

This executive summary presents a brief description of the main findings that participants shared in the **Mount Lebaon 1** 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

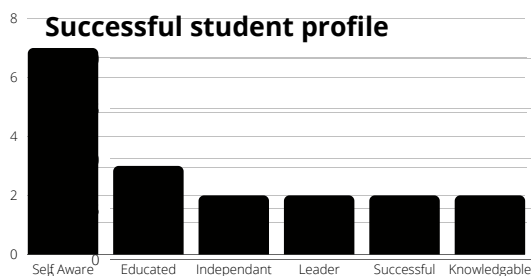


Societal development



Career development

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



**Top 5 Values the curriculum should promote:**

- Honesty
- Acceptance of others
- Respect
- Humanity
- Courage

**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
- Humanitarian organization
- Civil courts

### **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**

- Building the learner's personality
- Acquiring skills
- Contributing sufficiently to create creativity and openness in the learner
- Transferring the student to a safe environment



**Curriculum Goals**

- Define lessons with goals that benefit the learner
- Emphasize how to teach the content and to include all types of learners
- Promote creativity in the arts and interdependence between materials

#### **CURRICULUM DESIGN: LEARNING EXPERIENCE**



**Teaching strategies**

Built or analysis and differentiation. Standard-based curriculum..



**Tools**

Tools such as books, boards,technologically advanced material, etc

## **CURRICULUM DESIGN: CONTENT**



**Include electives**

Subjects like music, drama, arts, and physical education should be stressed in the curriculum



**Traditional subjects**

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



**Develop social values**

Several hours should be dedicated to helping students learn about equity, citizenship, and human rights.

## **CURRICULUM DESIGN: EVALUATION**

**Assessing What?**



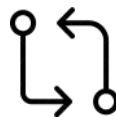
Such as learning objectives, skills, competencies, ect

**Assessment Strategies**



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

**Assessment Tools & Tasks**



Tasks such as oral exams, portfolios, interviews, and case studies ect

**Issue in Official Exams**



should be equitable, inclusive, assess student capabilities , 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

**Adopted not adapted**



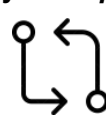
Participants stated that the curriculum was taken from western settings without considering the Lebanese one

**Political and religious influence**



Participants stated that such influences negatively affected the implementation of the curriculum

**Needed followup**



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

**Didn't focus on student abilities**



Participants stated that the curriculum requirements were very hard to fulfill

### **THE 2021 CURRICULUM REFORM**

Who should be represented?

- Students
- Parents
- Policy makers
- Social workers

Who should have the main role in developing the curriculum?

- Education professionals
- Policy Makers

**What the curriculum development process should look like:**



Research based



Student based



Offers professional development for teachers

## **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**



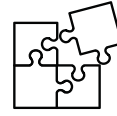
#### **Knowledge**

- Good subject matter knowledge
- Good language capabilities
- Updated regarding teaching and learning



#### **Values**

- Tolerance
- Inclusiveness
- Open-minded
- Honest



#### **Skills**

- Leader in class
- Facilitator
- Self development
- Creative

### **Educational Leaders' Characteristics**

#### **Values**

- Humble
- Supportive
- Protective

#### **Skills**

- Strategic Planner
- Good communicator
- Good listener
- Promotion of self-knowledge

### **Curriculum Opportunities**

#### **Mental Health**



- Social security and health insurance
- Maternity leave for more than 70 days
- Social benefits on an equal basis with other professions
- Consideration of work done outside contact hours

#### **Rewards**



- Salary increase
- More days off

#### **Professional development**



- Sharing knowledge and participating in dialogue sessions
- Providing continuous training courses
- Finding ways to help teachers teach better

#### **School-based autonomy**



- Participation in decision-making
- Teachers' opinions taken into consideration