



## A Comparative Study of Iran and Russia Educational Systems with Emphasis on Curriculum

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ARTICLE INFO	ABSTRACT
<p>Received: 02 October 2023 Revised: 22 January 2024 Accepted: 24 April 2025 Online: 20 March 2026</p>	<p>This research aimed to compare the educational systems of Russia and Iran. The study is qualitative-comparative in nature. The research sample consists of data from both Russia and Iran, focusing on macro-level observations with a selection strategy based on "different social systems, different educational outcomes." Data collection method was documentary included both primary sources (documents related to the educational systems of selected countries) and secondary sources (such as books and articles). Two analytical methods were employed: George Bereday's approach and Mill's method of agreement and difference. The findings revealed that, despite many similarities between the two countries, there are notable differences such as teacher's authority to develop curricula; responsibility of regional authorities in designing &amp; implementing educational programs; authority to offer programs in specific subjects ; Financial support for preschool education; More specialized training programs for preschool teachers; variety in subject (e.g., foreign language instruction in primary schools); right to choose the mother tongue , in the Russian educational system. In Iran, integrated intellectual, religious, scientific, practical, and moral education is emphasized, along with efforts to prevent one-dimensionality and ensure appropriate teaching hours in schools. Based on the findings, it is recommended to Iranian educational planers to place greater emphasis on technology and foreign language courses during primary education. Additionally, students should be given the right to choose their mother tongue as the language of instruction in schools.</p>
<p><b>KEYWORDS</b></p> <p>Curriculum Foreign language Language of Instruction Preschool Teachers Regional Authorities</p>	

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## 1. Introduction

Nowadays, experts regard the study of educational systems as a primary and fundamental requirement for formulating any educational policy. An educational system can serve as a catalyst for development and progress when it identifies and addresses its own challenges and shortcomings. One effective approach to achieving this is by examining the educational systems of other countries. The works such as "*The World Needs a New Curriculum*" (Prensky, 2014) underscores the fact that policymakers and educational planners are increasingly looking to successful global models for inspiration. Within any educational system, the curriculum stands out as the most critical component deserving of specific attention. The curriculum is a complex domain, the definitions and interpretations of which have been the subject of ongoing debate. Contemporary researchers emphasize that the fundamental role of curriculum studies is to promote conceptual thinking about educational objectives (Pugach et al., 2020). Indeed, the significance of the curriculum is globally acknowledged.

A review of research literature reveals that educational policymakers and planners are generally keen on conducting comparative studies and utilizing their findings in decision-making processes; Iran is no exception in this regard and frequently draws on international experiences. Therefore, it is crucial to avoid repeating outdated approaches, as this not only wastes human resources but also depletes economic resources. Despite its advancements, the Iran education system has yet to achieve its goals. Consequently, Iran's education system must benefit from the experiences of other nations.

Research literature shows that comparative research has been conducted on the educational systems of Iran and Russia. For example, Olumekor (2021) compares the management and performance of higher educational institutions in Russia and England and found that, in general, most UK respondents held a more positive view of their educational institutions, except "affordability," where Russian respondents expressed a more favorable opinion. This study provides an original contribution to the ongoing debate on the quality and effectiveness of higher education in Russia. In another study, Ütkür Güllühan and Guseinova (2021) investigated the similarities and differences between the curriculum and contents of the Life Sciences textbook in Turkey and Russia. They found that the Turkish and Russian Life Sciences curricula were generally similar but exhibited a few differences in content. In both countries, the primary goal of the textbooks is to foster a positive attitude toward oneself, family, society, and the nation. Piattoeva (2009) in a comparative study on citizenship education in the national education policies of Russia and Finland, demonstrated that discourses of state integrity and national unity have become more

prominent in Russia. The Russian approach emphasizes state-wide patriotism and reinforces the role of the Russian language in fostering national identity. Derakhshanfar, Ahmadi & Shakarbaghani (2022) compared and analyzed the educational content of physics textbooks in Iran and Russia. Their findings revealed that the distribution of Bloom's cognitive levels in the questions of the Russian physics textbook was more balanced and appropriate compared to its Iranian counterpart. Azimi & Soleimani (2021) conducted a comparative study of elementary science textbooks in Iran and Russia, focusing on the attention given to process skills. The study found that Iranian textbooks emphasize comparison, classification, tool usage, and communication skills, while Russian textbooks prioritize observation, prediction, estimation, interpretation of findings, and drawing conclusions. Zabaihi, Kouhbar & Abdollahi (2018) conducted a comparative study of the structure of the educational systems and teacher education programs in Iran and the United States. Their findings revealed that the primary factor driving the progress of the American educational system is its focus on fostering productive and entrepreneurial students. In contrast, the Iranian educational system tends to emphasize rote memorization in learning process. Previous research have not compared the structure of the educational systems of Iran and Russia. Therefore, this study aims to address the following questions:

