

In the Name of God, the Compassionate, the Merciful



The Islamic Republic of Iran
Ministry of Education



Supreme Council of
Cultural Revolution



Supreme Council
of Education

Fundamental Reform Document of Education (FRDE) in the Islamic Republic of Iran

Fundamental Reform Document of Education (FRDE) in
I.R. of Iran

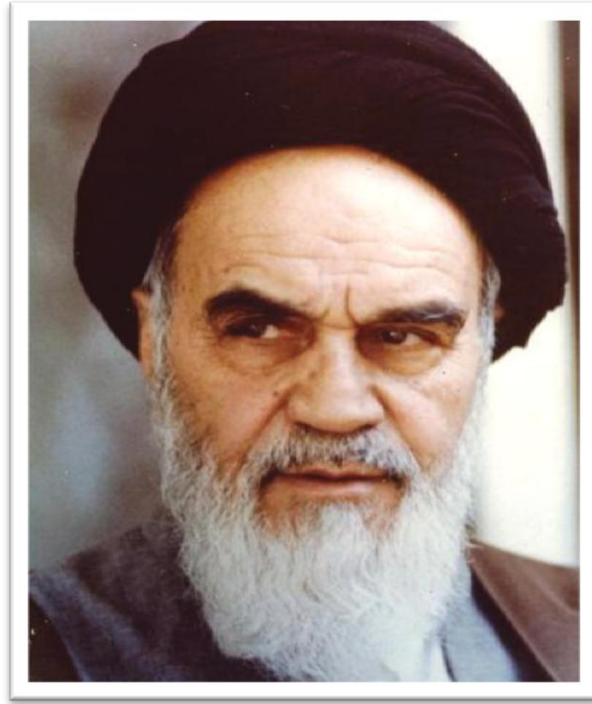
(The document primarily approved in the Holy city of Mashhad)

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I.R. of Iran



“I recommend all the officials and authorities to pave the ground for ethical, ideological, scientific and artistic promotion of the youth through all the possible means, and to accompany them until reaching the sublime values and innovations and to preserve the spirit of independence and self-reliance among them”

Sahife-ye-Noor, by the Late Imam Khomeini (May his soul rest in paradise), Volume 21, p.96.





Statements by the Supreme Leader of the Islamic Republic of Iran on different occasions:

- We are in need of evolution and reorientation of education (May 02, 2006).
- The current education system in our country is not based on our way of thinking, our plans and our philosophy; the foundation of the current education has not been based on the philosophy we are currently pursuing. (July 25, 2007)
- Reform is a single item but a world of action is hidden behind this single word. (July 25, 2007)
- The most outstanding thinkers should spend time and energy to plan for education. The philosophy of Islamic education should be clear and the future horizon of our country's education system has to be clearly based on this philosophy. We should be aware of what we are pursuing and where we are heading to. Education has to be planned in accordance with clear guidelines and defined orientations. This is what we need. Education has to get rid of daily routines. This is the basis of our words. (May 02, 2006)





“Supreme Council of the Cultural Revolution”

“Ministry of Education”

“Supreme Council of Education”

Upon the approval of the Philosophy of Education Document in the Islamic Republic of Iran, the document pertaining to the Fundamental Reform in Education discussed in 681st, 682nd, 683rd, 684th, 685th, 686th, 687th, 688th, 690th, 691st, 691st, 692nd, 694th, 695th, 696th and 697th sessions of the Supreme Council of the Cultural Revolution, held on 01/ 02/ 2011, 15/02/2011, 22/02/2011, 01/03/2011, 08/03/2011, 12/04/2011, 26/04/2011, 10/05/2011, 21/06/2011, 05/07/2011, 12/07/2011, 26/07/2011, 06/09/2011, 13/09/2011 and 27/09/2011 respectively, was finally approved and notified to the concerned authorities for implementation.



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INTRODUCTION

Realization of the lofty values and ideals of the Islamic Revolution requires all-round efforts in cultural, scientific, social and economic dimensions. Education is among the major infrastructures determining the country's comprehensive development and advancement. Education is a significant instrument for promotion of the country's qualified human capital in various areas. Realization of the sublime ideals of the Islamic Revolution of Iran, such as reinvigoration of the glorious Islamic civilization, active, constructive and pioneering presence among nations and preparation for instilling Justice and spirituality in the world requires upbringing of knowledgeable, virtuous, free-minded and ethical human beings.

We are in need of an education system capable of materializing *Hayate Tayyebah* (the ideal Islamic life), universal justice and Islamic-Iranian civilization. In light of such a sublime human capital, humanity shall be prepared for realization of a global reign for perfect mankind and under such governance the talents and potentials of the mankind shall boom towards perfection.

Achievement of this goal requires the illustration of a roadmap on which the route, the required resources and facilities, job description at national level and all other requirements be clearly and precisely identified.



In devising this document, efforts have been made to benefit the upstream legislations, their relevant fundamental values and take note of the strategic objectives of the Islamic Republic of Iran's ruling system to elucidate the perspective and goals of education in the country's 2025 vision.

Fundamental reform in an education system based on the lofty ideals of the Islamic government should focus on the country's 2025 vision in which the country is expected to promote to the highest economic, scientific and technological position at regional level with an Islamic, revolutionary identity to motivate the Islamic world through constructive and efficient interaction at international arena.

In spite of the commendable efforts made by education authorities during the past three decades to improve and conduct reforms in our education system, fortunately leading to some positive and effective outcomes, the system is still facing some serious challenges, the outcome of which is unfit to the prestige of the Islamic republic and does not meet the requirements of paradigm shift and social requirements.

Thus, the wise recommendations by the Supreme Leader of the Islamic Revolution on the need for a fundamental reform in education, based on the philosophy of Islamic-Iranian education and devising an Islamic-Iranian paradigm for change and refraining from old, imitative and imported models are the key to success in facing the challenges ahead of our country's education system.

Fortunately, by understanding the necessity and the significance of the Fundamental Education Reform Document and in a bid to respond to the call of the Supreme Leader, the "Supreme Council of Cultural Revolution" decided to devise the FRDE as a strategic document in the county's 20-year vision. Upon formation of some expertise-





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research networks attended by various university and seminary scholars, experienced directors and experts from Education Ministry and other qualified organizations and relevant ministries, the document was devised and adopted by the council, taking into account the viewpoints of the Late Imam Khomeini and those of the Supreme Leader of the Islamic Revolution on fundamental reform in education.

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CHAPTER ONE

DEFINITION OF KEY TERMS

General Formal Education System

General formal Education system is a social, cultural and organized institution serving as the most important element of edification, dissemination and transference of culture in Iranian Islamic society, preparing students to reach certain degrees of *Hayate Tayyebah* in all its aspects, acquiring of which is essential or recommended. To reach this stage of preparation for continuous evolution and edification of the students' identities (with an emphasis on shared humane, Islamic and Iranian dimensions) while taking into account the individual and idiosyncratic qualities, along with an ongoing shaping and constant edification of the Islamic society requires that those educated by this system acquire the necessary competencies to continuously understand and improve their own status and those of others based on the Islamic norm system.





Education

Education is an edification-seeking, interactive, gradual and integrated process, based on the Islamic norm system, to instruct the individuals to be prepared for consciously and willingly achieving the stages of *Hayate Tayyebah* in all its aspects and to pave the ground for an on-going evolution and promotion of their identity to shape and advance the Islamic society.

