

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



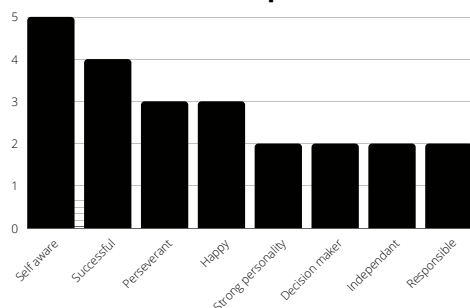
Societal development



Career development

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

Successful student profile



Top 6 Values the curriculum should promote:

- Respect
- Acceptance
- Religious
- Loving
- Integrity
- Cooperativ

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
- Religious venues
- Home

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

- Develops student capacity / allows the student to develop
- Builds personal knowledge
- Strengthens the character
- Embraces creative students



Curriculum Goals

- It is adopted by the state to standardize education in the schools of the country as a whole.
- It is the embodiment of society's goal and aspirations.
- It attempts to unite.



Planning Goals

- Planned strategies to reach the goal
- Educational, cultural, and religious plans

CURRICULUM DESIGN: CONTENT



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



Contact Hours

There should be less contact hours for all cycles

CURRICULUM DESIGN: EVALUATION

Assessing What?



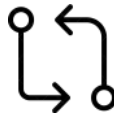
Such as creativity, skills, competencies, ect

Assessment Strategies



Assessments that are Project-Based, Play-Based, Research Base, lab basedd ect

Assessment Tools & Tasks



Tasks such as surveys, oral assessments, portfolios ect

General Issues in Assessment



Should be qualitative not quantitative, should consider economic situation ect

Issue in Official Exams



Many participants elaborated that official exams should be changed or canceled 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 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



17 participants stated that they have minimal information regarding the process

Content focused



Participants stated that the curriculum prioritized content over student needs

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

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



Consider market 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



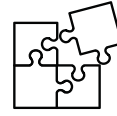
Knowledge

- Plays the role of a facilitator, not just knowledge transmitter
- Familiar with pedagogical methods
- Holds related university degree(s)



Values

- Open-mindedness
- Tolerance
- Objectivity



Skills

- Ability to learn and self-develop
- Classroom management skills
- Ability to evaluate himself or herself in many ways

Educational Leaders' Characteristics

Values

- Understanding
- Supportive (leader, not manager)
- Belief in empowerment

Skills

- Collaborative
- Supervision of educational process
- Teacher support

Leadership and management tasks

- Following up on grades with students
- Evaluating the results
- Designing educational policies

Curriculum Opportunities

Mental Health



- Free coaching sessions
- Constant encouragement
- Options to seek professional help

Rewards



- Financial support
- Paid leave
- Motivation and appreciation

Professional development



- Continuous training courses, especially in technology
- Innovation and training on new learning methods
- Sharing experiences between teachers

School-based autonomy



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

Teacher rights



- Salary that is equitable in relation to the teachers' educational degrees
- Taking into account the teachers' rating - rank