



A Systematic Review of the Critiques and Problems of Fundamental Reform Document of Education in the Islamic Republic of Iran

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ARTICLE INFO	ABSTRACT
<p>Received: 21 October 2022 Revised: 09 November 2022 Accepted: 18 November 2022 Online: 02 June 2023</p>	<p>The Fundamental Reform Document of Education is the most important upstream document for the realization of the goals of the Islamic Republic of Iran in the field of education. The aim of this research was to restore and update this document through a systematic review of its criticisms and problems. Based on the findings, the three basic criticisms of the document are the idealism of the goals, extreme centralism and sloganeering, and politicization. Also, the findings indicate that the need for cooperation and decision-making for the implementation of the document, weakness in the provision of specialized human resources and lack of funds are among the most important challenges for those involved in the implementation of the document. Findings related to the reform approach reveal the need of the document to revise and establish a balance between basic concepts such as types of identity and adding neglected topics such as creativity, tolerance, democracy, citizenship rights and freedom. Also, the findings of the research on the implementation approach reveal that part of the implementation challenges of the document are related to the political structure of the country and relations between different social organizations. In addition to this, the findings of the research revealed that in the supplementary approach, the proposals based on the updating of the document can be divided into two general groups i.e. concerns related to the difference between the document and social realities of Iran & global society; and attention to the shortcomings of the document in issues such as sex education, education of exceptional children and environmental education.</p>
<p>KEYWORDS</p> <p>Educational Policy Fundamental Change Reform Approach Implementation Approach Supplementary Approach Iran</p>	

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1. Introduction

The occurrence of the Islamic Revolution in the late 1970s in Iran was the beginning of extensive changes in various social dimensions. One of the influential fields that witnessed changes in all its dimensions from the very beginning of the victory days of the revolution was the formal education system. As the most important institution for the implementation of the country's educational policies and programs, this system includes more than 14.5 million students, 950 thousand teachers, and 107 thousand schools and dozens of affiliated institutions. During more than four decades, many changes have occurred in the policy-making, executive and educational levels of this system. At the policy-making level, institutions such as the Supreme Council of Education, the Supreme Council of Cultural Revolution, the State, and Iran's Islamic Parliament approved many rules and regulations in the form of documents, programs, and directives mandated the Ministry of Education to implement them. In this regard, after holding various meetings and debates, in a period of thirty years, the " Fundamental Reform Document of Education (FRDE) in the Islamic Republic of Iran" (hereafter FRDE) - as the most important formal educational document of the country to provide a deep & fundamental, all-round transformation, systematic, forward-looking, and appropriate to the Iranian-Islamic culture, was prepared and compiled (Navid Adham, 2011). This document has been approved by Supreme Council of the Cultural Revolution in 2011 under the headings of generalities, statement of values, statement of mission, vision, macro goals, macro strategies, operational goals and solutions & institutional framework, and executive system and was sent to the Ministry of Education for implementation. In reviewing and explaining the situation of the FRDE, we briefly refer to the following points:

- The FRDE is a reference for structural changes in the educational system with regard to the 20-Year National Vision of the Islamic Republic of Iran,
- The FRDE is the benchmark for making basic decisions in various subject of the educational system (curriculum, school management, teacher recruitment, etc.),
- The FRDE is the main guide for adopting macro and micro policies, and
- The FRDE is the main reference for national, regional and local educational planning (Supreme Council of Cultural Revolution, 2011).

Also, six sub-systems of educational leadership & management, curriculum, teacher training & provision of human resources, provision & allocation of financial resources, space, equipment & technology, and research & evaluation have been determined in the in the FRDE. Each of these sub-

systems has an essential role in realizing the goals of the educational system. The contribution of the implementation solutions of each subsystem is shown in Figure 1:

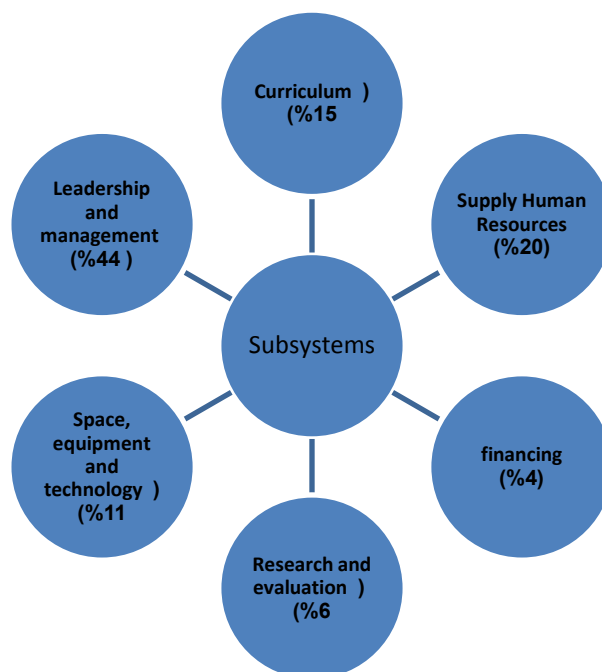


Figure 1. Seven sub-systems of the FRDE along with the quantitative contribution of each sub-system

According to the authors' point of view, these six sub-systems are defined as the main pillars of the FRDE, relying on the Islamic Republic's formal education philosophy. It is also stated in the theoretical foundations of the FRDE: "The relation between main components and subsystems is a systematic and interconnected relationship, and each of the subsystems, according to its domain, duties and functions, has a direct relationship with some components of formal and general education and indirect connection with some other components" (Supreme Council of Cultural Revolution, 2011: 2). Thus, the management of each of the sub-systems is under the responsibility of the various deputies and affiliated organizations of the Ministry of Education. For example, currently, the subsystem of "Educational Management and Leadership " is under the leadership of the deputy of Education, the "Financial " subsystem is under the management of the deputy of Resource Development & Support, the "Space, Equipment & Technology " subsystem is under the authority of the School Renovation & Equipping Organization deputy, the "Evaluation & Research" subsystem under the management of the Institute of Educational Research, the "Curriculum "

subsystem is under the responsibility of the Educational Research & Planning Organization, and the "Teacher training & Human Resource " subsystem is under the responsibility of the Human Resource Training Center and Farhangian University (Mazaheri, 2011; Haj Forosh, Behbahani & Ismailzadeh , 2012). Naturally, at the stage of the implementation of the document, this division of duties requires cohesion and integration between different actors inside and outside the Ministry of Education.

Considering the privileged position of the FRDE, during the last decade, many politicians of the Islamic Republic of Iran have emphasized the necessity of implementing and realizing its goals. Despite this aspiration, in the scene of the action, there is a noticeable gap between what was approved and what happened. In fact, although more than a decade has passed since the notification of the document to the Ministry of Education, the way and how to implement it has always been the subject of discussion between legislators, executives and various researchers. In this regard, in the second part of the Chapter 8 of the document, the task of "updating, revising, and presenting a report on its implementation progress and how the Ministry of Education works" is assigned to the "Supreme Council of Education" (Supreme Council of Cultural Revolution, 2011, p. 60).

Also, the third part of the Chapter 8 of FRDE approves and emphasizes the process of repairing the document in 5-year intervals. In addition, the evaluation of the status of the document - from the point of view of its restoration and updating - was re-emphasized by the approval of a single article in 2020 by the Supreme Council of Education. In this article, it is recommended to adopt a "combined approach" in document evaluation. This combined approach includes the following three sub-approaches:

- ❖ Reform-oriented approach: trying to reduce ambiguous parts in the document, increasing transparency and correcting sentences and words with multiple interpretations,
- ❖ Executive approach: based on the adoption of executive measures and groundwork to facilitate and establish the goals of FRDE
- ❖ Future-oriented and complementary approach: Paying attention to updating transformational policies and new needs and conditions.