Educational domains

Educational domains are exactly those stipulated in the education philosophy of the I.R. of Iran which includes Islamic (ideological) and moral education, social-political education, biological-physical education, aesthetic-artistic education, economic- vocational education, and scientific-technological education.

Islamic norm system

The Islamic norm system is comprised of the rudiments and values based on or compatible with the original Mohammadian Islam (Prophet-condoned reading of Islam), including a hierarchy of values, applicable to all aspects of life; since Islam addresses all social, individual, worldly, hereafter world, material and spiritual dimensions of life (negating secularism); although some of these dimensions have been discussed in general and some others have been discussed in details.



Basic competencies

Basic competencies are a set of individual and collective qualities and qualifications applied to all dimensions of identity (rational, emotional, willful & practical) and all the elements of society according to the Islamic norm system. In order for students to achieve *Hayate Tayyebah* for understanding their own status and those of others, for individual and collective action to continuously improving the situation, they should acquire such qualifications and competencies.

Identity

Identity is a set of insights, beliefs, tendencies, actions and personality traits. Identity is not a fixed and predetermined concept but the outcome of one's effort and success and to some extent affected by the social circumstances. Human being is capable of acquiring cognition by relying on his own instinct, natural patterns of behavior, wisdom, will and determination. The acquired cognition in turn shall stimulate interest and tendency within individuals. The internal insight and tendency will facilitate the development of trust (faith), evolution of determination (decision leading to action) within him, and through frequent practice, the action will gradually form the identity. The aforementioned qualities are also influential in transformation of identity upon its preliminary evolution.





Teacher and instructor

In this document the words “teacher” and “instructor” have interchangeably been used as synonyms; both of which refer to a person who is entrusted with the significant task of educating and fostering the students in the country’s general formal education system.

Schooling age

Minimum age of the children to enter the country’s formal education system is five. However, the law stipulates the eligibility age for schooling.

Islamic society

Islamic society is the one whose members are obedient to the Almighty God and content with his will, not the one based on nepotism, tribal or racial favoritism, profitism, oppressive or contract-oriented relationships founded on recruitment approaches serving unilateral or bilateral interests of either party. In Islamic society, which is manifestation of social aspect of *Hayate Tayyebah*, the relationships are not based on violence (caused by fear or threat) or interest (caused by benefits, exploitation or recruitment of others) but rather on humanitarian, ethical values, affection/love and obedience to God (conscious and optional obedience to religious norms). In such a society oppressive relationships and racial prejudice are condemned and monotheism is being emphasized as a foundation for evolution and development of social relationships



Hayate Tayyebah

An ideal condition for all dimensions and stages of human life, based on Islamic norm system (foundations and values accepted by the divine religion of Islam), realization of which shall lead to the ultimate goal of life, i.e. to draw near to God. Such a life requires a conscious and optional relationship with the reality of creation (Almighty God) and intensification of such relationship at all individual and social dimensions, based on Islamic norm system. Thus, one of the major characteristics of *Hayate Tayyebah* is to emphasize the ultimate values of life (Drawing near to Allah) and its relevant norm system i.e. the values and principles accepted by Islam. Since, considering the necessity of the submission to Almighty God, as the sole creator of the world and human being, this norm system defines the basic direction towards achievement of *Hayate Tayyebah* at all the relevant stages and dimensions. Hence, the optional and conscious selection of divine norm system and adaptation of all dimensions of life with this system (virtue) is the distinction between *Hayate Tayyebah* and the prevalent secular life, the zenith of the former is achieved in Mahdavi society, discussed earlier in the introduction section of this document.

Vision

Vision is representation of an accessible, desirable situation inspired by ideal situation reflected in the doctrine of the country's general formal education system and the relevant challenges illustrated therein. The documentaries stipulated





in this perspective is a proof of a process signifying the accessible desirable situation. According to the rules of procedure pertaining to the development of the plan for reform and reconstruction of education system (adopted at the 64th session of the country's Specialized Board of Reform and Reconstruction of Education System) vision is defined as follows: vision of education system is proclamation of education system's orientation signifying its identity and ideals illustrating the future goals of education in the horizon of 2025. This vision is founded on the country's constitution, the government's overall policies, the country's 20-year vision and the philosophy of the Islamic Republic of Iran's education in 2025 vision.

Looping system

Accompaniment of students by the same teacher/s during a sequence of grades (in primary school)



CHAPTER TWO

VALUES STATEMENT

The value- based statements included in the values statement are “dos” and “don’ts” to which all the elements of the country’s general formal education system are to be compatible with and all the policy-makers and officials within the ruling system have to abide by.

The values have been devised and adopted on the following principles:

- Teachings of the Holy Quran and traditions of the Great Prophet and his households (P.B.U.T)
- The Constitution of the Islamic Republic of Iran.
- The guidelines of Imam Khomeini, the late founder of the Islamic Revolution (May his soul rest in paradise) and those of the Supreme Leader of the I.R. of Iran.
- The country’s 20-year vision
- The country’s comprehensive scientific roadmap
- Education system’s overall reform policies

The values are also compatible with the conceptual principles of the fundamental reform in education (including the philosophy of education, the philosophy of general formal education, and the doctrine of the country’s general formal education system)





The value-based statements of the country's general formal education system are:

1. The teachings of the Holy Quran; the spiritual, modeling, guiding and the nurturing roles of the Holy Prophet, his daughter Hazrate Fatemeh and immaculate Imams (P.B.U.T), especially Imam Mahdi the 12th Imam, as well as obedience to the religious jurisprudence in all areas to achieve a global community brimful of Justice (Mahdavi community) .

Note: The religious minorities stipulated in the Constitution shall act according to the relevant rules and regulations.

2. The fundamental teachings of Mahdaviat (Belief in Mahdi, the prophesied redeemer of Islam who will rule the world before the Day of Judgment and will rid the world of wrongdoings, injustice and tyranny) and waiting for him which is the secret of the ideal identity of Islam and the cause of life and survival during his occultation as the major mission of those who wait for him.
3. Didactic and practical heritage of the Late Imam Khomeini, deepening of interest in and linkage with the Islamic Revolution, the Constitution and the religious jurisprudence.
4. The process of education in all its realms including ideological, divine, ethical, socio-political, environmental, physical, aesthetic, artistic, economic, vocational, scientific and technological education, compatible with the Islamic norm system (the principles and values derived from the Holy Quran and the traditions of immaculate religious leaders (P.B.U.T.) i.e. the Great Prophet and his twelve



- successors, and wisdom, among which the three ideological, divine and ethical education are pivotal)
5. Pavement of the ground for acquiring the basic qualifications with an emphasis on joint Islamic–Iranian and revolutionary characteristics, in line with continuous evolution and edification of the student’s identity at individual, family and social dimensions
 6. Cognitive–based identity and realization of -comprehensive, integrated knowledge and wisdom (revelational, intellectual, narrative and experiential).
 7. The role of teacher (instructor) as a leader and a symbol of righteousness and insight in the process of education and the most influential element in realization of the country’s general formal education system.
 8. Gaining insight and edification in various devotional, ethical, political, social and cultural areas
 9. Innate and acquired dignity of mankind and acquisition of ethical perfection including trust, virtue, good deed, self-reliance, diligence, science, wisdom, piety, brevity, justice, righteousness, devotion, dedication and campaign against oppression.
 10. Physical health, happiness and firm determination
 11. Evolution and excellence of humane dimension of students’ identity to reinforce right-oriented, justice-seeking and friendly relationships with all human beings all around the world.
 12. Propagation of beneficial, leading and empowering knowledge and the status and dignity of the learned people and teachers.
 13. Raising, promoting and deepening the various types and levels of wisdom in all realms of education.





