

Increasing the admission quotas for disadvantaged provinces to "MOE Employees' Higher Education Centers (in-service education centers)". This measure is illustrated in the following table:

Percentage of special quotas devoted to prosperous provinces in students' admission to "MOE Employees' Higher Education Centers" out of the total admission from academic year 1996-97 to 2000-2001.

Year \ Province	Ardabil	Ilam	Booshehr	Charmahal va Bakhtiari	Khuzestan	Zandjan	Sistan va Baluchestan	Kermanshah	Kordestan	Kohkiloye va Booyerahmad	Lorestan	Hormozgan	Total
1997	2.42	1.21	2.04	2.65	4.92	2.28	1.78	1.97	3.06	1.32	3.08	1.50	28.30
1998	1.66	1.09	1.59	2.10	4.79	1.96	2.25	2.44	3.18	1.37	2.69	1.75	26.81
1999	2.07	1.25	1.63	1.70	5.42	1.57	2.74	2.49	2.89	1.54	2.58	1.76	27.94
2000	3.00	3.03	3.34	3.04	3.04	3.12	3.94	4.14	3.09	3.80	3.73	4.25	41.54

- *The students of non teacher training courses at universities can give an undertaking to serve as teachers in disadvantaged , and rural regions after graduation. 1500 students have given undertakings so far .*
- *Establishment of 3- year teacher training junior colleges in disadvantaged provinces. 14 such colleges have been established in 8 provinces so far , in which 1525 students are studying.*

1-2.b.4 Suitable and Balanced Distribution of Funds and Facilities among Provinces.

In order to develop educational equity in different provinces and regions of the country, significant reforms have recently been carried out in the method of distribution of funds and facilities.

By carrying out these reforms much of the objectives have been achieved. Two basic measures explained below are among these reforms.

-Determining indexes for balanced distribution of the budget:

Towards achieving this aim, in 2000, a new pattern was designed by MOE to determine the coefficient of disadvantage of the provinces via 94 effective factors and in 2001 non-personnel budget was calculated and distributed accordingly.

-Determining indexes for balanced pattern of distributing facilities:

This process used to be conducted via a centralized style of provision and distribution of facilities according to the experts' opinions. Undoubtedly some kind of exerting personal taste took place. In order to stop such a phenomenon some constructive reforms were carried out by the authorities of MOE . presently distribution of facilities .

is done according to legal criteria in which the above mentioned coefficients are exactly taken into consideration.

1-2.b.5 Extension' of Girls' Education

One of the policies and reform measures whose implementation has led to improve the equality of education between genders was the effort made by the authorities of MOE regarding continuous improvement of girls' education. Fortunately the supportive measures of the legal authorities in this regard strengthened the reform process increasingly. Consequently the groundwork was laid for improving girls' education. Main achievements in this regard are as follows: Increase of the ratio of girl students in different schooling levels. The following table illustrates the fact:

***Ratio of Girls to the total students in different schooling levels from
1996-97 to 2000-2001***

	Percentage of Girl students	96-97	97-98	98-99	99-2000	2000-2001	Percent of change
1	pre-primary level	48.8	49	49.7	50	50.3	1.5
2	primary level	47.1	47.2	47.4	47.5	47.6	0.5
3	Lower secondary level	45	45.5	45.4	45.3	45.3	0.3
4	upper secondary & pre-college	48.4	49.7	50.1	50.5	50.9	2.47
5	Tech-Voc. schools	24.59	25.79	29	30	31.8	7.2
6	Total Levels	47.2	47.7	47.9	48.1	48.2	1.00

- *Increase in girls' enrollment. The following table illustrates this fact.*

***Girls' Enrollment Rate by
Age Group from 96-97 to 2000-2001***

Girls' Enrollment rate		year	96-97	97-98	98-99	99-2000	2000-2001	Change
6-10 year old	net		93.74	94.26	95.28	95.92	97.38	3.64
11-14 year old	net		71.43	71.5	72.46	72.15	72.5	1.07
14-16 year old	net		47.99	50.93	55.17	55.82	55.49	7.5

- *Increasing the enrollment ratio of girls in rural, tribal and boarding schools.*

The following table illustrates this increase:

The enrollment ratio of Girls in rural , tribal, boarding and state exemplary schools from 96-97 to 2000-2001

Ratio of girl students in \ Year	96-97	97-98	98-99	99-2000	2000-2001	Changes
rural primary schools	45.59	45.84	46.21	44.43	46.61	1.02
rural lower secondary	40.1	40.8	40.98	40.98	41.1	1
rural upper secondary	41.33	42.93	43.69	45.43	45.67	4.34
total rural schools	43.89	44.25	44.55	44.83	45	1.11
tribal primary schools	40.47	41	41.67	42.91	43.51	3.04
tribal lower secondary	25.22	23.67	24.79	25.28	28.75	3.53
tribal upper secondary	11.59	26.77	32.33	36.18	37.39	25.8
total tribal schools	37.97	38.47	38.88	40.14	42.55	4.58
boarding lower secondary	28.1	30.79	32.45	34.45	36.8	8.7
boarding upper secondary	25.68	27.31	28.88	31.45	34.65	8.97
total boarding schools	26.88	28.9	30.37	32.68	35.51	8.63
state exemplary lower secondary schools	29.2	33.3	36.3	40.1	44.3	15.1
state exemplary upper secondary schools	31.58	37	38.97	41.55	45.7	14.12
total state exemplary	30.72	35.43	37.87	41.14	45.6	14.88

- *Attention to the Hygiene and Physical Exercise of Girl Students: "*

Significant efforts have been made to promote and internalize the culture of sport and physical exercise among girl students. Some of the measures taken in this regard are as follows:

-Development, production and distribution of teachers' manuals specialized to physical exercise of woman teachers

-Implementation of the plan known as "assessment and forming the identification cards regarding the physical structure of the girl students". So far more than 18000 girl students have been covered by this plan.

-Holding different games and matches at different levels i.e. school, regional, provincial and national levels.

-Doing morning physical exercises coordinately at schools and organizing mountain climbing teams devoted to girls

-Increasing Physical education High schools devoted to girls

Increasing financial resources to extend sport spaces , specialized to girls

1-2.c Quality in Education

Continuous improvement and reconciling the schools' curricula and fostering plans with the scientific criteria and changing social demands are among the policies being followed by the authorities of MOE to improve the quality of teaching/ learning process as well as to fulfill equity in education. In this regard, making required changes in the content of the curricula and teaching methods, strengthening the culture of research, appreciating individual innovations and holism, and finally establishing a linkage between education system and the development atmosphere of the society have been emphasized.

