adopted from the west. Many participants highlighted France as the main source of the curriculum. The participants stated that this adoption came without adapting the curriculum to the Lebanese context rendering it incompatible and detached.



Needed follow up

Participants stated that the curriculum was acceptable at first, but became outdated. This is due, in their opinion, to the fact that it was not revisited as the original plan suggested. Other participants stated that the curriculum contained many mistakes that were not corrected in later stages.



Lots of subjects

Participants stated that the 1997 curriculum resulted in adding many new subjects which were not in the previous curriculum. This resulted in overburdening the students and teachers.

## ***Researchers' Insights:***



Feedback seemed to vary regarding the shortcomings of the 1997 curriculum development process. While some considered the problem to have originated from the process itself, others considered the process to be up-to the required standard and considered the problem to lie within the implementation and evaluation phases.

# Curriculum Development Process



## The 2021 Curriculum Reform

The participants were asked about their insights regarding how the curriculum reform process should take place. The participants shared their thoughts regarding who they thought should be included in the process and in what capacity, and what, in their opinion, the curriculum development process guidelines should be.

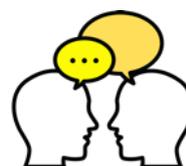
### Who should be represented?

- Students
- Parents
- Mental health professionals
  - Psychologists
- Education experts
  - Teachers
  - Professors
  - Curriculum experts
  - Researchers
- Policy makers
  - Ministry of Education and Higher Education (MEHE)
  - Center for Education Research and Development (CERD)
  - Government representatives

### Who should have the main role in developing the curriculum?



Education professionals



Community Stakeholders

### *Researchers' Insights:*



Participants focused on the role of professionals in the curriculum development process. They considered them to be a main missing link that could have led to the shortcomings of the 1997 curriculum. They also stated the negative effect of adopting a foreign curriculum without proper regard to the particularities of the Lebanese context.

# Curriculum Development Process



## What the curriculum development process should look like:



### Student based

Participants stated that the curriculum development process should focus on students' needs and making sure that the goals and aims of those students are given priority. They added that the curriculum should differentiate between students and promote student wellbeing and self awareness

Participants stated that they believe the curriculum development process should be collaborative where all stakeholders have a role to play in developing the curriculum. Participants generally focused on the role of teachers, parents, students, market experts, researchers, and social activists in developing the curriculum goals. Participants added that the roles of MEHE and CERD need to be changed so that those bodies would be involved in dialogue with stakeholders and should over see the process rather than being the sole decision makers.



### Collaborative



### Research based

Participants stated that the curriculum development process should be based on research where foreign development processes are to be studied and analyzed. Participants believed that the process should go through the steps of data collection and reviewing past experiences, analysis, development, and evaluation.

Participants stated that they believe the curriculum development process should consider the capabilities of both public and private schools in order to ensure that all students receive quality education. They also stated that teachers and parents from all areas should have similar professional development opportunities.



### Equitable

### **Researchers' Insights:**



Even though the participants were asked about the curriculum development process, many opted to focus on content rather than the process as a whole. This misconception could spring from the reality that those participants have rarely been involved in a dialogue that focuses on the curriculum development process.



# 4/4

# EDUCATOR PROFILE



# Educator Profile



To achieve the curriculum aims, values, objectives, and plans, we asked about the ultimate teacher profile that can participate and carry out the curriculum reform. This pillar is divided into three main sections.

First, we asked about teacher characteristics that can increase the chances of success in the curriculum. Second, we asked about the role and characteristics of the educational leaders and instructional supervisors. Finally, we asked about the general opportunities that the new curriculum could bring forward to help teachers achieve the envisioned reform.

## Educators' Characteristics

We asked the audience what characteristics the future teachers needed to uphold so that they could increase the chances of success in the curriculum. The answers are as follows:



### Knowledge

- Proficiency in their subject matter and has an educational background in said subject (Ex. Science Education)
- Education specialization (Ex. BA in Education)
- Familiar with teaching pedagogies
- Attended intensive training courses
- Knowledgeable about learning styles
- Experience
- Psychology background
- Knowledgeable in real-world general issues and subjects

# Educator Profile

## Educators' Characteristics



### Skills

- Active
- Researcher
- Reader
- Not bossy
- Leader
- Tolerant
- Ability to understand others
- Reconciled with himself/herself
- Lifelong learner
- Dynamic
- Socially intelligent
- Flexibility in dealing with students
- Ability to understand the different needs of each student
- Management of children from all aspects
- Wittiness
- Fair, takes care of all his other students
- Encouragement
- Acceptance of change and development
- Communication skills