14. Promotion of the status and developmental role of the family and its effective partnership in the country's general formal education system.
15. Nurturing role of religious sanctities, grass root social institutions and the media.
16. Educational and developmental equity at quantitative, general and compulsory aspects and qualitative equity by observing and respecting individual, gender, cultural and geographical differences.
17. Being aware of the status and role of the media and communication technologies and their intelligent application and active and informative engagement to control and prevent their undesirable consequences
18. Taking into account both individual and social interests within the confines of national interests.
19. Preserving national solidarity and social integrity through an emphasis on joint Islamic–Iranian identity.
20. Patriotism and honoring the noble and everlasting Islamic–Iranian values and making efforts to establish a society based on the rudiments of belief in Imam Mahdi (Mahdavi society).
21. Strengthening the tendency towards Persian language and literature as a lingua franca.
22. Preservation of Islamic–Iranian culture through a conscious assessment and critical interaction with other cultures based on an Islamic norm system.
23. Comprehensive accountability, social participation and collective spirit and the skills needed by society.
24. Entrepreneurship spirit, acquisition of effective general vocational skills and artistic qualifications for a productive job.
25. Appraising the scientific and empirical achievements of the man within the framework of the Islamic norm

- system and paving the ground to reach the world's scientific reference position.
26. The general formal education system as an effective social factor and a source of human force, cultural and spiritual capital for a comprehensive sustainable growth, development and edification of public culture based on the Islamic norm system.
 27. School as a hub for the country's general formal education system and a place for acquisition of developmental experience.
 28. Consolidation of the governing dignity of the country's general formal education system in policymaking, planning, support, monitoring and evaluation while welcoming public participation and reducing unnecessary intervention in executive affairs by observing the principle of justice.
 29. Studying the future and monitoring effective transformations in the county's general formal education system in order to play an active role in dealing with challenges ahead in various areas.
 30. Universality, integrity and a balanced attention to the various domains of education and training.





CHAPTER THREE

MISSION STATEMENT

The Ministry of Education is the most important body responsible for the general formal education in all domains of education and promotion of the public culture and Islamic society's edification in compliance with the Islamic norm system in partnership with families, governmental and non-governmental organizations and institutions.

The Ministry is entrusted with the task of providing all school-aged children with 12 years of schooling based on meritocracy towards achieving *Hayate Tayyebah* at individual, family, social and global dimensions in a systematic, general, equitable and compulsory method in an efficient and effective structure. Realization of this important task would play a major infrastructural role in the country's general formal education system.



CHAPTER FOUR

VISION

The country's general formal education system in 2025 vision, by the grace of God, shall be based on the Islamic norm system as well as Islamic- Iranian culture and civilization and shall pave the ground for establishment of a global Mahdavi Just Community which enjoys outstanding developmental capabilities, fit to the dignity of the Islamic Republic of Iran at regional level. Our education system should be inspiring and interact constructively and effectively with other education systems in the world to pave the way for blooming the instinct and talents of students, forming their Islamic– revolutionary identities and take into account their individual characteristics. Our education system should be effective, learning, justice-oriented and participatory, equipped with teachers and principals faithful to God and Islamic ethics, right doers, enthusiastic, reformist, revolutionary, futuristic, wise, committed, honest and appreciative.





School in 2025 Vision

According to this vision, schools should demonstrate realization of a stage of *Hayate Tayyebah*, a focal point for rendering educational services and opportunities, a forum for students to understand and improve the situation for evaluation and excellence of their own identities in compliance with the Islamic norm system and in the context of the country's general formal education system that:

- demonstrates a rich Islamic revolutionary culture in relationship with the creator of the world, oneself and the other especially commitment, accountability, self-confidence, honesty, self-belief, efficiency, entrepreneurship, avoiding extravagation and dependence to the world, empathy, respect, trust, punctuality, order, discipline, dedication, observing the rules and regulations, criticism, innovation, fighting against the global arrogance, supporting the oppressed, the deprived and the values of the Islamic revolution,
- is a place for the nation and the government's central point to uphold the country's excellence and is a center for local community education development and a point for community development,
- enjoys decision-making and planning capacity at operational areas within the confines of local, regional and national policies,
- plays a role in conscious, wise, responsible and optional selection of individual, family and social process of students life based on the Islamic norm system,
- enjoys the capacity of embracing individual differences, exploring and guiding different instinct talents and meeting the students' needs and interests in line with the framework of the Islamic norm system.



- is learning, perfectionist and seeks continuous excellence in educational opportunities; facilitates and guides the process of learning and provides new opportunities for education,
- is self- assessing, responsible and accountable to external monitoring and evaluation,
- meets individual and social needs and providing an ethical, scientific, safe, healthy, joyful, dedicative environment and reflects collective identity,
- enjoys the services of instructors with moral and professional qualifications and integrated monotheistic identity based on the Islamic norm system,
- is based on a participatory management approach open to criticism,
- is based on the principles of education and training and is supported by the capacity of effective partnership and relies in the participation of the beneficiaries especially teachers, students and families
- is supported by educational technologies up to the standards, takes into account a wide range of resources and the learning media (The National Information and Communication Network),
- holds the capacity of decision–making for the country’s general formal education system,
- is capable of efficient interaction with mosques and other religious institutions and local community centers such as public libraries, community cultural centers and consistent relationship with religions leaders, scholars and experts, and
- maintains effective relationship with the society’s problems and issues at local, regional and national scales through playing an active role in people’s lives.





CHAPTER FIVE

GOALS

1. Fostering monotheist individuals who have faith in God and believe in the hereafter world, who are committed to the responsibilities towards God, themselves, others, and the nature; those who are wise, justice-seeker, fact-seeker and peace-seeker ; those who fight against oppression and fight on the path of God; those who are brave, devoted, patriot, friendly, dedicated, pluralist, universalist, adherent to religious jurisprudence, are believers in Imam Mahdi's Just Ruling, and those who are persistent in realization of justice in the world; nurture individuals who are hopeful and determined, self-confident, trustworthy, intelligent and mighty, virtuous and modest, liberal, pious, creative, entrepreneur, frugal, skillful, joyful, healthy, law-abiding, orderly, neat and are ready to start a descent individual, family and social life in compliance with the Islamic norm system.
2. Promotion of the role of the general formal education system and the family in the country's progress and development, dissemination and edification of the public culture and paving the ground for scientific strength and reference, evolution of Islamic-Iranian civilization in line with the realization of the global



Mahdavi Just Community with an emphasis on gaining religious, political insight, deepening of knowledge, commitment to ethical values, loyalty to the Islamic Republic of Iran's ruling system, practical and theoretical commitment to religious jurisprudence, religious democracy, consolidation of national solidarity, strengthening scientific morale, observing social rights and responsibilities, promotion of belief in the divine life and protection of the environment.