In order to describe this fact, efforts are being made and the measures taken, which have the most important impacts on and achievements for the education system of the country are outlined below:

- Improvement of Indexes:*

Regarding this issue, those indexes are being described which are the result of the improvement of quality and quantity of the desired efficiency of education system.

-Improvement of Internal Efficiency of Education System:

Great measures have been taken in recent years in this relation so that in the academic years investigated (the following table) the ratio of "wasting" has significantly reduced. The average number of the students in primary and lower secondary schools who pass the classes was 14 million and has

increased about 2% , in other words 280,000 cases have decreased in the drop outs.

It is clear that such achievements results in financial savings, reducing the improper social, family and psychological consequences which are usually brought about by drop out. The following table shows the improvement in the indexes:

*Changes in the indexes of the internal efficiency of lower primary level
from year 1996-97 to 2000-2001*

Index	sex	96-97	97-98	98-99	99-2000	Changes
rate of transition	boys	91.91	93.77	93.62	94.27	2.36
	girls	95.01	91.57	96.05	96.43	1.42
	total	93.27	86.83	94.77	95.20	1.92
coefficient of efficiency	boys	0.86	0.91	0.89	0.92	0.06
	girls	0.88	0.92	0.91	0.94	0.06
	total	0.87	0.91	0.90	0.93	0.06
rate of waste (loss)	boys	1.16	1.10	1.12	1.08	-0.08
	girls	1.13	1.16	1.09	1.06	-0.07
	total	1.14	1.10	1.11	1.07	-0.07
Average of the length of the primary course	boys	5.35	5.29	5.3	5.32	-0.03
	girls	5.19	5.17	5.17	5.16	-0.03
	total	5.28	5.23	5.24	5.22	-0.06
Total graduates in primary schools based on 1000 students	boys	888	931	916	976	88
	girls	876	918	904	954	78
	total	883	925	907	961	78

Changes in the indexes of the internal efficiency of lower secondary level from year 1996-97 to 2000-2001

Index	sex	96-97	97-98	98-99	99-2000	Changes
rate of transition	boys	79.1	82.83	81.61	82.81	3.71
	girls	88.95	91.57	91.38	92.17	3.22
	total	83.57	86.83	86.08	87.07	3.5
coefficient of efficiency	boys	0.79	0.84	0.82	0.84	0.05
	girls	0.88	0.91	0.90	0.90	0.02
	total	0.83	0.88	0.86	0.87	0.04
rate of waste (loss)	boys	1.26	1.19	1.22	1.2	-0.06
	girls	1.14	1.10	1.11	1.11	-0.03
	total	1.20	1.14	1.17	1.15	-0.05
Average of the length of the lower secondary level	boys	3.43	3.37	3.39	3.37	-0.06
	girls	3.21	3.17	3.17	3.15	-0.06
	total	3.33	3.28	3.29	3.27	-0.06
Total graduates in lower secondary level based on 1000 students	boys	718	777	752	775	57
	girls	833	872	852	861	28
	total	772	822	799	816	44

** Note about the above tables: The report was prepared prior to the announcement of the exam results for the academic year 2000-2001*

Improvement in the ratio of students to teachers and classrooms:

- In recent years the relative reduction of student population in primary level and their transition to the next level on one hand and construction of new schools on the other, have provided a good*

chance to improve "the ratio of students to teachers, classrooms, and other employees. This in turn, has led to improve the quality of education. According to existing statistical reports, the average reduction of student per class is 3 students.

The following table illustrates this fact:

Change of the indexes and the proportion of students to teachers & classes by the level of schools from academic year 96-97 to 2000-2001

subject		year					Changes
		96-97	97-98	98-99	99-2000	2000-01	
Proportion of students to teachers in:	primary level	30.2	26.1	26.6	25.7	24.8	-5.38
	lower secondary level	30.1	25.5	28.3	26.6	25.9	-4.23
	upper secondary and pre college course	28.1	23.7	28.3	27.6	29.5	1.39
	all levels	29.8	25.4	27.4	26.4	26.2	-3.64
proportion of students to (state) employees in:	primary level	21.5	21.3	19.6	19.00	18.5	-3.04
	lower secondary level	19.1	19.8	18.7	17.2	16.7	-2.41
	upper secondary and pre college course	16.8	17.5	17.2	16.00	16.6	-0.21
	all levels	18.00	19.9	18.7	17.7	17.5	-1.50
Class population in running classes in:	primary level	28.15	27.62	26.82	26.37	25.09	-3.06
	lower secondary level	31.81	31.44	31.03	30.46	24.45	-2.36
	upper secondary and pre college course	31.47	31.17	31.27	30.99	30.29	-1.18
	all levels	32.33	32.59	32.05	28.96	27.86	-4.47
Average class population in running classes at all levels		20.22	29.87	29.37	28.91	27.42	-2.80

- *Improvement in the academic qualification of Manpower:*

Improvement of academic qualification of the employees and teachers and consequently the improvement of professional skills and competencies have been among the basic policies followed by the authorities of MOE in recent years. In this regard, by attracting the assistances and contributions of higher education centers affiliated to MOE as well as with the help of other organizations a proper ground has been created to provide teachers with higher education (at associate degree and B.A B.S degree) Also, suitable facilities have been provided for teachers to continue their studies up to M.A M.S and PhD degrees

The following table shows the improvement in the academic qualification of the Ministry of Education's staff

subject	level of school	96-97	97-98	98-99	99-2000	2000-01	Changes
Average of education	primary schools	12.5	12.7	12.8	12.9	13.00	0.47
level of teachers	lower secondary	14.1	14.0	14.2	14.3	14.5	0.35
in:	upper secondary and pre-college	15.4	15.2	15.6	15.7	15.8	0.38
Average of education level of teachers in all levels		12.7	13.6	13.8	14.0	14.1	0.39
Average of Employees' education level in:	primary schools	12.6	12.7	12.8	13.00	13.00	0.49
	lower secondary	13.9	13.8	14	14.1	14.3	0.36
	upper secondary and pre college	15.00	14.8	15.1	15.2	15.3	0.32
Average of employees' education in all levels		13.6	13.5	13.8	13.9	14	0.40
percentage of teachers having B.A/B.S degrees in primary schools		4.82	5.63	7.15	9.94	11.7	6.88
percentage of teachers having associate degrees in primary schools		31.12	30.47	30.86	31.26	31.7	0.58
percentage of teachers having B.A/B.S and higher in lower secondary		13.71	13.84	17.02	21.49	26.8	13.09
percentage of teachers having associate degrees in lower secondary		88.83	74.47	76.4	73.25	68.9	-9.93
percentage of teachers having B.A/B.S degree in upper secondary and pre college		80.58	76.42	84.74	87.37	91.8	11.22
percentage of teachers having B.A/B.S & higher degrees in primary, upper secondary & pre college		23.01	24.03	27.11	31.07	33.9	10.89
percentage of teachers having associate degrees in primary & lower secondary schools		48	46.78	47.15	46.8	45.5	-2.50

