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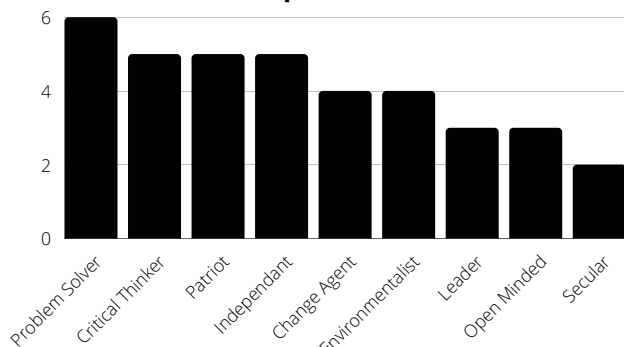
Career development	Personal development	Societal development

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

Successful student profile

(Bar chart, values from highest to lowest)
- Problem Solver: 6
- Critical Thinker: 5
- Patriot: 5
- Independant: 5
- Change Agent: 4
- Environmentalist: 4
- Leader: 3
- Open Minded: 3
- Secular: 2

Top 6 Values the curriculum should promote:
- Respect
- Compassion
- Tolerance and acceptance of different opinions and thoughts
- Equity
- Empathy
- Integrity

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
- Care facilities

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
- Helps students prepare for real-life
- Helps kids find their passion
- Is a journey for self-development
- Focuses on student strength
- Prepares students for university

Community & Citizenship Goals
- Builds a research-based human who is curious and wants to develop their society

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

Traditional Subjects

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

Teach Various Skills

New curriculum should teach 21st century skills for future leaders

Vocational Subjects

Students should learn hands-on skills which can help them choose a career path

New Venues

Workshops and community service are important to promote students' skills

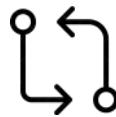## CURRICULUM DESIGN: EVALUATION

Assessing What?

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

Assessment Strategies

Assessments that are Project-Based, Inquiry-Based ect

Assessment Tools & Tasks

Tasks such as open-book, illustrations, case studies and observations ect

Issue in Official Exams

Many participants elaborated that official exam goals and target should be to develop students skills 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 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

17 out of 41 participants stated that they have minimal information regarding the process
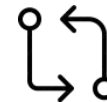
Western influence

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

Politicized

Participants stated that the curriculum was influenced by politics

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

What the curriculum development process should look like:

Focused on student needs

Focused on societal needs

Collaborative

Research based

Equitable

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.
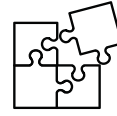
Teachers' Characteristics

Knowledge

- Background in Psychology
- Knowledge in technology
- Knowledge of the educational tools
- Awareness of global problems

Values

- Open-mindedness
- Acceptance of others
- Empathy

Skills

- Communicative
- Good listener
- Influencer
- Forward-thinker

Educational Leaders' Characteristics

Values

- Fair and firm
- Non-authoritative
- Up-to-date
- Supportive

Skills

- Good listener
- Planner
- Problem solver
- Cooperative

Curriculum Opportunities

Mental Health

- Work life balance
- Avoidance of burn out
- General mental health services

Rewards

- Placement based on skills
- Better salaries
- A more impactful social role for teachers

Professional Development

- Sets achievable goals
- Follows up inside the school
- Providing time for research

School-Based Autonomy

- Sense of ownership in the teaching content
- Hierarchy with a sense of collaboration