3. Expansion and provision of fair inclusive education and training for all.
4. Establishment of an effective human resource management system based on the Islamic norm system.
5. Enhancement of public participation and effectiveness especially the family's role in edification of the country's general formal education system.
6. Improvement and reform in curriculum development, administrative and financial systems and infrastructures.
7. Improvement of effectiveness and efficiency in the country's general formal education system
8. Acquisition of top educational position in the region and in the Islamic world and ever-increasing promotion of the country's educational status at global level.





CHAPTER SIX

MAIN STRATEGIES

1. Establishing of the country's general formal education system based on the theoretical foundations and philosophy of the Islamic education (All goals)
2. Institutionalizing a holistic view to education with an approach to achieve excellence in all aspects of the general formal education system (Goals 1,2,4,5,6,8)
3. Initiating the planning, adoption and implementation process of the sub-system's reform plans (national curriculum, teacher training, human resource development, management and governing, financial resource allocation, provision of educational spaces, equipment, research and evaluation), and the short and mid-term programs based on the theoretical principles and the philosophy of Islamic education and the stipulations of the FRDE (Goals 1,2,3,4,5, 6)
4. Developing and institutionalizing educational equity at various regions of the country and strengthening education at border areas with an emphasis on empowerment of teachers and students by increasing the quality of educational opportunities in line with the principles of the Islamic norm system (Goals 3,4,5)
5. Reinforcing and institutionalizing effective participation and accountability of the people, families



and economic enterprises, urban and rural management systems and institutions benefiting the public in the country's general formal education system (Goals 2,3,5,7)

6. Developing and deepening of a culture of research and evaluation, creativity and innovation, theorization and documentation of national scientific and educational experiences in the country's general formal education system (Goals 1,2,4,8)
7. Intelligent utilization of modern technologies in the country's general formal education system based on the Islamic norm system (Goals 1,2,3,5,7)
8. Building up effective and active interaction between the country's general formal education system and other relevant ministries, and organizations, particularly the families and the media with an emphasis on narrowing the boundaries between formal and informal education (Goals 1,2,4,7)
9. Establishing an efficient, effective and accountable management system and paving the ground for establishment of an efficient resource and consumption system in the country's general formal education system (Goals 2,4,6,7)
10. Promoting the status of the county's education system as the most significant organization for human resource development, production of social capital and enforcement of the adopted policies, guidance and supervision thereon, from pre-primary to university level as a governing body with an approach to the developing the public participation (Goals 2,4,5)
11. Enhancing religious, political and revolutionary knowledge and insight for spiritual and ethical promotion of the teachers and students and





- participating in the spiritual development of the families (Goals 1,2,4,5)
12. Providing and reconstructing the structures and procedures in the country's general formal education system (Goals 1,2,3,5,6,7)
 13. Continuous development of teaching and non-teaching staff's ideological, scientific and professional qualifications and competencies
 14. Development of educational capacities and capabilities for active and constructive presence at regional and international levels to achieve the Goals and missions stipulated in the Constitution, the country's development plan vision, the general policies of the supreme leader, and the country's 5-year development plans (Goals 2,7,8)
 15. Promoting the status of science and knowledge-seeking as effective factors in achieving *Hayate Tayyebah* with an emphasis on significance of heuristics and desirability of the science (Goals 1,2,7,8)



CHAPTER SEVEN

OPERATIONAL OBJECTIVES AND STRATEGIES

Operational objectives and the strategies required to meet them do not necessarily carry a one to one correspondence to the goals. Thus, some of the operational objectives and the relevant strategies may correspond with other goals. As such, any strategy may be considered as a core strategy for one goal and at the same time a peripheral or complementary one for some others. Hence, in implementation process of the decrees outlined in this document, pertaining to devising short and med term plans and programs, such inter-related relationships have to be taken into account. The operational objectives and their corresponding strategies are as follows:

1. Educating individuals who:

- believe in Islam as a right path and a norm system and make endeavors for their ethical evolution and edification and realization of a specific level of *Hayate Tayyebah*, establishment of the universal Mahdavi Just Ruling system and abiding by the religious ritual and ethical principles in a conscious, liberal, brave and devoted manner,
- have the basic and general knowledge compatible with the Islamic norm system, and are capable of understanding and exploring the events and the world phenomena as and the signs and symptoms demonstrating God's power in creation; have the knowledge, insight, skills and the spirit to face the





personal, family and social problems scientifically and creatively,

- gain competence to face the social and political changes accountably and wisely through understanding the social and political concepts and “respect to the law” and by maintaining national unity and rapport; make attempts to defend the national dignity and authority and with accountability and an edification-seeking spirit, and communicative skills in their family and social lives(at national and global levels) compatible with the Islamic norm system,
- participate in economic activities at family, national and global levels by understanding economic concepts within the framework of the Islamic norm system, through action, effort, revolutionary, dedicative, entrepreneurship, financial contentment and discipline, optimized consumption, and refraining from extravagance, as well as through observing conscience, justice and equity with others,
- acquire at least one useful skill so as to be able to provide himself/herself and his/her family with Halal (lawful)livelihood in the event of leaving the school at any stage of the country’s general formal education,
- gain competence to protect and promote their personal health and environmental hygiene through an understanding of personal and social health care issues and the concepts pertaining to natural and urban ecology as God’s blessings; who also meet their physical and mental needs and those of their society based on the principles derived from the Islamic norm system, and
- acquire the required capabilities to create cultural and artistic works by appreciating and aesthetic understanding of God’s creations and the man’s artistic works by understanding the cultural and

cross-cultural concepts, and by using their own imagination power; and those who make efforts to preserve and promote the cultural, artistic and civilization heritage of the country at national and global levels, based on the Islamic norm system (Goals 1,4,5,2,8).

Strategy 1-1: Planning, devising and implementing the national curricula based on the national strategic reform documents in education and reproduction and revision of current curricula with an emphasis on the following:

- a) appropriation of the volume and content of textbooks, number of class hours and school days based on the students' capabilities and characteristics
- b) Governance of a cultural-educational approach in content production and enhancing the students' basic competencies
- c) Increased utilization of active, creative and enlightening approaches
- d) Utilization of modern educational and training equipment and technologies in conformity with the set goals
- e) Further attention to individual differences among students especially gender, urban and rural differences

Strategy 1-2: Devising the required operational plans for promotion, consolidation and continuous improvement of moral virtues at educational spaces by recruitment of all educational capacities with an emphasis on priority of human dignity, self-confidence, brevity, honesty, modesty, chastity, accountability and discipline at all stages of education

Strategy 1-3: Development of a culture of prayers and performing mass prayer (Jamaat) at schools and strengthening the habit of propensity for reading the holy Quran and development of the culture of Quranic literacy among the students through improving the programs and empowering the teachers in line with strengthening the fluent reading at primary level as well as familiarity with the key concepts of Quran at lower secondary level and education of





Quranic knowledge at upper secondary level, based on the charter of the development of the Quranic culture

Strategy 1-4: Establishment of mechanisms for promotion and institutionalization of religious jurisprudence, culture of making friendship with the good and avoiding the evil, advising for the good and refraining from the evil, holding the morale to fight for Islam and to wait for the rule of Mahdi (Paving the ground for the establishment of the Just Ruling of Mahdi) with an emphasis on utilization of the capabilities of seminaries, the exemplary role of teachers and improvement of the methods of practices