Emphasis on Pre- Primary Education:

Though pre-primary education hasn't been "formally" included in the education system of I.R, of Iran , due to its significant role in making education system efficient, effective plans have been devised by the authorities to improve it as rapidly as possible. So by developing and

implementing some practical strategies, some of which are given below, MOE tries to extend it throughout the country and gradually change it into a "formal" and "compulsory" level of education.

The measures taken in this regard are as follows:

-Allocation of governmental funds.

-Training teaching staff of primary level and employing them in the one-year primary course (for 5 year age group)

-Developing and implementing the plan "one year pre-primary course" via people's contribution.

-Developing and implementing the plan" one-month , preparatory course (for bilingual regions)" by using governmental funds.

-Developing, producing and distributing teacher's manuals for the teachers of preparatory courses (one-month and one-year courses) .

-Developing educational materials and media specialized to pre-primary course.

Number of pre-primary schools and their learners from academic year 96-97 to 2000-2001

Number	Year					percentage of changes
	96-97	97-98	98-99	99-2000	2000-01	
Number of Children	195181	204322	220434	251556	286903	147
Number of pre-primary schools	3322	3450	4243	5808	7382	122

- Revising Textbooks***

In order to enrich the contents of textbooks continuously as well as to match them with the social and individual needs, and skills required for today's

life, the policy of revising and reforming the curriculum development process has been followed by the related authorities and experts. In this regard effective measures have been taken some of which are as follows:

- Conducting comprehensive

- Comparative researches on the textbooks and educational materials of other countries

-Holding "the Textbook Exhibition" in which 26 countries participated. The objective of the exhibition was to familiarize the curriculum planning experts with other countries' findings and experiences in the field of designing and developing textbooks

-Profiting from the other countries' experts and specialists in the field of curriculum planning, specially UNESCO's analysts , and specialists.

-Organizing and activating "the Research Establishment for the Development of Textbooks"

- Providing Proper Background for the Development and Fostering Students' Creativity*

A lively and dynamic society should have creative and innovative persons. In order to educate people in this direction, the education system should be dynamic and creative.

Having understood the necessity and importance of this issue in recent years, the authorities of MOE have been making great efforts to take proper measures and adopt scientific and innovative educational strategies so that they may provide good background for students' creativity and innovations. The following measures have been consciously taken in this regard and have led to important achievements:

-Roshd Film Festival

It is a long time that this festival, known as "Roshd Scientific, Educational Film Festival" is held annually; its aims are,

(1) Stabilizing and promoting the culture of using pictures in teaching/ learning process;

(2) Getting informed about the other nations' scientific and educational changes and innovations;

(3) Encouraging film producers to choose issues and subjects related to education for their productions.

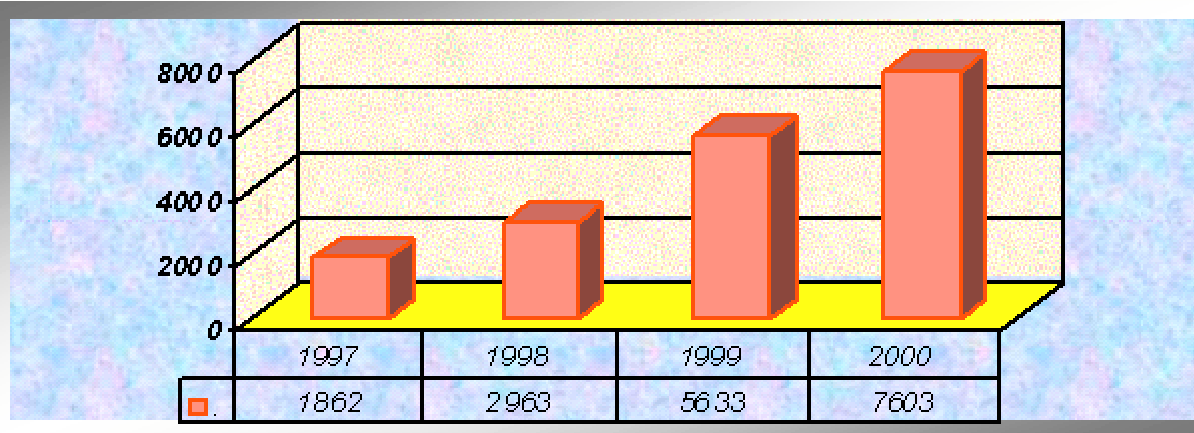
Two groups ,Iranian and foreign film producers participate in this festival

-Kharazmi Youth Festival :

This festival is held in two sections, school students' section and college students' section. It is held with the contribution and assistance of MOE and Ministry of Science, Research and Technology. Its main objective is to create and foster the culture of innovation and research in the youth. As it has had remarkable results so far, and as young researchers have greatly welcomed it, the number of the plans presented is increasing annually.

Diagram illustrating the change in number of the plans presented in Khartizmi Youth Festival from 1997 to

2000



- Supreme Teaching Pattern Festival

The aim of this festival is to familiarize the teachers of different levels of schools with the latest scientific findings in the field of teaching methodology and to encourage them to use these methods in the classrooms. The festival is held' at different levels i.e. regional, provincial and national scales and a lot of teachers participate in it every year .

-Publishing "Roshd Educational Magazines" in two categories, i.e. general and specialized subjects. These magazines are produced for two groups, teachers and students. The aim of students' magazine is to deepen their learning as well as to enrich their educational materials.

The aim of the magazines for teachers and experts is to familiarize them with the latest scientific findings and approaches in teaching methods and the contents of the subjects they teach. There are 8 general magazines and several specialized ones.

-Establishing an "Information Network" for the students' use.