- What are the similarities and differences between the selected countries in terms of the goals, policies, and structure of their educational systems?
- What are the similarities and differences between the selected countries in terms of general education?
- What are the similarities and differences between the selected countries in terms of educational materials and regulations?

## **2. Research Method**

The present study is qualitative in nature, non-experimental in terms of the degree of control over variables, applied in terms of purpose, and comparative in terms of method. The unit of observation for sample selection was at the macro level (countries), and the country selection strategy was "different social systems, different educational outputs". Data were collected through documentary method, including reviews of primary sources (such as upstream documents related to the educational systems) and secondary sources (such as books and articles). Primary sources were identified through the formal homepage of the Ministries of Education of both countries, while secondary sources were identified through search at international databases such as Google Scholar and ERIC, as well as Iranian databases. Two methods were used to analyze the data: George

Bereday's four-step approach (description, interpretation, juxtaposition, and comparison) and John Stuart Mill method of agreement and difference.

### **3. Findings**

Comparisons were made in terms of educational goals, policies, & structure; educational levels ; and educational materials & rules.

#### *Description*

##### *Iran*

Education is free and compulsory for all Iranian children and adolescents up to high school . The Ministry of Education is the most important institution responsible for promoting formal general education.. This ministry has the mission to provide the basis for students to achieve a good life in individual, family, social, and global dimensions (Supreme Council of Cultural Revolution, 2011). According to the approvals of the Supreme Council of Education and the Supreme Council of Cultural Revolution, the educational structure of Iran's formal education includes a 6-year primary school; a 3-year junior high school; and a 3-year senior high school .The main goal of ministry of education is the integrated intellectual, religious, scientific, practical and moral education of students. The starting age for primary school is 6. The upper secondary school has three branches: Humanities, experimental sciences & mathematics, and technical & vocational sciences. Each branch has disciplines whose diversity is determined based on the needs of society, the requirements of the time, and the available facilities (Safi, 2015).

##### *Russia*

On the path of progress, Russia has experienced many ups and downs, including in its education system. The education system, influenced by certain policies and goals, has become one of the most successful social systems, although it is sometimes caught in the tradition-modernism conflict in adapting to new phenomena - such as globalization. (Ran et al., 2018). Educational policy in Russia is based on the principles and ideas outlined in the Constitution of the Russian Federation and related laws that regulate the educational sector. According to the Constitution, general education (Grades 1 to 11 or 12) is compulsory. The government guarantees the right to education free and accessible from preschool education to secondary professional education at state or public institutions. Furthermore, the state ensures the right to higher education on a competitive basis. The state also establishes federal educational standards and supports various forms of education (Starodubtceva & Krivko, 2015).

Most schools in Russia are state-run, though private schools also exist. The State Educational Standard for General Education sets requirements for the minimum educational content and student workload (UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, 2012). According to the Federal Law on Education in the Russian Federation, federal authorities are responsible for developing and implementing general educational policies, while regional authorities oversee regional programs. Local authorities are tasked with organizing education at various levels based on federal educational standards (Encyclopedia Russian Federation, 2016).

Educational institutions have the autonomy to determine the content of their programs, choose resources, and select teaching methods and technologies. While a standard curriculum exists for general education, some schools are authorized to offer specialized programs in humanities or natural sciences. Standardized written tests are a prerequisite for completing senior high school (Kravchenko & Nygård, 2022).

General education in Russia includes preschool, primary, lower-secondary, and upper-secondary education. The course of study spans 11 years, structured in a 4+5+2 sequence. In addition to general academic programs, students can enroll in vocational-technical programs of varying lengths at the upper-secondary level (WEAR- Word Education News Reviews- Newsletter, 2022). The age ranges for formal schooling are as follows: preschool (3-6 years), primary (7-10 years), and secondary (11-17 years) (UNESCO, 2012).

