

This executive summary presents a brief description of the main findings that participants shared in the **Akkar** Wonderland. The findings are presented under four pillars as described below.

Pillar 1: Why and Where of Education

The participants shared the following as what they considered the aims of the curriculum should be. The results are stated in order starting with the one with the highest consensus.



Societal development



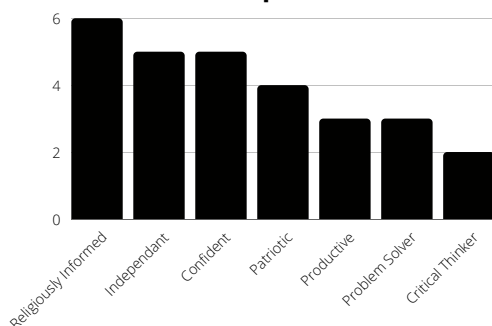
Personal development



Career development

When asked about the successful student profile and values, the participants shared the following:

Successful student profile



Top 6 Values the curriculum should promote:

- Respect
- Honesty
- Humility
- Love
- Acceptance
- Humanity

Participants were asked about their thoughts regarding learning venues, in addition to schools. The following venues were the most mentioned and are placed from most to least.

- Nature
- Work places
- Religious Sites

Pillar 2: 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 the following themes:

CURRICULUM DEVELOPMENT PROCESS



Student Goals

- Student support and talent development
- How to learn and manage
- Developing students' intelligence
- Preparing the student for real life
- Building students' character ect



Community & Citizenship Goals

- A set of goals that we need to see in a citizen
- The formation of a civilized personality ect

CURRICULUM DESIGN: LEARNING EXPERIENCE



Pedagogies

Such as learning by discovery, active teaching methods, deduction and exploration, research ect



Activities

Such as group of activities that help in acquiring competencies, classroom and extracurricular activities ect



Tools

Tools such as computers or other technologies, demonstration tools, E-books ect

CURRICULUM DESIGN: CONTENT



Contact Hours

There should be less contact hours for all cycles



Traditional subjects

Subjects like languages, math, and science should be at the core of the curriculum



Electives

Students can choose some subjects in higher cycles according to their interests

CURRICULUM DESIGN: EVALUATION

Assessing What?



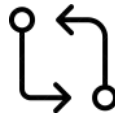
Such as knowledge, skills, competencies, personal growth, confidence ect

Assessment Strategies



Assessments that are Project-Based, Play-Based, Research Based ect

Assessment Tools & Tasks



Tasks such as open-book, interviews, oral exams and laboratories ect

General Issues in Assessment



Issues such as anxiety creation, assessment as a power tool between teacher and student, time for assessment ect

Issue in Official Exams



Many participants elaborated that Brevet exams should be canceled ect

Pillar 3: Curriculum Development Process

Participants shared their take on the curriculum in Lebanon. They also discussed the 1997 curriculum development process, and how they believed the current reform process should unfold

1997 CURRICULUM DEVELOPMENT PROCESS

The participants were asked about their insights regarding how the curriculum development process was carried out in 1997. The participants shared their thoughts

Limited/ no knowledge



9 out of 48 participants stated that they have minimal information regarding the process

Western influence



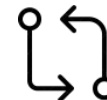
Participants stated that they believe the curriculum was adopted from the West.

Limited teacher preparation



Participants stated that teachers were not properly prepared for implementing the curriculum.

Needed followup



Participants stated that the curriculum was not revisited or improved after it was commissioned which led to it becoming outdated.

THE 2021 CURRICULUM REFORM

Who should be represented?

- Parents
- Students
- Policymakers
- The work sector
- Education experts
- Mental health professionals

Who should have the main role in developing the curriculum?

- Education professionals
- Policy Makers
- Community Members

What the curriculum development process should look like:



Focused on student needs



Focused on societal needs



Collaborative



Research based

Pillar 4: Teachers' Profiles

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.

Teachers' Characteristics



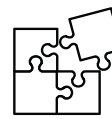
Knowledge

- Expert in their subject
- Aware of learning difficulties
- Knowledgeable of modern methods of education



Values

- National educational ethics
- Respect his students' opinion
- Passionate



Skills

- Constructive dialogue
- Able to manage the class
- Emotional intelligence

Educational Leaders' Characteristics

Values

- Positive behavior with students and teachers
- Teamwork spirit
- A positive and supportive role

Skills

- Planner
- Coordination skills
- Problem solver

Leadership and management tasks

- Following up on grades with students
- Evaluating the results
- Designing educational policies

Instructional support

- Organizing training courses
- Supervising the preparation of lessons
- Attending classes

Beyond the school's internal context

- Submitting proposals to the concerned ministry to take appropriate measures
- A link between the ministry and the teachers

Curriculum Opportunities

Mental Health



- Fairness
- Serenity
- General support system
- Safe environment

Rewards



- Social stability
- Appreciation
- Salary increase

Professional Development



- Continuous training
- Educational workshops
- Technological workshops

Teacher rights



- Early retirement
- Health insurance