The background of the approval process of the FRDE shows that in its preparation, the authors focused their main attention on the role of Islam, Qur'an's lessons, and the macro policies of

the country - in other upstream documents such as the “20-Year National Vision of the Islamic Republic of Iran”, “Five-Year Economic, Social & Cultural Development Plan” and “The Comprehensive Scientific Map of Iran”. Based on this, the Supreme Council of Education has obliged all managers and teachers of the country - at different executive levels - as well as many institutions, ministries and organizations - to use their maximum efforts and cooperation to achieve the goals of the FRDE. Naturally, in this direction, the educational system - as the main implementer of the document - may face obstacles and challenges. These obstacles and challenges can have an internal origin and arise from the restrictions governing the document or the educational system, or they can have an external origin and be affected by the negative effects of other national or international systems (Akhlaghi, Saleh Sadekpour & Navid Adham, 2020).

However, more than a decade has passed since the approval and implementation of the FRDE, while there are fundamental concerns regarding the realization of its goals. In fact, the realization of the goals of the FRDE and its implementation – same as other macro policy - depends on meeting special conditions and providing supplies in the stage of formulation and implementation. Otherwise, the executives will have problems in the action stage and the realization of the goals will face many challenges. In this regard, the people involved in the document have also faced many issues, problems and challenges during this period of time, in such a way that the General Director of the Supreme Council of Cultural Revolution, Mohammadi (2020), announced that after six years since the notification of the implementation of the FRDE, only 30% of it has been implemented. Also, the estimates of the Research Center of the Islamic Parliament of Iran have also shown serious delays in the implementation of the document and many disputes between the implementing agencies during the last decade (Education & Culture Studies Office, 2019 a, b). In addition, the said center has concluded that with the completion of more than half of the 14-year period for the implementation of the document - and considering the existing conditions of the country - there is no guarantee of its full implementation.

Considering what has been said, the main problem of the present research can be considered to be the identification of criticisms and issues of the FRDE. These cases show the possibility of scientific examination of the research problem in three different areas: the first area is focused on the existence of criticisms and issues and challenges that marked the content of the FRDE. For example, the findings of Rahbari, Belbasi & Gharbi (2015) show that in the document, the emphasis on the concept of Islamic identity (according to the frequency of words) is three times more than the emphasis on concepts such as Iranian identity and modern identity. Also, according to Hemtifar and Ahanchian (2013), the educational philosophy governing the FRDE suffers from word and

conceptual incompatibility. Yadollahi, Zarei & Yavari (2019) also believe that the document is ambiguous in explaining gender needs and the role of each gender. The second area is focused on the existence of criticisms, issues and challenges that show the status of the FRDE in the implementation stage. For example, in the State budget, no budget line has been allocated for the implementation of the FRDE and different states have not determined to implement it (Molavi, 2020). Also, the level of knowledge of teachers about the concepts and contents of the FRDE is lower than the average (Mohammadi, Hosni & Mohammadi, 2019). Nazarpour, Norouzian & Maleki (2018) also found that there is no logical balance between the goals of FRDE and the space and equipment of schools. In addition, Salsabili (2016) shows that in the FRDE as well as the “National Curriculum Document of Islamic Republic of Iran “the issue of environment is not given enough attention. According to Hosseini (2015), in terms of policy-making and decision-making, the authors of the FRDE have not given much value to the role of the family system or does not have a specific and clear standpoint regarding subjects such as art & music education, English language, and democracy and citizenship education (Farastkhah & Hosni, 2017; Moulai Arani, 2016; Keshavarz & Quaidi, 2015).

In a brief summary of what has been said, it can be concluded that the FRDE, like many of the strategic documents of the country - which in various stages of preparation, approval and implementation sometimes has problems, failures, stops or dead ends -, probably encountered problems and obstacles. Although this point seems obvious based on the common experience of all those involved in the FRDE, it has never been examined in the form of a coherent scientific framework - which can take all opinions into consideration and provide a relatively comprehensive insight -. Based on this, the main goal of the current study is to find out what are the most important criticisms and problems of the FRDE, considering the passage of a decade since its approval. It is necessary to say at the end of this introduction and to create mental unity about the words that in the present research, “criticism” means knowing the merits and demerits of the FRDE from the point of view of different researchers and experts - regardless of whether these opinions are the findings of a research or output of the speaker’s experiences, knowledge and personal perspective. Also, in the current research, the word of “problem” mainly refers to the cases that the researchers have presented their proposed solutions while explaining it.