### *Interpretation*

#### *Preschool Education*

*Iran:* Preschool in Iran refers to a two-year program for children aged 4 to 6 years. However, if facilities for implementing the two-year program are unavailable, the duration is reduced to one year (Supreme Council of Education, 2008). According to formal educational documents, the objectives of preschool education are as follows:

- Supporting children's physical, mental, emotional, personal, and social development;
- Developing children's abilities and talents;
- Strengthening physical health to prepare children for primary school;
- Preparing children to learn educational concepts more effectively and with greater ease;
- Providing low-income families with access to a healthy educational environment (Ministry of Education, 2013).

*Russia:* Preschool education is not compulsory in Russia (Bodrova & Yudina, 2018). The preschool curriculum in Russia is known as the Federal State Educational Standard (FSES). Free and publicly accessible preschool education is provided in educational institutions (Muraveva & Yafie, 2018). The curriculum emphasizes personal and emotional growth, as well as respect for diversity and individuality. Key areas of focus include social development, physical education & health, language & communication, reading, mathematical skills, understanding the natural world, basic sciences, technology & digital world, and second language acquisition. The content is primarily game-based (Volkova, 2017). Preschool education does not involve certification. The duration of the program and the daily schedule are determined by each preschool center, although most full-day preschools follow similar schedules. Pre-service programs for preschool teachers in Russia are offered by universities and teacher education colleges. In addition to classroom teachers, many public preschools employ additional personnel such as music teachers, physical education teachers, specialists like speech therapists and psychologists (Bodrova & Yudina, 2018). All children aged 3 and above have the right to attend kindergarten. Early childhood education is jointly financed by the federal government and municipalities (Volkova, 2017).

#### *Primary Education*

*Iran:* The most important subjects in primary school include the following:: Quran education, Hedyehaye Asemani(Gifts of Heaven , Religion Education), Persian, Persian writing, mathematics, experimental sciences, social studies, thought & research, and work & technology. The primary education in the Iran educational system is divided into two separate three-year stages. The objectives of the first primary period include the following: familiar with God's attributes of kindness, generosity, wisdom & ability, and expressing the sense of confidence & peace that arises from this understanding; Understanding the life and moral beliefs of religious leaders (including personal and social manners, truthfulness, discipline, and perseverance) and their impact on behavior; Applying the lessons learned from the Quran in daily life. Understanding the basic concepts of the principles of religion and developing a sense of acceptance and belonging to it (Supreme Council of Education, 2000).

*Russia:* Children enter primary education at the age of *six to seven*. This stage of education lasts four years and includes instruction in the following subjects: the Russian language (reading, writing, literature), mathematics, history, natural sciences, arts & crafts, physical education, and a foreign language starting in *the Grade 2*. Most classes are taught by *a single primary teacher* throughout the elementary cycle, although specialized teachers may teach subjects such as

foreign languages, physical education, music, or arts. Completion of primary education is a requirement for progression to the lower-secondary cycle (WEAR Newsletter, 2022). Primary general education aims to *shape students' personalities*, develop individual abilities, foster positive motivation, and enhance skills in educational activities, including *mastery of reading, writing, counting, and basic thinking skills*. It also focuses on developing self-control, *cultivating a culture of behavior & speech*, and teaching the basic principles of personal hygiene and a healthy lifestyle.

#### *Lower-Secondary Education*

*Iran:* After completing primary school, pupils enter a new phase namely “Junior high school”, which was introduced in the new educational system. This period consists of three Grades of seven, eight, and nine (Abdollahi Bahnamiri, 2018). The goals of junior high school include the following:

- To develop the ability to shape one's identity by gaining a general understanding of the religious system and its influence on choices and decisions in human life.
- To establish criteria for choosing a personal and social lifestyle by examining the teachings of religious leaders and evaluating their impact through practical application.
- To apply Quranic lessons in daily life by correctly reciting the Holy Quran, reflecting on its verses, and striving to observe religious rules and perform prayers (Supreme Council of Education, 2000).

The educational materials for junior high school include Quran education, Hedyehaye Asemani (Gifts OF Heaven), Persian, writing, mathematics, experimental sciences, social studies, culture and art, Arabic, English, thinking and lifestyle, work and technology, and education of divine religions (For religious minorities).