Strategy 1-5: Provision of foreign language education within the optional (Core-elective) section of the curriculum framework by observing the principle of stabilization and enforcement of the Islamic–Iranian identity

Strategy 1-6: Development and diversification of jobs and skills needed by the society and their proper planning and training at all levels of education for all students

Strategy 1-7: Establishment of a mechanisms for social cohesion, national solidarity and revitalization of the honorific Islamic–Iranian identity among the students and teachers with an emphasis on teaching and performing the national anthem and flying the Islamic Republic of Iran's national flag at all Iranian schools

2. Deepening the culture of Islamic nurturing and manners and strengthening the belief and commitment to the values of the Islamic Revolution (1, 2, 8)

Strategy 2-1: Revision and amendment of school curricula based on a cultural–educational approach, strengthening and development of their ethical and educational aspects in order to pave the ground for trainability of students in compliance with the Islamic– Iranian culture

Strategy 2-2: Deepening of the students' divine virtue, continence, right choice and their continuous exaltation by taking advantage of the holy days and religious festive opportunities; holding awareness-raising and joyful



ceremonies during festivities and demises, active participation of students at religious ceremonies, gatherings and places as well as their fondness for prayer and worship

Strategy 2-3: Strengthening the ideological, ethical and professional qualifications of teachers and principals and consolidation of their modeling role and provision of executive mechanisms for their active and effective participation in schools' educational and developmental activities and delegation of important educational responsibilities to principals at schools

Strategy 2-4: Enhancement of student's and teachers' faith, religious insight and belief in the values of the Islamic Revolution and empowerment of students and teachers to support these values faithfully and consciously and being aware of the enemies' plots, through utilization of educational and training capacities, participation of families and other organizations and institutes, especially the seminaries and active and organized presence of students and schools at the country's political, social and revolutionary programs

Strategy 2-5: Establishment of necessary mechanisms for strengthening the Islamic– Iranian style and etiquettes of life in all educational domains as a prevailing approach in designing, devising and the implementation process of curriculum development

Strategy 2-6: Categorization and appropriation of educational, training and ethical topics in accordance with the students' growth and developmental requirements and the objectives of the country's general formal education system and the needs of the society

Strategy 2-7: Standardization and adaptation of quality indicators for the assessment of schools' cultural and educational activities

Strategy 2-8: Utilization of the curricula capacities, teaching materials, national ICT network, libraries, camp opportunities and extra-curricular activities especially at mosques and religious institutes to strengthen the students' knowledge and belief in divine teachings, particularly belief in monotheism, the day of doom, religious jurisprudence and





waiting for the rule of Mahdi with an emphasis on a Quranic, logical and valid approach

3. Promotion and deepening of a culture of modesty, virtue and Hijab (Islamic dress code) related to the capacities and capabilities of the country's general formal education system (1,2)

Strategy 3-1: Revision and reproduction of curriculum, contents and educational approaches in order to internalize, deepen and promote the culture of modesty, virtue and Hijab (the Islamic dress code)

Strategy 3-2: Taking proper measures in recruiting, training and using qualified, committed human resource who observe modesty, virtue and Hijab at educational environments

Strategy 3-3: Drawing the families' constructive and effective participation in preserving, deepening and promoting modesty, virtue and appropriate Hijab among the students

Strategy 3-4: Making necessary arrangements to create coordination among the media, development of textbooks, and teaching materials, stationeries and educational equipment to promote the culture of modesty, virtue and proper Hijab among the students

Strategy 3-5: Designing and introducing suitable, variable, beautiful and neat dresses, based on the Islamic- Iranian culture, for both male and female teachers and students in line with consolidation of the Islamic–Iranian identity

Strategy 3-6: Planning for intellectually preparing the students to truly and willingly accept modesty, virtue and Hijab and act thereon by imparting the Islamic view to them

Strategy 3-7: Rendering counseling–upbringing services at all levels of schooling to boost the students' physical and mental health



4. Strengthening the family foundation and helping to enhance the families' capabilities and skills to play their educational and nurturing role in conformity with the Islamic society's needs (2,5)

Strategy 4-1: Education and promotion of family management in proper utilization of the media at home in line with the objectives of the country's general formal education system

Strategy 4-2: Adoption of the guiding principles and training modules for clarification of the roles of schools, media and family in provision of children's prerequisites to enter the school and to establish the required mechanisms for their coordination to be channeled towards the country's general formal education system

Strategy 4-3: Development of a comprehensive plan for participation of the family, educational and pedagogical institutions to boost the educational culture of the families and realization of the students' basic qualifications

Strategy 4-4: Enhancement of family participation in educational and pedagogical activities, organizing effective training sessions and rendering counseling services to the vulnerable and deleterious families for coordination of the objectives and pedagogical methods at school and family environments

Strategy 4-5: Addition of a subject entitled "Family Management and Proper Behavior" into the high school syllabus for all fields of studies and for all students

Strategy 4-6: Devising educational content that introduces the students the specifications, needs and responsibilities of the family within the confines of the Islamic norms and values





5. Provision and development of equal learning opportunities both for male and female students in various areas of the country that take into account their characteristics and differences (3, 5,7)

Strategy 5-1: Expansion of pre-primary education, to the extent possible, especially at deprived and needy areas through participation of private sector with an emphasis on Quranic, physical, and social education

Strategy 5-2: Planning and making the required arrangements for full enrollment of students at quality education all over the country

Strategy 5-3: Enabling students with special needs residing at deprived, rural, suburb, nomadic and bilingual areas with an emphasis on provision of diverse and flexible quality education

Strategy 5-4: Attaching priority to provision and allocation of financial resources, qualified human resource development, plan for development, empowerment, skill training, further schooling and financial and moral support to the students living in deprived areas and borders

Strategy 5-5: Allocation of minimum 10% and maximum 20% of the curricula to introduction of vacations, arts, geography, customs and traditions, taking into account the geographical and environmental needs and situation of different provinces, particularly rural and nomadic areas by observing the quality standards and strengthening the Islamic–Iranian identity of the students within the framework of efficiency promotion and national identity consolidation

Strategy 5-6: Designing and developing a curricula appropriate to the needs and roles of male and female students

Strategy 5-7: Designing and devising a flexible education and training curriculum appropriate to the personality traits, environmental situation, and diversified talents of students in



order to help the gifted students to flourish and to boost their efficiency and effectiveness

Strategy 5-8: Appropriate organization, utilization, and equitable distribution of human resources all over the country

6. Diversification of the learning environments in the country's general formal education system (1, 3, 8)

Strategy 6-1: Establishment, development and enrichment of educational resources and data units at schools (library, laboratory, workshop and the National Network of Information and Communication)

Strategy 6-2: Consolidation and development of interaction between the country's general formal education system and the local community as well as other organizations and institutions, through expansion of an integrated and problem-centered structure, along with curriculum development and implementation process

Strategy 6-3: Establishment of science and technology museums and exhibitions in all towns by the end of the county's 6th five-year development plan in order to increase the students' observation and experience as well as more visual textbook contents

Strategy 6-4: Organization and management of the activities of private educational institutions affiliated to the Ministry of Education, revision and reproduction of their curricula content in conformity with the reform plans of the ministry, constant monitoring and evaluation of their performance, cooperation and coordination with corresponding institutions and adopt other private educational institutions to the objectives of the country's general education system programs

Strategy 6-5: Codification and implementation of a comprehensive entrepreneurship and skill training program for all stages of education, especially for secondary school students by the end of the country's 5th five-year



development plan to be included in school curricula and syllabuses

Strategy 6-6: Establishment of a network of learning environment, such as research clubs, student camps, culture clubs, public libraries, specialized science and technology museums and fairs, entrepreneurship centers, sport complexes and similar institutions and establishment of effective interaction with these spaces by observing the principle of enriching school environments in cooperation with other institutions.