2. Research Method

This study was a qualitative, non-experimental, applied, and systematic review research. Systematic review has two main features: First, high reliability and reproducibility, and second,

multi-step process. In the present research, the systematic study framework provided by Kitchenham & Charters (2007) was used. According to this approach, the review process is carried out in three stages: "review design", "resource review" and "report compilation". According to this definition, the purpose of the research was not necessarily to express specific critical views based on a school of thought or a scientific theory about the FRDE, but rather to narrate all the voices that are heard about the whole document or its different parts in a certain period of time and different ways. The research population includes all the sources that were published in the period of 2010-2019 in various formats (books, articles, conferences and conventions, research reports of institutions and organizations, interviews and roundtables published in the mass media, and academic theses). According to the goals and method of the research, the following steps were taken to determine the sample size (Figure 2).

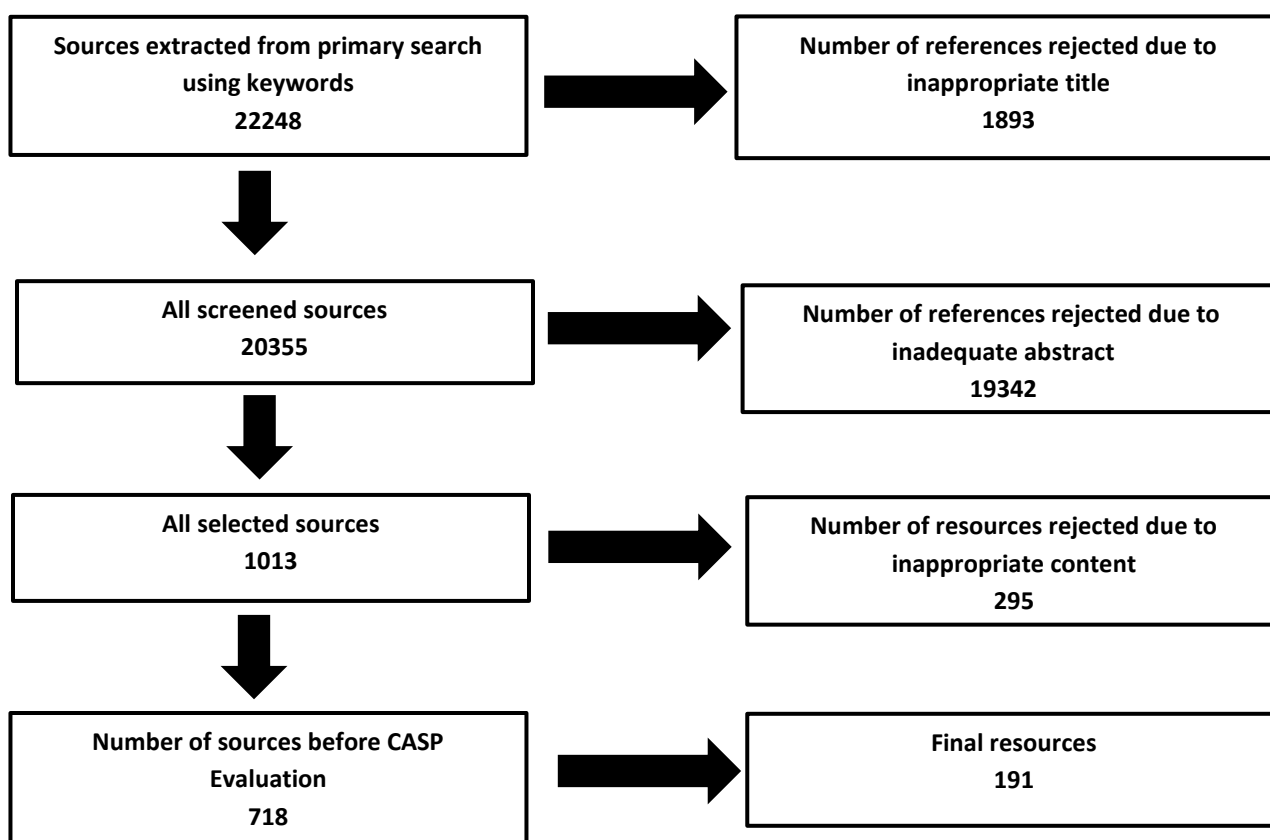


Figure 2. The process of verification, review and final selection of research sample