*Russia:* Lower-Secondary Education lasts five years and includes Grades 5 to 9, for students aged 11 to 15. The curriculum consists of two parts: a mandatory part and a part formed by participants. The forms of certification include written examinations, oral examinations, combined assessments, and other forms of evaluation. The Lower-Secondary Education stage concludes with a final state examination, known as *Gosudarstvennaya Itogovaya Attestatsia* (GIA). This examination covers mandatory subjects—Russian and mathematics—as well as elective subjects. Students who pass the examination are awarded the *Attestat ob osnovnom obschem obrazovanii*, commonly translated as the “Certificate of Basic Secondary Education” or “Certificate of Incomplete Secondary Education.” The federal government sets a general core curriculum of compulsory subjects, but

schools have limited freedom to design their curricula at the local level. Subjects studied in lower-secondary education include Russian language, foreign language, mathematics, social sciences (including history & geography), natural sciences, computer science, crafts (taught separately for girls and boys), physical education, art & music. Students from Russian republics with an formal language other than Russian have the right to study their native language in addition to Russian and may substitute Russian with their native language in the final graduation examination (a right guaranteed under Russia's education law) (WEAR Newsletter, 2022).

### *Upper-Secondary Education*

*Iran:* Upper Secondary education in Iran includes three branches: theoretical, technical and vocational, and work & knowledge for three academic grades of tenth, eleventh, and twelfth (Ages 14–17/18) (Abdollahi Bahnemiri, 2018). This stage serves as a bridge between formal general education and specialized education (university). Educational opportunities at this level are organized into semi-specialized and non-mandatory disciplines. Through this stage, students acquire the necessary competencies to transition from dependent individuals to independent and responsible individuals, ready to enter a healthy social, family & professional life or to continue their studies in specialized fields. The curriculum includes both prescriptive and non-prescriptive education, guiding graduates toward various types of specialized education and equipping them with the basic competencies needed to enter independent, family & professional life, thereby meeting their own and society's current and future needs (Amirinia, 2016).

The aims of the upper-secondary education curriculum are as follows: To develop a rational and argumentative understanding of religion, enabling students to provide convincing answers to questions and issues based on religious sources & evidence, and to evaluate its impact. To draw inspiration from the examples set by religious leaders, explaining their role in shaping the future of humanity and applying these lessons to various individual & social life situations. To believe in the capacities of the Quran and the enduring nature of Islam, using its teachings to address contemporary world problems (Supreme Council of Education, 2000). In Iran, the general educational materials for upper-secondary education include religious and moral education, Persian language and literature, foreign languages, social studies, human & health studies, life skills, mathematics, and experimental sciences.

*Russia:* Upper-secondary education lasts two years and includes grades 10–11. Students typically complete upper-secondary education at the age of 17–18 (Main State Center for Education Evaluation, 2022). The curriculum includes a range of subjects similar to those offered at the lower-

secondary level. It prepares students for the Unified State Examination (*Ediny Gosudarstvenny Examen* or EGE), a series of standardized examinations conducted in May/June each year. The EGE serves both as a final graduation examination and as an entrance examination for higher education (WEAR Newsletter, 2022). upper-secondary education aims to further shape students' personalities, develop their interest in learning & creative abilities, and foster skills for independent learning activities based on individualization and professional orientation. The curriculum is designed to prepare students for life in society, making independent life choices, continuing their education, and starting a career. Upon completing secondary education (Grade 11), students receive a certificate of completion (Main State Center for Education Evaluation, 2022; European Education Directory, 2022).

#### *Educational Materials and Rules*

*Iran:* The total instructional time is 925 hours in primary school, 1,110 hours in junior high school, 1,295 hours in senior high school for the theoretical branch, and 1,480 hours for the technical & vocational branch. Across all grades, 50 hours are allocated to extracurricular activities based on curriculum requirements, and an additional 50 hours are provided to provinces, regions, and schools to address environmental conditions and needs (totaling 100 hours). In primary school, the weekly schedule consists of 25 hours, with each session lasting 45 minutes in Grades 1–3 and 50 minutes in Grades 4–6. In junior high school, the average weekly schedule is 30 hours, with each session lasting 50 minutes (Ministry of Education, 2013). The academic year in Iran begins on first October and ends at the conclusion of *September* the following year. The weekly school schedule runs from *Saturday to Wednesday* (Rabiei Goransarab, 2019). In the Iranian education system, all textbooks are authored and published by the *Ministry of Education* and distributed to students. The *Textbook Writing Office*, a key division of the *Organization for Educational Research & Planning*, is responsible for planning and writing textbooks for all educational levels.

