

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



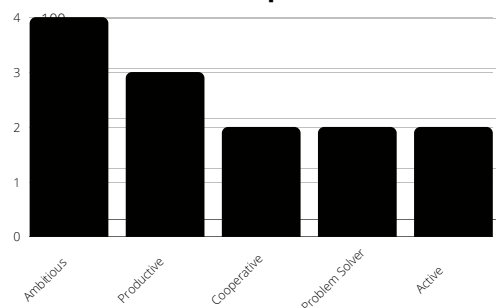
Personal development



Societal development

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

Successful student profile



Top 5 Values the curriculum should promote:

- Respect
- Acceptance
- Honesty
- Loyalty
- 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.

- Nature
- Cultural sites
- Artistic sites

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

- Learner’s personality development
- A change in the way of thinking
- Scientific guidance and skill development
- The development of the human mind
- The basis for building an advanced society



Curriculum Goals

- A program that changes with time
- A pathway that we believe in and achieve through certain activities that mimic reality
- Aligned with era requirements

CURRICULUM DESIGN: LEARNING EXPERIENCE



Teaching strategies

Built or research and differentiation. Practice should be aided by theory.



Teaching environment

built on inclusion, collaboration, and helps students develop curricular and extracurricular skills



Tools

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

CURRICULUM DESIGN: CONTENT



Additional subjects

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



Core 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?



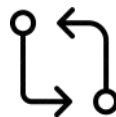
Such as learning objectives, knowledge, skills, competencies, ect

Assessment Strategies



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

Assessment Tools & Tasks



Tasks such as oral responses, and presentations ect

Issue in Official Exams



should be decentralized and school based were students have the ability to choose, focus on quality not quantity, 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



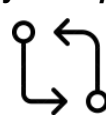
3 out of 14 participants stated that they have minimal information regarding the process

Content focused



Participants stated that the curriculum prioritized content over student needs

Needed followup



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

De-contextual



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

THE 2021 CURRICULUM REFORM

Who should be represented?

- Parents
- Students
- Education experts
- Policy makers

Who should have the main role in developing the curriculum?

- Education professionals
- Policy Makers
- Parents and students

What the curriculum development process should look like:



Collaborative



Focus on Technology



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



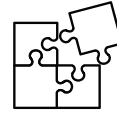
Knowledge

- Technological knowledge
- Knowledge on how to adapt the curriculum to classroom needs
- Participation in trainings and workshop



Values

- Fairness
- Honesty
- Loyalty



Skills

- Firmness, directness, and strictness
- Successful class management
- Technological skills

Educational Leaders' Characteristics

Values

- Acceptance of the opinions of others (students and teachers)
- Compassionate
- Openness

Skills

- Possesses diverse knowledge and specializations
- Stays up-to-date
- Is prepared for emergency situations

Curriculum Opportunities

Mental Health



- Appropriate salaries
- Education by specialization
- Transportation allowance
- Social security and health insurance

Rewards



- Motivation
- Annual promotion
- Opportunities for development

Professional Development



- Continuous training
- An understanding of the correct methods and techniques
- Advanced demonstration tools