This executive summary presents a brief description of the main findings that participants shared in the **Baalbeck** 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.
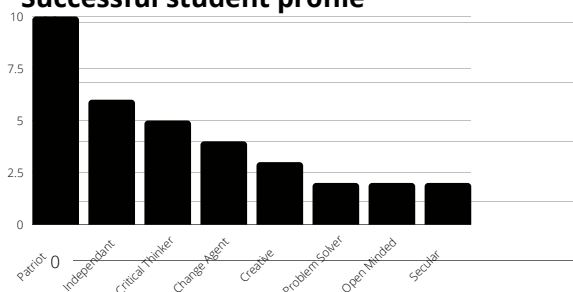
Personal development

Societal 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:

- Acceptance
- Respect
- Confidence
- Honesty
- Family values
- Anti-bullying

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.

- Home
- Sport veniues
- Theaters
- Community

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
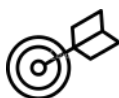
Student Goals
- Student needs for the future career
- Everything that builds an independent learner/critic
- The learner as an active member of society

Curriculum Goals
- Access to deeper levels of education
- Preparation of appropriate resources
- Coherence of ideas and sequences with what fits the age of the student
- Guidance for the teacher in order to achieve certain competencies

Planning Goals
- Thoughtful plans to get "there"
- Regulation of the education process
- Rehabilitation
- Steps and procedures
- A clear vision - a clear mission

CURRICULUM DESIGN: CONTENT
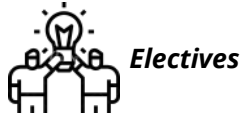
Electives

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

Traditional Subjects

Subjects like languages, math, and science should be at the core of the curriculum and career orientation sesssions should be added

CURRICULUM DESIGN: EVALUATION

Assessing What?

Such as knowledge, theories, competencies, ect

Assessment Strategies

Assessments that are project-based, task-based, experimental, research-based ect

Issue in Official Exams

Many participants stated that they believed the official exam should should be removed

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 EVELOPMENT 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

Many participants stated that they have minimal information regarding the process

Late

Participants stated that the curriculum took a lot of time to be implemented

De-contextual

Participants stated that the curriculum did not consider the diversity in the Lebanese context

Needed followup

Participants stated that the curriculum was not revisited or improved after it was commissioned and it has many mistakes which led to it becoming outdated

THE 2021 CURRICULUM REFORM

Who should be represented?

- Parents
- Students
- Education experts
- Policy makers
- Work sector

Who should have the main role in developing the curriculum?

- Education professionals
- Community Stakeholders
- Health workers

What the curriculum development process should look like:

Focused on student needs

Collaborative

Include Teachers

Time relevant

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.
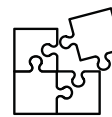
Teachers' Characteristics

Knowledge

- Keeping pace with development and digital learning
- Up-to-date on the development taking place
- Expert in his or her subject

Values

- Empathetic
- Acceptance of others' opinions
- Objectivity
- Hard work ethic

Skills

- Leads
- Motivates students
- Efficient and reliable
- Takes care of the students

Educational Leaders' Characteristics

Values

- Be positive
- Be sympathetic
- Create of an incubating environment
- Believe in "From the people to the people"

Skills

- Awareness of mistakes, seeking development
- Sense of management
- Development of learning skills
- Responsibility
- Social Integration

Education Leadership role

- Distribute leadership in school context
- Provide instructional support
- Be a social change agent

Curriculum Opportunities

Mental Health

- Psychological support
- Emotional motivation

Rewards

- Financial support
- Appreciation
- Extrinsic motivation

Professional Development

- Counseling
- Monitoring
- Training on using modern and advanced methods

School-based autonomy

- Sense of freedom
- Right of expression

Active Role Outside the Classroom

- Participation in community building
- Participation in the development of the Lebanese curriculum
- Provide opportunity to participate in the development of programs