*Russia:* The school year for primary education begins on 1 *September* and ends in early June. The *Unified State Examinations* (EGE), held between late May and early June, mark the conclusion of the school year. The school year lasts between 170 and 204 days and is divided into four terms, with vacations in between. Students typically attend classes five days a week, though some schools may require additional attendance. In primary school, students have *four classes per day*, increasing to *five or six classes per day* in lower-secondary school and *six or seven classes per day* in upper-secondary school (Russian Council for International Affairs, 2022). Empirical studies on classroom practices in Russia indicate a significant emphasis on *teacher-centered instruction* compared to

practices in Western countries (Rakhkochkine, 2012). Each academic hour lasts *45 minutes*, except in Grade 1, where lessons are shorter (*35 minutes*). The total academic hours over four years must be between *2,904 and 3,345 hours* (Encyclopedia Russian Federation, 2016). In Russia, the content of textbooks is of critical importance. Teachers are permitted to use only textbooks approved by the *Ministry of Education* (Pitina, 2015). The Ministry annually publishes the *Federal Textbook List*, which includes recommended textbooks available in both printed and electronic formats. National exams are administered in Grades 9 and 11. Additionally, schools may set exams for any subject at any grade of primary or secondary schools (Encyclopedia Russian Federation, 2016).

### *Juxtaposition*

The educational goals of Iran and Russia share significant similarities, including a focus on human dignity, holistic growth across various domains, the principle of freedom and activity, and preparation for life. Both countries have established educational rules and regulations based on their respective constitutions, which mandate free and compulsory education. They operate both public and private schools, with general education free of charge. Additionally, both systems have monitoring centers to ensure the quality of education. However, Russia allows more flexibility in designing educational programs, while the Iran's curriculum places a stronger emphasis on religious components. Structurally, the Iranian educational system is centralized, whereas the Russian system is semi-centralized. Both countries recognize access to primary education as a fundamental right for citizens. Pre-primary education is not mandatory for progression to the next level in both systems. Typically, each grade is taught by a single teacher, though in Russia, specialized teachers are employed for certain subjects. Both systems adhere to a compulsory curriculum and require students to take entrance exams for higher education after completing secondary education. Extracurricular programs are also a common feature in both countries.

In preschool education, Russia adopts a more specialized and detailed approach, incorporating elements such as foreign language learning and technology. Preschool teacher training programs in Russia are also more specialized. Both systems utilize play-based methods as the primary approach to preschool education. The duration of primary education differs between the two countries, and while the courses offered share similarities, there are notable differences in teaching materials, such as the inclusion of foreign languages in Russia. The Russian curriculum provides implementers with greater freedom to adapt programs, in addition to its mandatory components. At the general education level, both countries offer technical and vocational education through specialized

schools. The goals of technical and vocational education are largely similar, though Russia demonstrates greater diversity in its offerings and incorporates input from industrialists and entrepreneurs more prominently. Class durations are approximately the same (45 minutes), and teaching methods in both systems are predominantly teacher-centered. Textbooks are available in both printed and electronic formats, with the Ministry of Education responsible for their preparation and supervision. Russia also offers elective courses as part of its curriculum. The evaluation scales differ between the two countries, with Russia using a 5-point system and Iran a 20-point system. In preschool education, the Russian curriculum emphasizes technology and foreign language instruction, while Iran focuses on educational justice. At the primary level, the Iranian curriculum incorporates more religious elements in its objectives, whereas Russia places greater emphasis on literature, reading, and writing skills.

*Comparison*

Table 1. Similarities and differences between Iran & Russia educational systems

Component	Subcomponent	Russian	Iran
Goals, Policy and Structure	Educational laws are based on the Constitution	√	√
	Existence of public and private schools	√	√
	Focus on innovation and change in educational programs	√	√
	Free general education	√	√
	Availability of formal educational documents	√	√
	Authority to develop regional educational programs	√	-
	Development and implementation of regional programs	√	-
	Incorporation of religious dimensions in curriculum goals	-	√
	A centralized educational system	-	√
Educational levels	Guaranteed access to general education	√	√
	Formal education system divided into three cycles	√	√
	Preschool education is optional	√	√
	Authority to plan and implement preschool education programs	√	√
	Availability of extracurricular programs	√	√
	Free entrance exams for higher education	√	√
	Authorization to offer specialized programs	√	-
	Specialized training programs for preschool teachers	√	-
	Curriculum flexibility, allowing implementers discretion alongside mandatory components	√	-
educational materials and rules	Class duration of 45 minutes	√	√
	Textbooks available in both printed and electronic formats	√	√
	Teacher-centered approach	√	√
	Ministry responsible for the preparation and supervision of school textbooks	√	√
	Extended teaching hours and a high number of classes	√	-
	Use of a quantitative evaluation scale	√	√
	Availability of elective courses	√	-
	Preschool curriculum focused on holistic development (physical, emotional, social, etc.)	√	√
	Greater emphasis on technology and language courses in the	√	-