In order to enable the students to have access to the scientific research findings and information as rapidly as possible and, let them exchange experience and information, this plan has been . designed and is being implemented tentatively at 11 high schools in Tehran.

-Establishing scientific educational centers and museums, extending scientific olympiads, promoting scientific studies and researches among students, developing research credit units (in the curricula), developing educational aid books and standardizing education materials and media are some of the measures taken towards improving the quality of education.

1-2.d Participation of the Society in the Process of Educational Change

One of the remarkable traits of Iranians is that they take active part in social and political affairs. Based on this fact, after the Islamic revolution the authorities of the education system, making reasonable policies and devices, have been trying to mobilize the above mentioned characteristics in order to solve the problems and meet the challenges as well as to improve the education system. Valuable achievements have been obtained in this regard, two of which are outlined below:

- Participation of students' parents and benevolent people in constructing premises.*

This policy was adopted and followed in order to attract and promote the participation of charitable parents and other such people in constructing schools thus reducing the problems and shortages of premises. Some of the measures in this regard are as follows: Knowing charitable school constructors and people thus establishing a society in this regard, organizing "the supportive staff for supporting charitable ladies willing to construct schools", "holding meetings for appreciating the benevolent school constructors". By implementing this policy the following achievements have been obtained:

-Removal of 3 and 4 -shift schools

Increase the ratio of people's participation in constructing schools (from 12.5 % in 1997 to more than 25% in 2000)

-Implementing 1982 construction projects with 10786 classrooms from 1997 to the end of 2000.

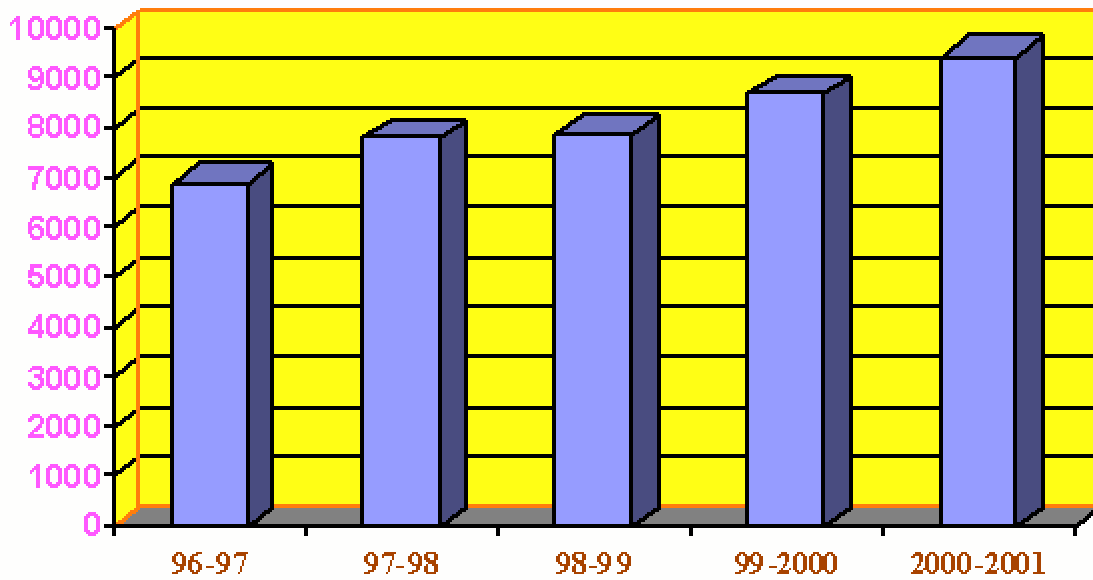
Removal of 1500 shed schools (huts) , in disadvantaged regions and converting them into suitable classrooms.

- *Participation of People in the Establishment and Development of Non -Profit Schools: The parliamentary act regarding "the establishment of Non -profit schools" was approved in 1988 and they started their work formally in 1989. Since then the number of non-profit schools and their students have constantly been increasing. The following table and diagram illustrate the change process in this regard:*

Number of non-profit schools and students enrolled including schools for adult education from academic year 96-97 to 2000-2001

Number	Year					percentage of changes
	96-97	97-98	98-99	99-2000	2000-01	
Number of Schools	6893	7779	7886	8659	9437	37
Number of Students	704458	811663	814194	884148	911721	24.4
Percentage of Students to total Students	3.8	4.3	4.3	4.7	5	1.2

Diagram illustrating increasing trend in the number of non-profit schools from academic year 96-97 to 2000-2001.



Though the title of this type of school may tempt one to think that most students enrolled there are the prosperous people's children, the authorities of MOE have prevented such a phenomenon by adopting conscious and well-considered policies, so that at present 1/3 of the students enrolled in these schools come from poor and disadvantaged families who are enrolled free of charge , and there are lots of state employees' children and the MOE employee families, among the other 2/3 , who are enrolled by enjoying certain discounts in the fees.

It is worth mentioning that these schools are established by real persons, but the contribution of MOE and other bodies such as banks had a remarkable impact on the development and improvement of them .

1-3

***The Lessons Learned in the Process
Of Changing and Reforming
Education System***

The Ministry of Education, I.R or Iran is determined to inform the related executive personnel of the necessity of the reforms and their aims in advance in order to get better results and achieve the desired innovations in the process of reforms and changes in the education system.

In the classification of the findings concerning reforms and changes, the regional situations should be taken into consideration; in other words a

reform may be considered quite satisfactory in one region and quite opposite in another .

This fact should be considered both before and after the reform is started.

A. Some of the results of the reforms and changes carried out are as follows :

1 -Reforms being made in the administrative system and structure through increasing the authority of the provinces and the promotion of their organizational levels will lead to useful results in the education system. Some of the results may be outlined as: reduction of the amount of paperwork , conformity of facilities with the demands of each region, and economizing the government and public expenses.

2 -Reforms in the assessment and evaluation of the pupils' learning . Applying these reforms will result in the improvement of the schools' efficiency and effectiveness, omission of the issuance of certificates at the end of primary schooling (i.e. reduction of 6 million of official signatures) , bringing about the chance for remedial measures for educational retardation.

3 -Reforms being made in the methods of developing exams, Items in primary schools or developing teachers' workbooks aimed at directing teaching/learning process toward enforcing students' thinking abilities, innovations and creativity.

4 -Revising and reforming textbooks as one of the main tools in the formal teaching/learning process has been seriously taken into consideration. In order to accord them with the society demands and the policies of MOE, significant measures, which led to effective results, were taken into consideration.