Since the systematic review is an observational research in which the researcher examines the data in previous studies, its analysis method is based on the secondary analysis of the primary

data (Cheng & Philips 2014). In this research, additional in-depth analysis was used to analyze the data. Also, the researchers tried to increase the credibility of the data by using two methods: First, determining the qualitative criteria. These include the degree of expertise of the authors, the tacit and experiential knowledge of the authors, researchers and speakers, determining the presence or absence of scientific judgments and professional viewpoints. The results of this method can be seen according to the type of source in Table 1. Second, the review of findings and revision obtained through joint meetings with the research team, a number of experts of the Supreme Council of Education and experts in the research topic (Table 1).

Table 1: Potential quality of knowledge sources in studies of the FRDE

Sources	Degree of quality	Quality of criteria	Number	Percentage
Book	good	appropriateness of the authors' expertise with the subject/ relying on the tacit and experiential knowledge of the authors	9	4.7
Scientific research paper	excellent	Double-blind controlled evaluation	74	38.7
Conference paper	Acceptable	Minimal scientific judgments	39	20.4
Masters & PhD theses	good	appropriateness of the authors' expertise with the subject	34	17.9
Strategic reports of research institutions	excellent	Scientific supervision and professional opinions	9	4.7
Media reports (reports and interviews of news agencies, newspapers and publications)	weak	Lack of scientific judgments	26	13.6
Total	-	-	191	100

Table 2: Validity and Reliability of the research

Validity	Familiarization of the main researcher with research topic as part of the professional task, using the opinions of four experts familiar with the research topic in the process of identifying sources, data control by four research colleagues, using researcher's triangulation method
Reliability	Taking notes, preparing a list of selected sources, compiling a checklist, using expert professors and experts in the construction of conceptual areas

3. Findings

First) Introduction of Sources

Before presenting the findings, it is necessary to provide brief information about the selected sources. After determining the research population, selecting the sample in the manner of "maximum presence of sources" and attention to the selection criteria, the selected sources are introduced according to the type of work (Table 3):

Table 3: Frequency of selected sources by type of work

No.	Type	Number	Percentage
1	Book	9	4.7
2	Scientific research paper	74	38.7
3	Conference paper	39	20.4
4	Masters & PhD theses	34	17.9
5	Strategic reports of research institutions	9	4.7
6	Media reports (reports and interviews of news agencies, newspapers and publications)	26	13.6
7	Total	191	100

As the data in Table 3 shows the highest percentage of selected sources have been published in the form of articles in periodicals. This situation shows that before the publication of each article, people in the role of responsible manager, editor, editorial board members and referees have reviewed and evaluated its content. Articles published in conferences are also affected by this trend. In this way, it can be said that about 60% of the findings of the selected sources in the current research have been evaluated and judged by a person or persons before publication, and their relative validity can be guaranteed. Also, the data shows that since the approval of the FRDE (2011), the interest of various researchers in evaluating it has gone through an upward trend. This process has reached its peak during the two years of 2015 and 2019 - when, according to the rule and regulation, the five-year evaluation of the document must take place.

Second) Critiques of FRDE

Analyzing the data reveals that thematic criticisms of the FRDE can be divided into 8 groups or general social, cultural, political, religious, organizational, scientific and educational dimensions. These criticisms are extracted from the findings of 47 sources (Table 4).