7. Enhancement of the role of schools function as centers for local excellence, particularly in cultural and social domains (1, 2,5,7)

Strategy 7-1: Pavement of the ground for schools to role model as focal points for acquisition of local community experience and demonstration of an Islamic society and *Hayate Tayyebah* by delegation of authority and responsibility to them and standardization of all school-related components and indexes

Strategy 7-2: Institutionalization and consolidation of cooperation between the schools and the local community scientific and cultural institutions, especially mosques, religious centers and seminaries as well as active participation of principals, teachers and students in community programs and systematic and effective presence of competent clergymen and versed missionaries at schools

Strategy 7-3: Establishment of systematic ties and relationships among scientific–research institutions with the country's general formal education system at national and regional levels and gaining scientific and specialized support from the seminaries, higher education institutes and technical–vocational training centers, particularly those of the Quranic science, educational science and psychology faculties



8. Enhancement of participation of the country's general formal education system including schools, teachers and students in the country's growth, development and excellence in religious, cultural and social areas, at local and national levels, as a center for development of human, cultural, social and spiritual capital (2,5,7)

Strategy 8-1: Improvement, promotion and changing the general attitudes towards the Education Ministry as an inclusive organization and an influential social force that contributes to the country's progress and development, especially to the country's cultural and social objectives

Strategy 8-2: Establishment of the required mechanisms for promotion of the social and cultural status of teachers

Strategy 8-3: Paving the way for active representation of students at the relevant official and legitimate associations, based on the internal and external capacities of the Ministry of Education, including the "Student Militia", scientific and cultural clubs and the "Islamic Associations of Students"

Strategy 8-4: Adoption of the legal mechanisms for active and effective involvement of Education Ministry officials at upper-level policy and decision making institutions as one of the cornerstones of the country's inclusive and sustainable progress and development.

Strategy 8-5: Elucidation of scientific and technical achievements of Islamic-Iranian civilization at school curricula and strengthening the spirit and belief of accountability among the students to achieve the new Islamic civilization towards realization of the establishment of Mahdavi justice-restoring society

Strategy 8-6: Strengthening professional and ideological qualifications of teachers and principals and preparing the executive mechanisms for their active participation in school pedagogical and developmental activities at schools

Strategy 8-7: Placing emphasis on a teacher-oriented approach in teacher-student relationships in education and





preventing progression of any theoretical or practical plans or programs that contradict with this pivotal practice.

Strategy 8-8: Active involvement of the Ministry of Education in tackling the people's urgent and general needs including fight against contagious diseases, earth quakes, illiteracy, governance of rules and regulations, protection of environment, serving the deprived people, charity plans and revolutionary humanitarian initiatives by organizing training courses, workshops, camps and briefing sessions for induction of students and teachers

Strategy 8-9: Effective interaction with cultural and social centers and making use of the media's capacity, especially the national media (Islamic Republic of Iran Broadcasting) to elucidate the status of the country's general formal education system in production of social and cultural capital and to avoid underestimating its role in the country's future destiny from an Islamic education perspective

9. Involving influential and effective institutions in public and private sectors in general formal education system (5,2,7)

Strategy 9-1: Provision of legal facilities and motivating and encouraging mechanisms including material and spiritual support to develop the culture of benevolence, cooperation and participation among the society and students by inspiration of religious teachings and proper utilization of textbooks, magazines, educational media and organization of voluntary student activities in construction of the country

Strategy 9-2: Setting out proper mechanisms for maintaining and continuous promotion of partnership with charity people and benevolent school builders by policies such as calling the schools after their names, their partnership in the schools management and the government's participation in provision of expenses for these schools

Strategy 9-3: Increasing public and private sectors' participation in production, publication and distribution of



educational packages based on the Education Ministry's policies with an emphasis on policies that allow varied and multi-version compilation of textbooks

Strategy 9-4: Promotion and development of non-governmental schools by reforming and revision of current rules and regulations

10. Promotion of the social and professional status of human resource with an emphasis on the exemplary status of teachers (2,4)

Strategy 10-1: Planning and utilization of social facilities and opportunities to uphold the public culture in paying tribute and respect to the status of teachers with an emphasis on utilization of the national media for this purpose (Islamic Republic of Iran Broadcasting)

Strategy 10-2: Establishment of the general, specialized and professional qualification assessment system, setting scientific and pedagogical evaluation benchmarks for ranking teachers and strengthening their motivation for professional promotion based on the Islamic norm system

Strategy 10-3: Amendment of the current employment, financial and administrative rules and regulations, proportionate to the specialized professions in partnership with related organizations

Strategy 10-4: Planning and establishment of a special retirement system for education office staff and teachers to further benefit from their useful experience





11. Re-engineering policies and re-adjustment of the principles governing the teacher training curricula with an emphasis on internship and adaptation of teachers' professional qualification at national and global levels in compliance with school curricula and developing appropriate policies for promotion of teacher recruitment, training and retaining methods in the education system (8,1,2,4,7)

Strategy 11-1: Establishment of a national teacher education system by the ministry of education other relevant organizations and development of Farhangian University with an education-centered approach that provides specialized and professional education for teachers

Strategy 11-2: planning and promotion of teachers professional training system in the Ministry of Education with an emphasis on sustainable interaction of teachers with schools and scientific–research institutes during their studies and provision of opportunities to gain real experience from classrooms and educational spaces

Strategy 11-3: Establishment of the required mechanisms to recruit and retain talented students with religious, ethical, revolutionary and prestigious background qualifications to study at teacher training courses with an emphasis on strengthening the teachers' financial and spiritual motivations including the payment of salary during their study leave, promotion of educational and equipment quality of the relevant centers, establishment of constant relearning centers for teachers' pursuit of education with a due attention to their ranking in the system

Strategy 11-4: Establishment of teacher qualification assessment system including the assessment of their ethical, ideological, revolutionary, professional and specialized competencies in conformity with the principles and goals of the fundamental reform in education.

Strategy 11-5: Making flexibility in teacher training curricula to keep abreast of scientific breakthroughs and the



needs of the country's general formal education system with an emphasis on an eclectic approach and updating the teachers' educational and professional competencies

Strategy 11-6: Establishment of mechanisms for promotion of teachers' competencies for their efficient participation in curriculum planning at school level, especially those leading to the consolidation of teachers' professional identities

Strategy 11-7: Development of teachers' research activities and enhancement of their individual and group professional capabilities, sharing their experience and achievements both at local and national levels and provision of opportunities for continuous scientific and research retaining and holding the best teaching method festivals and allocation of special funds for teacher research programs

Strategy 11-8: Planning for internship and professional development of teacher students updating the existing education and training theories based on the state of the art

Strategy 11-9: Observation of the reforms in education system and teacher training programs, as well as breakthroughs in educational science at regional, international levels and in the Islamic world, naturalization of experiences and the best practices and their wise utilization, within the framework of the Islamic norm system

Strategy 11-10: Involving the leading universities and seminaries in specialized, religious and professional development of teachers, experts and principals in partnership with Farhangian University.