5 -Establishment of world education data-bank in the Research Center of Education (affiliated to MOE)

The data regarding the curricula, educational methodology, principles and goals as well as rules and regulations of 150 counties have enabled the curriculum developers to have access to them as a rich and important reference.

6 -Developing and promoting educational technology and using educational media have strengthened the students' creativity.

7 -Developing the comprehensive information system :

The vast organizations of MOE is broadened all over the country and the world. Data collecting and processing which in turn help the managers to make decisions and policies, is a very complicated and technical as well as inevitable task.

The comprehensive information system of MOE , I.R of Iran was first initiated in order to computerize the MOE employee's transferring process in 1991. Gradually it extended to other systems such as personnel's payment system.

The success of the measures taken by MOE in this regard attracted the attention of the other executive bodies and MOE is considered as one of the pioneers in the use of computer technology.

8 -Developing school-based management system:

School principals have a fundamental role in achieving the aims of education via improved use of the existing resources and facilities as well as by coordinating the activities. So, the attitude toward the management in school -based system is of great importance. At present it would be a mistake to expect the managers to run the schools merely in a cliché' pattern. The expansion of global communications, and the complexity of the influences of environmental factors such as cultural economical factors and the role of families and mass media in forming students' characters and the necessity to preserve human's dignity and educating students in accordance with global needs while preserving the cultural values and principles have made the school principals' responsibilities heavier and heavier. All the above-mentioned factors make it inevitable to achieve the comprehensive school -orientated management system. Unreasonable transfer of school principals, exact and fundamental assessment of the principals' performance, the criteria and methods of appointing the principals, the required qualifications and skills for the principals, are all issues having fundamental roles in the effectiveness and efficiency of the education process and they should be taken into consideration in designing the management system of MOE. Based on what was said, school-orientated management system is being developed with the following aims:

(a) Improving the existing management system by recognizing the existing situation, refining training and stabilizing the principals.

(b) Attracting the qualified and competent principals in accordance with the determined scientific ,and specialized skills for their appointment.

(c) Developing motivation in the principals regarding gender, schooling level and grading of schools.

(d) Delegation of authorities to the principals according to school-based policies.

(e) Continuous training and improving the principals' knowledge and certificates.

(f) Establishing a scientific system for evaluating the principals' performance.

9 -School-Based Policy

One of the main management policies being followed in MOE towards decentralizing for the last four years has been measures taken for laying suitable groundwork for performing school-based management. It is better to explain different aspects of this idea separately by paying attention to the Minister of Education's opinion, who was the initiator of this system:

School-based policy is a proper method to achieve a desirable school and one which brings credit to schools as the most important education center . This policy is the background of changing the expensive, passive management into an aim-based, active and programmed management.

School-based management is the backbone of decentralization, contribution, delegation of authority and training authorities in accordance with the responsibilities, as well as localizing some programs, and creating flexibility in the programs in accordance with the ecological conditions. It is also a good basis for self -leadership, creativity and dynamism. It is a policy not an order or a circular. Performing this policy requires the managers believe and have a faith in decentralizing policy, their contribution in decision makings and the reduction of the expensive, time-consuming and anti-creativity bureaucracy. School-based policy is a policy which will gradually transfer the authorities from staff offices to schools, and will bring about suitable bedrock for all educational factors of schools to participate in learning/teaching process. This delegation of authority will begin from the minimum and will continue to cover the desired maximum".

So, the fulfillment of this policy requires a shift in the attitudes towards schools in the education system as well as revising the roles of principals, teachers, students and parents in the process of managing schools.

Accepting, firstly, school-based policy, which is based on delegation of authority, decentralization, contribution, human relations and moral-governed principles in the management of schools, requires the complete organization of MOE (line and staff) be prepared and satisfy to observe this policy. Secondly those who are supposed to be appointed as the principals of schools should have the required related qualifications, knowledge and skills. Since implementing school-based plan is one of the main objectives of MOE, the ministry, along with preparing the comprehensive plan of school-based policy, has taken measures, the most important of which are as follows:

(a) Reforming the executive procedures of schools.

(b) Gradual delegation of authority to schools in educational, financial and fostering affairs.

(c) Decentralization by stopping uniform exams and giving remarkable importance to teacher's opinions and remarks in students continuous evaluations, and formative tests.

10- Educational Councils:

The educational councils of provinces, cities and regions are centers by which decentralization policy and delegation of authority in educational affairs are carried out. They are also centers for initiating various methods of providing financial resources, organizing public contributions and improving the effectiveness of educational-executive affairs. initiated in 1995.

The members of these councils are the experts and authorities of the offices of education, religious scholars, local authorities, authorized persons in educational affairs and people's representatives. The councils' financial resources are provided through public aids and contributions, municipalities, government charges and aids.

In order to implement the honored President's plans and promote people's contributions as well as to improve civil institutes, the number of educational councils increased from 82 councils in 1996 to 638 in 2001.

Educational councils have already been organized in 28 provinces, Tehran and 284 other cities and 325 regions.

B. Some of the subsidiary results of the reforms and changes are as follows:

1 -The necessity of informing the executive personnel of the results of the reforms in order to reduce their resistance against the reforms.

2 -Whenever some reforms and changes in the education system occurs in a goal-orientated manner and the executive personnel are aware of them, they will lead to later innovations.

3 -The reforms and changes occurring in the education system which facilitate the fulfillment of the aims are welcomed more willingly.

4 -Reforms and changes based on the problems diagnosed via feedback of the system lead to more effective results.

5 -In the classification of the results obtained through reforms, one should establish a classification spectrum. Sometimes the results of the reforms are quite satisfactory in one place and at the same time it may not have any positive effect at another region or the results may be unsatisfactory. So it is essential to regard the region being covered by the reforms and to estimate the expected coefficient of the results.

6- The parents and teachers are the first groups who react to the reforms and changes. If the reforms are explained to them and they are aware of them, their reaction will be positive otherwise, there'll be negative reactions.

. 7 -The financial resources resulted from the reforms are important issues which should be taken into consideration before and after the reforms and changes. In other words, it would be a mistake to initiate a reform process without the required financial support.

8 -Scientific control of different stages of the reforms is an important issue which shouldn't be neglected, otherwise the reform would be misled.

1-4

*The Main Problems & Challenges Facing
National Education at the Beginning*

of the Twenty-First Century.