Table 4: Frequency of repetition of criticisms on the document according to dimensions and components

No	Dimensions	Components	Percentage
1	Social	<ul style="list-style-type: none"> • Unilateralism • Lack of attention to the fluid culture of the society • Ideality of goals • Ignoring freedom, citizenship rights and different lifestyles • Lack of pluralist understanding in today's Iranian society • Failure to pay attention to the role of families • Neglecting transformational policies, for example in sex education • Failure to prioritize marriage and work 	9 1 11 2 2 5 5 1
2	Cultural	<ul style="list-style-type: none"> • Narrow interpretation of educational justice without attention to gender equality • Failure to provide enough practical strategies to achieve cultural goals • Lack of topics related to democracy and equality • Lack of topics related to citizenship's view of education, human rights and justice • Vague image of a cultured and perfect human being 	8 2 2 2 1
3	Political	<ul style="list-style-type: none"> • Conflict between the FRDE and the human rights document • Sloganism, extraterrestrial and politicization of the FRDE • Neglect of national and international developments • Ambiguity of the goals of the FRDE in the field of international cooperation • The rule of government ideology over FRDE 	3 10 3 1 3
4	Religious	<ul style="list-style-type: none"> • Ignoring religious and ethnic differences • One-sidedness of the FRDE in defining religious matters • Giving more priority to religious education • Repetition of many value propositions in solutions • Ambiguity in terms such as Islamic standard system and Islamic Iranian identity • Emphasis on Muslim-friendliness instead of human-friendliness • Interest in blasphemy 	3 2 8 1 9 1 1
5	Organizational	<ul style="list-style-type: none"> • Excessive centralization • Insufficient attention to the development of public 	10

		participation • Bureaucratic-centric rather than democratic-centric • Governmentalism • Lack of attention to the teacher's rights and dignity	4 3 10 1
6	Scientific	• Non-normal distribution of critical thinking components • Less attention to the components of tolerance and moderation • Less attention to the concepts of sacrifice and martyrdom • Lack of attention to the concept of empathy • Lack of attention to the concept of creativity and happiness • Lack of attention to fostering the spirit of critical/analytical thoughts • Lack of attention to the concept and role of technology • Lack of attention to physical education	1 1 1 1 3 3 3 1
7	Educational	• Emphasis on education without regard to the creativity and ability of learners • Continuation of the traditional view of the teacher and learner • Less attention to supervision • Extreme emphasis on competition in physical education and promotion of championship sports • Lack of attention to economic and professional components • Lack of attention to learning other languages	1 1 1 1 1 2

According to the above table, the most important criticisms on the FRDE are:

- Ideality of goals
- Centralization
- Governmentalism
- Sloganism and politics
- Unilateralism
- Giving priority to religious education
- Limited interpretation of educational justice
- Failure to pay attention to the role of the family
- Neglecting transformational policies

Third) Problems of FRDE

In the review and analysis of the data, a large part of the findings refers to the problems of FRDE (Table 5). Like the reviews section, the problems of the FRDE can also be divided into 7 groups or general dimensions according to their nature (extracted from 64 sources).

Table 5: The frequency of problems in the FRDE according to dimensions and components

No	Dimensions	Components	Frequency
1	Social	• Need to develop programs to familiarize people with the FRDE, especially parents and students • Decline in the level of livelihood and social status of	7 1

		teachers • Social groups' lack of belief in the goals of the FRDE	5
2	Cultural	• Negative attitude towards the FRDE due to the failure of previous upstream documents • Conflict of concepts such as blasphemy with the values of the world community	1 3
3	Political	• Need to reduce government entrepreneurship • Lack of strategic monitoring of FRDE implementation • Lack of structural changes in the educational system • Failure to prepare a road map for the cooperation of other institutions and organizations • Need to extend the time domain of the FRDE • Not considering implementation potentials • conflict of political views governing education regarding the FRDE • Failure to allocate a budget line for the implementation of the FRDE • Need for cooperation and additional decision-making for the implementation of the FRDE • Continuous change of ministers of education	7 5 4 5 1 3 1 8 6 3
4	Religious	• Emphasis on Islamic identity more than Iranian and modern identities • One-dimensional human education through emphasis on religious education	7 2
5	Organizational	• Lack of efficient and intelligent management for FRDE's implementation • Instability of management at the micro-macro levels • Lack of continuous monitoring and evaluation of FRDE implementation • Low knowledge of managers and teachers about the content and the way of implementing the FRDE • Weakness in providing expert human resources • Weakness of public participation • Lack of executive plan • Failure to prepare quantitative and qualitative operational indicators that can be observed, measured and evaluated • need to provide funds to achieve long-term goals • Non-verification of the FRDE with the teachers' rating system • Lack of work progress evaluation indicators in FRDE subsystems	2 6 3 8 5 4 2 2 1 1 1
6	Scientific	• Weakness of the content of the FRDE regarding information literacy • Incompatibility of the theoretical foundations of the FRDE with the goals of "religious, religious and moral" education • Use of non-measurable verbs and sentences with a negative charge	1 1 1