Strategy 11-11: Active participation in international interactions with a priority on the Islamic world and sharing the successful local experiences at international scientific and academic communities

Strategy 11-12: Improving the plans and policies of the country's general formal education system to enhance the effectiveness and efficiency of Iranian schools abroad with an emphasis on revision of the curricula and the content of textbooks by recruitment of committed, qualified and experienced human resource and adaptation of schools' physical spaces





12. Setting out standards for human resource services and welfare that fit the dignity of the Education Ministry teaching, non-teaching, and professional staff and take into account their full time commitment to education (2,3,4)

Strategy 12-1: Improvement of salary system based on qualification benchmarks and competitive approaches

Strategy 12-2: Provision of appropriate privileges and facilities to recruit and retain proficient human resource at primary level of education with an emphasis on a specialized view to this stage of schooling

Strategy 12-3: Establishment of legislative mechanisms for enhancement of teachers and instructors motivations through suitable organization of teachers' welfare and facilities and resolving their financial and livelihood problems

13. Enhancement of the role of provincial, district and school boards of education in educational activities within the framework of national policies and programs (5,2,4,7)

Strategy 13-1: Amendment of the current rules and regulations in line with strengthening the roles of provincial, district and school boards of education in accordance with the educational requirements

Strategy 13-2: Enhancement of efficiency of the schools' boards of education (including teacher councils and student councils) by delegation of some authorities such as school management to them and pavement of the ground for their further participation in the process of education at schools



14. Establishment and appropriation of educational environments according to the students' needs and the country's Islamic-Iranian culture and geographical conditions (6,7,3)

Strategy 14-1: Planning and construction of educational and training spaces relevant to the requirement of school curricula, behavioral standards, demographic reforms, urban development and architectural principles, geographical and climatic situation, with an emphasis on application of modern construction technologies and educational equipment, as well as observing Islamic-Iranian symbols, taking into account the pivotal role of prayer room in Islamic design and architecture

Strategy 14-2: Adaptation of physical, educational and pedagogical spaces to the students' specific needs and gender differences with an emphasis on institutionalization of the religious culture, modesty, dress code and observing the Islamic decrees on intimacy at schools

Strategy 14-3: Endeavors to plan, construct, and equip the prayer room, library, laboratory, green land and sports facilities at all schools, as educational and training spaces

15. Improvement of the content, promotion of the status, quality and efficiency of the humanities in the country's general formal education system based on the religious foundations within the confines of the Islamic norm system (1,2)

Strategy 15-1: Development of the humanities curricula resources based on the Islamic ideology aimed at guiding spiritual edification and individual and social management.

Strategy 15-2: Development of plans for enculturation of promotion of the status of humanities and avoiding the prominence of empirical and technical approaches at the country's general formal education system

Strategy 15-3: Identification of talented students and their guidance to pursue their studies in humanities and pavement





of the ground for consolidation and deepening of scientific research at higher education courses

Strategy 15-4: Recruitment and training of qualified, committed and knowledgeable teachers to teach humanities subject matters at various levels of education based on religious teachings in partnership with the seminaries

Strategy 15-6: Development and strengthening schools and educational complexes, specifically designed for the humanities all over the country

16. Diversification of educational services and pedagogical opportunities appropriate to the community's requirements, and the students' needs and interests in line with blooming of their talents (2,3,7)

Strategy 16-1: Diversification of pedagogical opportunities at schools and educational and training centers to meet the students' needs

Strategy 16-2: Observation of the students' gender requirements and their puberty period requirements in developing the school curricula, methodologies and developmental plans and programs with due consideration of their commonalities

Strategy 16-3: Attachment of due attention to the students' mental and psychological situation during their puberty and rendering the required religious and ethical counseling and training

17. Promotion of the quality of education and training process with an emphasis on intelligent application of modern technologies (1,2,3,7)

Strategy 17-1: Increasing the influence ratio of the national information and communication network (Intranet) at schools through attaching priority to filling the digital facility gap among different educational regions and establishment of a proper mechanism for an optimal and intelligent



utilization of the network by teachers and students within the framework of the Islamic norm system

Strategy 17-2: Production and application of suitable electronic content relevant to the needs of students and schools in partnership with public and private sectors and changing the textbooks' content into electronic material based on the national curricula (with an emphasis on application of multimedia) by the end of the country's 5th five-year development plan

Strategy 17-3: Amendment and updating the teaching methodologies with an emphasis on interactive, group and creative methods with due consideration of the leading role of teachers

Strategy 17-4: Promotion of utilization of the capacities of distance and virtual learning in educational plans and programs for the Iranian teachers, students and families abroad, in compliance with the Islamic norm system and the educational principles through the national ICT network

18. Reform and innovation in the country's general formal education system with a dynamic, uplifting and decent approach (1,2,7)

Strategy 18-1: Adjustment of the organizational culture based on the Islamic ethical norms with an emphasis on the spirit of fraternity, cooperation, creativity and lifelong learning

Strategy 18-2: Provision of the required facilities and establishment of efficient mechanisms for teachers' in-service training and strengthening their motivation and professional qualifications for lifelong learning

Strategy 18-3: Establishment of an active and inclusive research network within the country's general formal education system by utilization of modern technologies in the form of the National Information and Communication Network.

Strategy 18-4: Optimal use of the knowledge and experience of the Education Ministry elites and alumni





Strategy 18-5: Establishment of innovative and entrepreneurial system in the Ministry of Education in line with a comprehensive, prideful, spiritual and ethical education and provision of material and spiritual support to creative, innovative entrepreneur teachers, principals and students

19. Establishment of an evaluation and quality assurance system in the country's general formal education (7,2,4)

Strategy 19-1: Establishment of a legislative mechanism and an appropriate structure for evaluation and assessment of the country's general formal education system performance

Strategy 19-2: Planning and implementation of a product-oriented evaluation system based on the national standards for transitions between different stages of education and a process-oriented assessment system for transitions from one grade into another in primary schools and an eclectic approach (a combination of outcome and process oriented) approach in other levels of education

Strategy 19-3: Establishment of a ranking system for schools and other institutions in the Education Ministry to apply transparency in their performance, to promote their quality and to strengthen their motivation for logical and scientific competitions.

Strategy 19-4: Promotion of the Islamic Republic of Iran' status at global quality evaluations within the confines of the Islamic norm system and introduction of an Islamic paradigm of education and training to the world community

20. Provision, allocation and diversification of financial resources and management of expenditures according to the qualitative and quantitative needs of the country's general formal education system (3,6,7)

Strategy 20-1: Optimal management of resources and expenditures and transparency of financial performance of the country's general formal education system



Strategy 20-2: Transparency and planning for an appropriate increase in the Education Ministry's budget portion in the country's GDP

Strategy 20-3: Attachment of priority to primary education in provision and allocation of resources

Strategy 20-4: Proper increase of budget for non- salary expenditure in the Education Ministry to promote the quality of education

Strategy 20-5: Planning for diversification mechanisms of governmental and non-governmental financial resources (including endowments and charities)

Strategy 20-6: Optimization of utilization and modification of financial and physical resources and adoption of consumption standards as well as mechanisms for prevention of dissipation and extravagance

Strategy 20-7: Strengthening the public participation in education with an approach to education system's policy-making and monitoring mechanisms through the establishment of non-governmental schools and supporting their educational activities.