Problems and challenges

Due to the rapid student population growth and the rapid global technological changes the educational system of I.R of Iran is facing some serious problems and challenges some of which are outlined below:

-Lack of an independent budget specifically allocated to pre-primary education as an important part of the country's education system.

-Shortage of standard educational spaces, equipment, and , special facilities in accordance with pre-school population.

-Inadequacy and lack of flexibility in the contents and methods of teaching, resulting in the absence of creativity, order , responsibility, respect for others, and group activity.

-Economic poverty , preventing parents from supporting incidental expenses of education for their children, and its effects on enrolment for primary education.

-The great size of the secondary education division in respect to the large number of graduated students from primary schools, employees and educational regions, and heavy centralization.

-Rapid universal change in educational policies and methods and scientific development creating a gap in the quality of education in the country and countries abroad.

-Lack of facilities and equipment for TVE development.

Chapter

2

*Educational Content and Learning
Strategies for the Twenty-First Century in
the I.R. of IRAN*

2-1

Curriculum Development, Principles and Assumptions:

(A) Decision-Making Process

(B) Curriculum Planning and Design

(C) Teaching and Learning Strategies

(D) Assessment Policies and Instruments Used to Determine Students Progress

2-1 Curriculum Development, Principles and Assumptions

2-1.a Decision Making Procedure:

Decisions are made at three levels: "Bureau for Curriculum and Textbook Development", "The Organization for Educational Research and Curriculum Development" and "Higher Council of Education" according to the following procedure .

Decisions are made by the Bureau for Educational Research and Curriculum Development, based on the research proposal or following the agreement of the members of the Curriculum Development Council Then the Council of Scientific Coordination of the Organization for Educational Research and Curriculum Development is informed of the decision The subjects are discussed and investigated in the council . Incase of approval ,they are dispatched to the Higher Council of Education so that the final decision might be made.

The decisions approved by the Higher Council are dispatched to the Organization for Educational Research, and announced to the bureau to be implemented. The feedback and output of the implemented plans and curricula are collected, then analyzed and finally used for reforming the curricula.

2.1.b Curriculum Planning and Development

At this stage, the guidelines of the . curriculum planning, the general plan of education system, the need-analyses and expert studies are taken into consideration. Theories such as progress orientation, concept rebuilding and approaches in curriculum development are utilized in this process. Also, other sciences such as Educational Psychology , Philosophy of Education, Educational Planning, Different Disciplines, Educational

Technology, Educational Evaluation etc, are considered in curriculum planning.

In planning an individual curriculum, principles such as individual needs, social needs, scientific/technological changes, personal , cultural and social differences, time of education, the nature of the subject matter and teachers competencies are taken into consideration. Also, issues such as cognitive, mental and physical development of the learners, reasonable, sequencing of the subject, students' background and pre-Learning , as well as activating the learners and engaging them in the learning process , are all taken into consideration.

2.1.c Teaching and Learning Strategies

At this stage the content of the curriculum is organized. Efforts are made to activate learners in the process of learning and this is done by studying the problem, creating needs, preparing and planning different activities and assignments. Teachers, the performers of the curricula, are informed of the objectives, contents and teaching and evaluation methodologies through in-service training courses, video tapes, educational films, explanatory sessions, general and specialized Roshd magazines, joint meetings with the curriculum developers and textbook authors, etc.

2-1.d Assessment Policies and Instruments Used to Determine Pupils' Progress.

2-1.d.1 Evaluation System (examinations, tests, etc.) at Different Levels

Educational evaluation includes entrance examinations, formative evaluation, and summative evaluation. Summative evaluation is done through final examinations. Each subject score is calculated by the final exam score plus those given through out the academic year/semester as follows:

-Systematic written examination with limited number of questions

-Oral questions (especially for oral skills)

-Evaluating the activity and success rate of the students through various educational activities, scientific conferences, doing assignments, projects, etc.

-Practical testing for skill subjects.

At all levels of schooling i.e. primary, lower and upper secondary and pre university course exams are held twice a year. These examinations are given in December and May. All students are obliged to gain at least 50% of the related score to pass the units. The first given exams are of the taught lessons and the final one is of the whole book. The main score is the average of the final & formal evaluation marks

It is the teacher's duty to evaluate students' educational abilities, in accordance with the school effectiveness and student's active participation in teaching and learning process, to achieve the goals below:

1 -Continued evaluation of students' educational and moral achievements .

2 -Students and their parents awareness on their educational and moral achievements.

3 -Development of creativity and innovative activities and competition among the students.

4 -Making sure of students' educational abilities required for promotion.

5 -Access to that part of information required for evaluation and qualification of the educational curricula, methods, instruments and educational technology .

6 -Diagnosing individual preferences and talents within students so that they may be directed towards suitable studies and professions.

The following table shows all kinds of evaluation and their administration forms in different levels and grades:

level	Grade	Type of Evaluation		
		Entrance/ Diagnostic annual times, form	formative annual times, form	summative annual time, form
Primary	1	Readiness assessment Test; provincial	Continuous, school	2, school
	2	No, Entrance Test	" "	" "
	3	" "	" "	" "
	4	" "	" "	" "
	5	" "	" "	2, Regional, uniform
lower secondary	1	" "	" "	2, school
	2	" "	" "	" "
	3	" "	" "	2, provincial, uniform
upper secondary	1	" "	" "	2, school
	2	According to school counsellor advice	" "	" "
	3	No test	" "	2, Nation wide
pre-university		According to the average of the three first years of upper secondary	" "	2, school (2 subjects determined by MOE-held nation wide)

2-1.d.2 Process and the frequency of revision of standards

The Educational Planners and senior experts develop required strategies to simultaneously improve both educational materials and trainee's educational abilities according to the international standards.

These efforts are made depending on the educational and social needs as well as global technological changes.

For instance one of the most important implemented revisions is on the time table of Final Evaluation at primary and lower secondary schools to harmonize the evaluation time table of all educational levels.

Implementation of such programs are listed as follows:

1 -Approval of the suggested plan in curriculum development and Educational Research Committees.

2 -Selecting a number of schools in different regions and provinces with different characteristics.

3 -Collecting information and statistics to evaluate the performance of the Pilot-Program on the selected schools.

4 -Examining the internal and external efficiency to clarify and identify the obstacles in the quality of the program.

5 -Eliminating deficiencies by experts' cooperation.

6 -Providing organizational facilities and adopting appropriate implementation methods to transfer and expand the program to schools country-wide.

