

This executive summary presents a brief description of the main findings that participants shared in the **Beqaa** 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



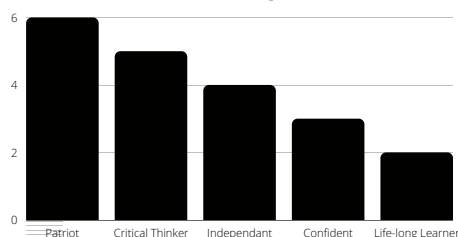
Personal development



Societal development

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

Successful student profile



Top 6 Values the curriculum should promote:

- Respect
- Acceptance
- Honesty
- Cooperation
- Compassion
- 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
- Home
- Museums
- Businesses

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

- Helping students set goals and work towards achieving them
- Teaching students to identify their passion(s)
- Encouraging students to think and analyze
- Supporting all students (inclusion)



Curriculum Goals

- Curriculum development
- Support for special needs
- Development of new ways to promote innovation
- Training of educators



Planning Goals

- An educational plan to advance science and an important teaching strategy
- Teaching plan/ Annual plan
- Concrete, secure, and long-term goals
- A place for the learning and educational process and a well-thought-out plan

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?



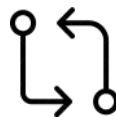
Such as critical thinking, higher order thinking, ect

Assessment Strategies



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

Assessment Tools & Tasks



Tasks such as role play, experiments, case studies, presentations ect

Issue in Official Exams



should be qualitative, transparent, fair, uses portfolios etc

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



Almost half of the participants stated that they have minimal information regarding the process

Bureaucratic



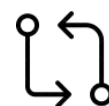
Participants stated that the curriculum followed a top-down development approach

Western influence



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

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
- Worksector
- Education experts
- Policy makers

Who should have the main role in developing the curriculum?

- Policy Makers
- Education professionals

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



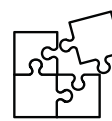
Knowledge

- Knowledge of language and content
- Knowledge in technology
- Knowledge of students' learning styles



Values

- Neutrality
- Mercy and humility
- Commitment



Skills

- Positivity
- Acceptance of criticism
- Problem solving skills

Educational Leaders' Characteristics

Values

- Acceptance of others' opinion
- Fairness
- Humility
- Openness
- Inclusiveness

Skills

- A focus on the positive things
- Role Model
- Good communication and listening skills
- Motivator
- Ability to criticize, cooperate, and guide

Curriculum Opportunities

Mental Health



- Provide psychological aid

Rewards



- Recognition for effort
- Promotions and rewards
- Higher salary

Professional Development



- Training courses in educational technology
- Support and development programs
- A variety of information resources

School-based autonomy



- Independence and self-sufficiency
- Partnership between teachers and administration
- Involvement of teachers in decision-making

Active Role Outside the Classroom



- Involvement in the society
- Part of placing school policies