### Values

- Love for profession
- Less egoistic
- Respect for the holiness of education
- Lack of prejudice
- Humble
- Notable for justice and tolerance
- Equal treatment of students
- Openness and flexibility
- Group initiator
- Disciplined person
- Committed to teaching as a profession
- Consideration of education as a calling

# Educator Profile



## Educational Leaders' Characteristics

We asked the audience what characteristics the future school leaders could uphold including principals, instructional supervisors, and general supervisors. The answers are as follows:

- **Values**

- Respect
- Responsibility
- Confidence
- Active
- Tolerant
- Influencer
- Transparent
- Unbiased
- Fair
- Integrity



- **Skills**

The audience expressed many skills for educational leaders to have that were split into three categories: 1) Instructional Support 2) Leadership and Management Skills and 3) Beyond Instructional Support.

- **Instructional Support**

- Inspects teachers
- Supports teachers & follows-up on their work
- Provides guidance
- Trains teachers and creates many workshops
- Obligates teachers to join workshops and conferences
- Criticizes teachers
- Improve teachers school journey
- Has knowledge in assessment
- Has knowledgeable in the subject and grade level

# Educator Profile

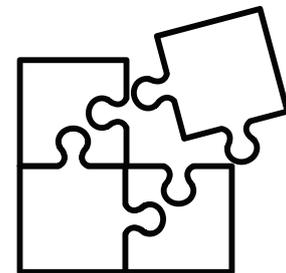


## Educational Leaders' Characteristics

- **Skills**

- **Leadership and Management Skills**

- Problem solver
- Meeting facilitator
- Team builder
- Team planner
- Self managed
- Role player
- Ability to continuously develop
- Ability to select, set, and execute objectives
- Experience in management and administration
- Coordination between teachers and parents
- Coordination among teachers
- Leadership skills
- Ability to continuously develop before, during, and after work
- Ability to keep a centralized school development
- Decentralization of the administration



- **Beyond Instructional Support**

- Provides strategies for mental health
- Provides good financial returns
- Reforms the curriculum
- Reforms the committees responsible for curriculum development
- Collaborates with civil society actors
- Provides rewards and consequences

# Educator Profile



## Curriculum Opportunities

We asked about the general opportunities that the new curriculum could bring to help teachers achieve the envisioned reform. The answers are as follows:

### Mental Health

- Psychological Support



### Rewards

- Emotional and financial rewards
- Extrinsic motivation
- Extension of parental leave
- Easier transportation
- Adoption of a teacher promotion system
- High quality teachers and administration
- Medical rewards
- Respect

### Professional Development

- Continuous professional development
- Developed training sessions
- Exchange of experiences and networking
- External workshops
- Continuous assessment and evaluation



### Active Role Outside the Classroom

- Activating the role of the unions and leagues to follow-up on needs and development
- Creating Teacher Hubs



### Teaching Hours

- 3 working hours a day
- 15 working hours in a week or less

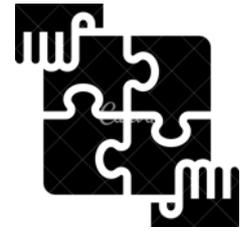


### Logistics

- Providing logistical material
- Providing technological tools and instruments



# COLLABORATORS & CO-CREATORS



## Chouf Region Champion & Dialogue Facilitators



**Nisrine Abou Ghader**  
**Chouf Community Champion**  
Founder of LSE Academy



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Teacher  
Lycee National



**Intissar Al Sayegh**  
Executive assistant  
Aley Commercial Association



**Lara el Banna**  
Private teacher



**Mireille Morsel Nasr**  
English teacher  
Mazraat Al Chouf Official School

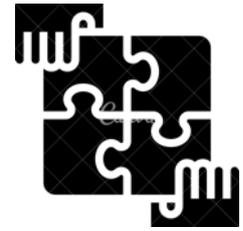


**Rasha Dbaissy**  
Teacher  
LSE Academy



**Sanaa Bou Ghader**  
Medical and Social Worker

# COLLABORATORS & CO-CREATORS



## Inspiration Garden & Learning Land Team



**Fahd Jamaledine**  
Co-Founder & Chief  
Visionary  
Lead Manhajna Researcher



**Naji Talhouk**  
Impact Imagineer  
Lead Manhajna Researcher



**Alaa Al Zahab**  
Programs Manager  
Research Assistant



**Sara Ardati**  
Programs Coordinator  
Research Assistant

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Senior Researcher  
Manhajna Project Lead



**Maha Shuayb**  
Director

## **Disclaimer:**

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