	curriculum		
	Strong focus on writing and reading skills	√	-
	Inclusion of religious educational materials	-	√

#### 4. Conclusion

In the educational systems of Russia and Iran, decision-making processes are predominantly top-down and centralized. However, Russia allows greater discretion in preparing educational programs, as content and program development are partially delegated to lower levels of the education system. This finding aligns with the research of Soleimani et al. (2021) and Zabaihi, Kohbar & Abdollahi (2018), which highlight the centralization of Iran's educational system and its associated inefficiencies. In contrast, advanced educational systems, such as Japan's, emphasize political and administrative decentralization, which fosters greater interaction and collaboration at all stages of decision-making and implementation. While Iran's Ministry of Education has undergone structural and programmatic changes in recent years (Askari, Elahimanesh, and Parizad, 2019), it has not embraced decentralization or the transfer of decision-making power to civil society and citizens. This lack of decentralization represents a missed opportunity and poses a threat to the effectiveness of the educational system.

Both Russia and Iran emphasize patriotism and family values in their educational goals. This finding is consistent with the research of Ütkür Güllühan and Guseinova (2021), which notes that the Russian curriculum fosters a positive attitude toward oneself, family, society, and the nation. In Russia, some schools are authorized to offer specialized programs in humanities and natural sciences, a flexibility not observed in Iran's educational policies. This difference may stem from Russia's semi-structured and adaptable system. The discourse of state integrity and national unity in Russia further reinforces patriotism, as highlighted by Ütkür Güllühan and Guseinova (2021) and Piattoeva (2009). Granting such authority requires careful consideration. In systems where teachers and local officials possess sufficient professional competence, this autonomy can enhance educational quality. However, in contexts where such competence is lacking, it may pose risks rather than opportunities. Therefore, the necessary infrastructure and context must be in place before implementing such changes.

Financial support for preschool education is more prominent in Russia. Preschool education is widely recognized as a critical stage in a child's development, serving as the foundation for their formal education. Experts emphasize that learning begins long before primary school and that the formative years are crucial for shaping a child's future ( Maliji et al., 2018). In Russia, preschool education is approached with greater specialization and detail. While this can be seen as an

opportunity, it may also pose a threat if it distracts from the core goals of early childhood development. However, when implemented flexibly and optionally, it can nurture children's talents. Similarly, the Russian curriculum combines mandatory components with flexibility, allowing for early foreign language learning and offering elective courses and extracurricular activities. These features enable students to explore their interests and abilities, fostering motivation and engagement. In contrast, the Iranian education system provides fewer opportunities for student choice.

In Russia, failing grades are rarely assigned, which can reduce stress and anxiety among students. Instead of focusing on repetition, the Russian system emphasizes identifying and addressing weaknesses, thereby improving educational quality. This approach aligns with the findings of Kravchenko and Nygard (2022), who highlight the importance of extracurricular activities and training courses in Russian schools.

Based on this comparison, the following recommendations are proposed to Iran's educational policy makers and planners:

- Decentralization: General education departments, regional departments, and schools should be granted greater autonomy in curriculum development. Decentralization should be prioritized, particularly in extracurricular activities.
- Teacher Autonomy: Teachers should have more freedom in designing and delivering optional and elective courses, as well as in organizing professional development programs.
- Technology and Foreign Languages: Greater emphasis should be placed on technology and foreign language instruction in primary schools.
- Preschool Teacher Selection: Preschool teachers should be selected through rigorous examinations, similar to the processes used for hiring other educators and administrative staff.
- Optional Courses: Genuine optional courses should be designed and implemented, moving beyond mere documentation to provide students with meaningful choices.
- Student Choice: Students should be given the freedom to choose courses that align with their interests, reducing boredom and increasing engagement.

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