

This executive summary presents a brief description of the main findings that participants shared in the **Mount Lebanon 2** 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



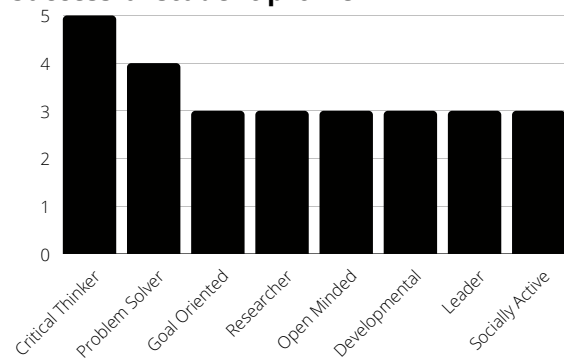
Personal development



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
- Tolerance
- Empathy
- Integrity
- Self Love

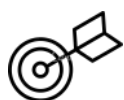
Participants were asked about their thoughts regarding learning venues, in addition to schools. The following venues were the most mentioned and are placed from most to least.

- Work places
- Nature
- Museums
- Municipalities
- Sports 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

- Building students' character
- Fostering creativity
- Building a positive way of thinking
- Becoming the person they dream to be



Community & Citizenship Goals

- Goal oriented citizenship
- Students as community helpers



Religious Goals

- It is important to have religious lessons in the Lebanese curriculum.

CURRICULUM DESIGN: LEARNING EXPERIENCE



Pedagogies

Such as play-based learning, interaction, exploration, application, inquiry-based learning and discovery, ect



Activities

Participants emphasized having hands-on activities as an integral part of the curriculum.

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 and career orientation sessions should be added



Course Selection

Students should have the space to choose some of the courses

CURRICULUM DESIGN: EVALUATION

Assessing What?



Such as knowledge, skills, competencies, analysis ect

Assessment Strategies



Assessments that are project-based, research-based ect

Issue in Official Exams



Many participants elaborated that official exam should not target marks only and there was opposite opinions regarding Brevet exams cancellation

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



18 out of 40 participants stated that they have minimal information regarding the process

Western influence



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

Lots of Subjects



Participants stated that many subjects were added to the curriculum and this is overburdening the students and teachers.

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
- Policymakers
- Education experts
- Mental health professionals

Who should have the main role in developing the curriculum?

- Education professionals
- Community Stakeholders

What the curriculum development process should look like:



Focused on student 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



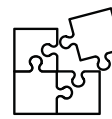
Knowledge

- Familiar with teaching pedagogies
- Attended intensive training courses
- Psychology background
- Knowledgeable in real-world general issues and subjects



Values

- Love for profession
- Less egoistic
- Respect for the holiness of education



Skills

- Active
- Researcher
- Reader
- Lifelong learner

Educational Leaders' Characteristics

Values

- Transparent
- Unbiased
- Fair
- Integrity

Instructional Support

- Inspects teachers
- Supports teachers & follows-up on their work
- Provides guidance
- Trains teachers and implements many workshops

Leadership and Management Skills

- Problem solver
- Team builder
- Team planner
- Self managed
- Role player

Beyond Instructional Support

- Provides strategies for mental health
- Provides good financial returns
- Reforms the curriculum
- Collaborates with civil society actors

Curriculum Opportunities

Mental Health



- Psychological Support

Rewards



- Emotional and financial rewards
- Extrinsic motivation
- Extension of parental leave
- Easier transportation

Professional Development



- Developed training sessions
- Exchange of experiences and networking
- External workshops

Teaching Hours



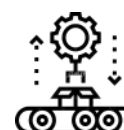
- 3 working hours a day
- 15 working hours in a week or less

Active Role Outside the Classroom



- Activating the role of the unions and leagues to follow-up on needs and development
- Creating Teacher Hubs

Logistics



- Providing logistical material
- Providing technological tools and instruments