2-1.d.3 Types of programmes or remedies provided for the students who do not meet the standards.

The following remedies have been considered for those students who do not meet the standards:

1 -Allocating an extended time for evaluation

2 -Employing educational aids and new teaching approaches, devise innovative methods, and apply them at schools

3 – Establishing an educational T.V channel

4- Employing professional manpower in educational planning, management and teaching

5 –Supplying schools with modern educational media

6 –Conducting applied researches in order to identify factors leading to students' underachievement and devising essential plans based on the results obtained from those researches

7 – Rendering counseling and guidance services with respect to students' specific needs through development and enrichment of school counseling centers.

8 -Collecting information and evaluating the performance of non-governmental education institutes, providing necessary services for attracting concerned teachers, making the appropriate arrangements for the expansion of such institutions through programs like training their staff, providing technical "and educational supports and loan services as well as regularly evaluating the effect and quality of the services they provide.

9 -Providing organizational facilities and adopting appropriate implementation methods for the education of nomads exceptional children, pre and in-service training of manpower .

2-2

Changing & Adapting Educational Content

(A) Factors Motivating Curriculum Reforms

(B) Responsible Institutes, Organizations and Private Sectors Participating in the Process of Change and Adapting Educational Content

(C) Different Aspects of Change in Educational Programs

(D) Strategies Devised in Development, Implementation, Following and Evaluating the Changes made in Curriculum

(E) Achievements

2-2.a Factors Motivating Curriculum Reforms.

Factors such as scientific/ technological changes directing the curricula towards the learners and society's needs, social/ political , changes, adopting scientific criteria in the process of curriculum planning and education, consideration of research findings in the field of educational sciences, generalizing basic education, etc. have remarkable impacts on the curriculum reforms.

2-2.b Responsible Institutes, Organizations & Private Sectors Participating in the Process of Change & Adapting Educational Content

Policies regarding reforms are made by education policy-makers at macro levels such as "Cultural Revolution Council", the Parliament, the Cabinet, Leader of the Islamic Revolution, different Undersecretaries of MOE, especially "the Organization for Educational Research and Curriculum Development", "Bureau for Curriculum and Textbook Development", "Council for Curriculum Development (consisting of educational experts, curriculum developers, teachers and university teaching staff).

2-2.c Different Aspects of Change in Educational Programs May Consist of the following :

-Reform in the structure of educational system

-Reform in the elements of curriculum including objectives, content, methodology and assessment methods.

-Change in teachers' knowledge and attitudes towards reformed programs.

-Designing and proposing equipment and premises in accordance with the reforms applied.

-Informing the executive manpower of the reformed programs.

-Making coordination with the provinces and education districts in order to create required competencies.

In general, changes in software and hardware required in accordance with the reformed curricula should be taken into consideration.

2-2.d Strategies Devised in Development, Implementation, Following and Evaluating the Changes made in Curriculum

In order to implement the reforms, first the framework of the reforms should be determined in the macro level, then the reforms are made in different areas according to the determined frameworks. For instance reforms in curriculum, premises, educational management and

manpower should be designed and implemented according to needs and facilities.

2-2.e Achievements: the problems caused by reforms, the solutions devised to overcome them and urgent problems to be solved

Every change brings about some problems and change in curriculum is not an exception to this rule. The resulted problems may be:

- (1) Hasty change in textbooks*
- (2) Resistance of teachers and executives against reformed programs and curricula*
- (3) Insufficiency of the teachers' knowledge, competence , and facilities for the reformed curricula*
- (4) Shortcoming in executive regulations*
- (5) Increase in the costs and shortage of funds*
- (6) Increase in the amount of the work to be done in the bureau for developing, printing and distributing books due to the transition situation.*
- (7) Shortage of specialized experts and analysts.*

To overcome the above mentioned problems, the following measures are usually

taken:

- 1. Holding short and long term teacher training courses.*
- 2. Publishing booklets & essays as well as holding scientific/specialized meetings*
- 3. Receiving teachers' and executive's comments in order to let them participate as in the process as well as solving the problems and validating the reforms.*

4. Organizing different committees consisting of curriculum developers and executives in order to develop required executive regulations.

5. Applying the curricula and programs tentatively and exerting the feedback in future plans.

6. Promoting the reformed curricula and programs via organizing sessions, meetings and training courses.

Urgent issues to be followed for solving the problems are:

1. Training manpower in the fields of curriculum development, teaching and testing through specialized courses.

2. Training experienced executive teachers and familiarizing them with the reformed curricula, new teaching methodologies, philosophy of education, curriculum approaches, and educational planning.

3. Improving the quality of in-service training courses as well as developing curricula in accordance with these courses.

4. Adapting the curricula in order to meet the global changes.

5. Adapting the curricula for individual and social needs and expectations as well as for scientific changes.

APPENDIX

Main Goals of the Ministry of Education

Article 1:

Strengthening and stabilizing students' spiritual and religious fundamentals and beliefs by explaining and teaching Islamic and Shiite principles and culture on the basis of the Holy Quran , Prophet's tradition and his 13 innocent family members' actions (P.B.U.T)

Note 1: According to article 12 of the I.R. of Iran Constitution, MOE is responsible to make necessary arrangements so that followers of other sects of Islam (i.e. other than Shiites), in regions where they reside, would be authorized to teach religious textbooks developed in accordance with their own doctrine.

Note 2: Religious minorities, as recognized in principle 13 of the Constitution are authorized, under the supervision of MOE, to develop and teach their religious textbooks, in their schools, based on their own tradition and religious books.