21. Revision and re-engineering of structures, policies and procedures (1, 2,7)

Strategy 21-1: Amendment and revision of the structure of training courses based on the resolutions of the "Supreme Council of the Cultural Revolution"

Strategy 21-2: Establishment of a "school mapping system" based on "Territorial logistics and demographic change (relevant to the country's next 50-year development plan)

Strategy 21-3: Planning and establishment of a "Comprehensive Field Selection Guidance and Talent Identification System" in order to channel the students towards selection of the fields required in the country's present and future situations appropriate to their talents, interests and potential

Strategy 21-4: Establishment of educational and counseling and guidance system based on the Islamic rudiments and enhancement of the teachers' role in this area, as well as





recruitment of specialized advisors to benefit from their expertise at all levels of education

Strategy 21-5: Regulating the instructors' working hours for full-time presence at schools including their teaching and other school-related activities with attention to necessity of proper remuneration and compensation of their services

Strategy 21-6: Improving the structure of education system and time management at schools and appropriation of teaching hours and days in a week

Strategy 21-7: Attachment of priority to management of school complexes in order to implement an integrated educational management during the students' schooling period and creation of further opportunities for enhancement of educational and training activities

Strategy 21-8: Establishment and utilization of "Looping" system in organizing teachers at first three grades of primary education

Strategy 21-9: Governance of program-oriented approach instead of textbook-oriented one and production of educational packages in school curricula by observing the teacher-oriented principle

Strategy 21-10: Redesigning and reorganizing the school calendar by observing flexibility and due consideration of geographical condition with an emphasis on optimization of school holidays

22. Promotion and continuous improvement of the quality of educational expertise, management and leadership in the country's general formal education system (2,4,7)

Strategy 22-1: Institutionalization of program-oriented approach at various levels of management in the country's general formal education system

Strategy 22-2: Establishment of necessary mechanisms for training and retaining educational managers and leaders and trying to enhance stability in the country's general formal education system



Strategy 22-3: Planning and implementation of the plan for job satisfaction and affiliation of human resources

Strategy 22-4: Conduction of strategic future studies in the Education Ministry, and development of future logistic programs and their implementation in the Ministry of Education in coordination with other related organizations

Strategy 22-5: Improvement of the executive structure and reduction of the number of administrative units proportionate to an effective and efficient management system

Strategy 22-6: Appointment of directors at various levels on the basis of meritocracy and their leading role in observing divine and humane values, scientific norms, efficiency and belief in the objectives of the country's formal education system

23. Development of research and innovation, theorization and documentation of local educational experience (2,7,8)

Strategy 23-1: Optimal use of the available opportunities for promotion of the culture of research and thinking among principals and instructors and employment of the researchers needed for the country's general formal education system and providing support for active and prolific researchers

Strategy 23-2: Adoption of a comprehensive support system for education researchers and directing research topics and objectives towards realization of the objectives of the country's formal education system

Strategy 23-3: Provision of financial and spiritual support to successful projects and domestic educational innovations; documentation and publication of research findings within the country and abroad and launching an active and competent databank

Strategy 23-4: Provision of financial and spiritual support to theorization chairs in education and training, science and methodology and paving the ground for utilization of new research findings and innovations at schools and in the country's general formal education system, in cooperation with seminaries, universities and scientific-research institutes





CHAPTER EIGHT

INSTITUTIONAL FRAMEWORK AND EXECUTIVE SYSTEM OF THE FRDE

To achieve the goals and programs of the FRDE in the horizon of the country's development plan, policy-making, planning and the monitoring process of the fundamental reform will be conducted in two levels as follows:

Section 1: Policy-making, monitoring and evaluation at macro-level

Policy-making and decision-making at macro level, as well as strategic monitoring and evaluation of the fundamental reform in the country's general formal education system is entrusted with the "Supreme Council of Cultural Revolution"

Section 2: Planning and executive system

- a) The "Supreme Council of Education" is entrusted with the task of adoption and notification of executive policies, planning mechanisms to achieve the objectives, improving the relevant structures and processes, updating, amending and coordinating the policies and programs and monitoring the sound implementation of programs pertaining to the strategic reform in education, through utilization of all the means and capacities of the Education Ministry and other ministries/organizations, as well as the country's facilities. The council is responsible to submit the annual progress report on implementation of the fundamental reform plan and the performance of the



Ministry of Education to the “Supreme Council of Cultural Revolution”.

- b) The Ministry of Education is entrusted with the task of institutionalization and implementation of the National Education Document (including the Theoretical Foundations of the Reform Document and the Strategic Reform Plan) and devising the executive plans for the fundamental reform. The Education Ministry, within maximum of one year after the adoption of this document, shall have its plans and programs (with the priority of those pertaining to the major sub-systems) ratified by the Supreme Council of Education.
- c) The Ministry of Education is obliged to train, recruit and organize the competent and qualified human resource, to provide and mobilize the facilities and resources, to devise short and medium-term executive plans at provincial and national levels, to amend the rules and regulations, and to draw the participation and cooperation of other organizations and ministries with the country’s general formal education system for the achievement of the objectives set for the fundamental reform in education. The report and the extent of other organizations’ cooperation shall annually be submitted to the “Supreme Council of Cultural Revolution” by the Minister of Education.

Section 3: FRDE Amendment and updating procedure

The process of amendment of the Fundamental Reform Document of the country’s general formal education system foreseen in the Vision shall be carried out in a five-year interval as of the date of approval and in compliance with the theoretical foundation of the plan (The Philosophy of Education in the Islamic Republic of Iran, the Philosophy of the General Formal Education System in the Islamic Republic of Iran and the Roadmap for the Country’s General Formal Education System), upon adoption by the “Supreme Council of Education” and the final approval of the “Supreme Council of Cultural Revolution”.





The Fundamental Reform Document of Education (FRDE) comprising 8 chapters, discussed in 681st, 682nd, 683rd, 684th, 685th, 686th, 687th, 688th, 690th, 691st, 691st, 692nd, 694th, 695th, 696th and 697th sessions of the “Supreme Council of the Cultural Revolution” held on the following dates (01/ 02 /2011, 15/02/2011, 22/02/2011, 01/03/2011, 08/03/2011, 12/04/2011, 26/04/2011, 10/05/2011, 21/06/2011, 05/07/2011, 12/07/2011, 26/07/2011, 06/09/2011, 13/09/2011, and 27/09/2011 respectively) was finally approved by the Supreme Council of Cultural Revolution and shall come into force as of the date notified to the concerned authorities. All previous resolutions and policies in the event of discrepancy to the content of this document shall be rendered void and null and in other cases shall duly be revised and amended.

Mahmoud Ahmadinejad

**President of the Islamic Republic of Iran
&
Head of the Supreme Council of Cultural Revolution**