Article 2:

- (a) Improvement of students' moral virtues and purification based on the superior Islamic doctrine
- (b) Explanation of Islamic values and developing students on the basis of these values
- (c) Strengthening the students' spirits toward depending on God and self - confidence
- (d) Creating the morale of religion devotion and practical obligation to Islamic ordinances
- (e) Promotion of students' political approach based on "Velayat-e-Fagih Principle" (the principle that orders Muslim people to follow the leadership of a qualified clergyman in different areas to make them consciously participate in the political fate of the country.
- (f) Creating the required ground to maintain and progress country's political, cultural and economical independence via familiarizing students with the sciences, technologies, industries and vocations required by the society on the basis of the country's existing priorities
- (g) Identification, developing and fostering students' talents as well as strengthening the trait of research, investigation, creativity and innovation in all fields including scientific, technological, cultural and Islamic sciences , while avoiding overemphasis on certification- based studies.
- (h) Promoting and strengthening the morale of adopting justice, expanding justice, fighting against oppression and discrimination as well as protecting the oppressed and the disadvantaged
- (i) Strengthening the morale of invitation to goodness , and forbid to do evil as an individual and mutual obligation
- j) Creating the morale of defending the firmness and sacredness of family foundation and relations on the basis of superior Islamic doctrine
- (k) Creating the morale of respecting law, practical obligation to it as well as supporting all people to enjoy their own legal rights
- (I) Creating and strengthening the morale of Islamic brotherhood, public cooperation, generosity and altruism
- (m) Creating the morale of saving and contentment and avoiding extravagance, and waste

(n) Strengthening the morale of responsibility, endeavour in Muslim's affairs and obligation to observe order and discipline

B. General Limits of MOE

Article 3: Education consists of two general sections i.e. general education and semi-specialized education as follows and MOE is the responsible body to organize them:

(a) General education: The main objectives in this process are: Creating skills of reading and writing, teaching moral, social, ideological, scientific and artistic fundamentals as needed in an ordinary life .

(b) Semi-specialized education which is in turn divided into theoretical and *applied (Tech- Voc.) education as follows:*

1. Theoretical education is a kind which, while regarding the objectives of secondary education, & completing the general education, prepares one to transit to a higher level by providing him/her with the fundamentals and proper ground for learning theoretical knowledge via strengthening his/her morale of thought and argumentation.

2. Scientific applied education (TVE) is a kind of education which prepares one to get a certain job or vocation on the basis of training applied and practical skills, another objective of this kind of education is to increase the competence and skill of those currently involved in vocations.

Note: In order to promote scientific- applied education (TVE) and to motivate students to study in this branch of education, measures have been taken to enable them to continue their studies to higher levels .

Principles, Fundamentals & General Policies of MOE

Article 4: On the basis of priority of purification over teaching, Islamic education has a special place in I.R of Iran education system of . In addition to appointment and employing teachers who themselves should have high and supreme attributes, a unit regarding the fostering affairs has been established at the undersecretary level of MOE to strengthen the fostering fundamentals.

Article 5: Providing general education for all the students of the country should be in a manner that enables them to enjoy suitable education in order to develop their creativity according to their gender and talents.

Article 6: Theoretical education should be planned and performed in such a way that, in addition to exercising practical tasks in accordance with their sex, age, and course of study, students can learn at least one skill required by the society with regard to their local priorities and regional situation.

Article 7: In order to expand and develop the education all over the country ,a proper ground should be provided to motivate people's participation in education, Note: MOE is obliged to award the required licenses and patents to real persons and legal entities who are morally and scientifically qualified and apply to establish and run primary, lower secondary and upper secondary schools via their own assets and with the aid of the public and students' parents. They, in turn, undertake to work in the framework of the country's policies and goals . The scientific and moral qualifications regarding these applicants are approved by the parliament .

Article 8 : MOE endeavors to select, train and appoint the best and most efficient teachers for primary schools .

Article 9 : In order to achieve the educational , fostering and artistic goals in relation to children and young adults the cooperation between the Ministry of Culture and Islamic Guidance and I.R. of Iran Broadcasting is a must.

Note: The executive regulations regarding this article is prepared by MOE , Ministry of Culture and Islamic Guidance and IRIB , to be approved by the cabinet.

Functions and Duties of the Ministry of Education :

- Forming the Higher Council of Education.***
- Implementing the Act of Forming Regional Councils and their restrictions and authorities***
- Developing regulations and preparing parliamentary bills regarding relevant duties***
- Preparing and suggesting long term and mid term plans in order to satisfy the objectives of the Ministry of Education***
- Cooperation with the Ministry of Higher Education and the Ministry of Health, Treatment and Medical Education and other organs that are involved in education affairs somehow , in order to coordinate trainings and education in the framework of the country's educational system***

- *Provision and procurement of education and fostering needs (pace, equipment , educational facilities and educational media)*
- *Developing, printing and distributing textbooks and other educational aid publications based upon timed plans in the framework of education system and in accordance with principle 15 of the Islamic Republic of Iran’s Constitution and taking suitable context of urban , rural and tribal life into consideration.*
- *Enrolling all school age children and supporting Literacy Movement Organization.*
- *Continuous training of teachers and employees in order to promote their professional competency*
- *Attracting and selecting qualified people for education through selection*
- *Providing necessary fostering and teaching manpower for the Ministry through establishing T.T.C s training schools and Tech- Voc Institutes*
- *Promotion and expansion of physical education*
- *Taking required measures to provide , maintain and promote students’ mental , physical and social health with the cooperation of the Ministry of Health . Treatment, and Medical Education.*
- *Issuing establishment licenses for community schools associated with people and other private institutions and executive organs as well as supervising them continuously*
- *Establishing and managing schools for the Iranians who reside abroad , with the coordination of the Ministry of Foreign Affairs*
- *Supervising the exact and proper execution of all regulations and circulars and evaluating the results of implemented plans and programs .*
- *Establishing relations with international organizations and other countries’ organizations concerning the issues of education with the coordination of the Ministry of Foreign Affairs and in the framework of general national policies*
- *Establishing Tech- Voc centers towards meeting the objectives of the related Acts .*

- *Applying special facilities and taking necessary measures concerning the education of martyrs, missing in action, and war captives , children with the assistance and coordination of Islamic Revolution Martyrs' Foundation*
- *Coordination and cooperation with the related organs towards promoting the scientific and practical level of*
- *Tech – Voc. Instructors' and students education*
- *Providing suitable situation and facilities to offer military trainings in schools and institutions*
- *Providing free education for all up to the end of upper secondary school.*
- *The Ministry is obliged to provide the handicapped with special education through establishing and strengthening exceptional schools .*
- *Paying necessary attention to arts and nurturing students' talents and potentials as well as developing their artistic creativity and making use of art in educational and extra curricula activities .*
- *Making efforts to educate the students who are poor and have no protectors (e.g. parents) or the students whose parents lack the qualifications of guardianship , with the assistance of related bodies .*
- *Continuous contact with parents and seeking their assistance in students' education because of the family's great role in this important issue.*
- *Planning and performing various and attractive programs to fill students' spare time constructively and efficiently , within organization and through people's aid .*

References

1. Education for All, Sadri, Abbas , Autumn 1999
2. Education in the Seventh President's Term of Office
(in Persian) , 2001
3. Different Statistical Books of IRAN MPE (in Persian)