		<ul style="list-style-type: none"> • Less attention to the component of attitude and values as part of the dimensions of teacher competence • Ambiguity in the concept of "rightful successors and infallible imams" • Lack of normal distribution of health system components in the FRDE 	1 1 1
7	Educational	<ul style="list-style-type: none"> • Need to prioritize the provisions of the FRDE for implementation • Need to hold skill courses for school managers • Providing unrealistic statistics of education departments regarding the implementation of the FRDE • Lack of creativity and ideation and relying on reservations in schools to achieve the goals of the FRDE • Lack of quality of knowledge and motivation in teachers in accordance with the implementation of the objectives of the FRDE 	4 3 1 1 2

According to the above Table, the most important problems of the FRDE are as follow:

- Failure to allocate a budget for the implementation of the FRDE
- Low awareness of managers and teachers about the content and implementation of the FRDE
- Need to develop programs to familiarize people with the FRDE, especially parents and students
- Need to reduce government entrepreneurship
- Need for cooperation and additional decision-making for the implementation of the FRDE
- Instability in the management of the education system at micro and macro levels
- Social groups' lack of belief in the FRDE
- Failure to prepare a road map for the cooperation of institutions and organizations
- Weakness in providing expert human resources

Fourth) Corrective Approach

Words are not just a collection of sounds or signs, but are tools that perform tasks in our social life. One of the basic roles of words is to carry information to explain and describe objects and situations. At the same time, words are used to warn and inform people (Bagheri et al., 2013, p. 256). The review and analysis of the selected sources shows that some authors, researchers and critics of the FRDE focused their attention on evaluating its content in terms of the clarity of words and sentences, possibility of conflicting interpretations and interpretations, and lack of words and phrases that they believe should have been included in the FRDE (Table 6).

Table 6: Ambiguities and deficiencies in the content of the FRDE aimed at the reform approach

No	Nature of findings	Ambiguities & Shortcomings	Frequency
1	Critics	<ul style="list-style-type: none"> • Narrow interpretation of educational justice without considering gender and ethnic equality • Lack of topics related to democracy and equality • Lack of topics related to citizenship's view of education, human rights and justice • Ambiguity of the goals of the document in the field of international cooperation • One-sidedness of the document in defining religious matters • Repetition of many value propositions in solutions • Ambiguity in terms such as Islamic standard system and Iranian-Islamic identity • Non-normal distribution of critical thinking training components • Little attention to the components of tolerance and moderation • Lack of attention to the concept of empathy • Lack of attention to the concept of creativity and happiness • Lack of attention to cultivating the spirit of critical-analytical thinking • Lack of attention to the concept and role of technology • Little attention to the position of supervision • Lack of attention to the development of public participation • Lack of attention to information and communication technology • Lack of attention to Iran's multi-ethnic and multicultural issues 	16
2	Problems	<ul style="list-style-type: none"> • Conflict of concepts such as anti-blasphemy with the values of the world community • Unbalanced emphasis on Islamic identity • Failure to prepare quantitative and qualitative operational indicators that can be observed, measured and evaluated • Lack of work progress evaluation indicators in FRDE's subsystems • Ignoring the importance of information literacy • Use of non-measurable verbs and sentences with a negative charge • Ambiguity in the concept of "referring to the rightful successors and infallible imams." 	7

The table shows the existence of 23 ambiguities and content defects in the FRDE according to different authors, researchers and critics. Meanwhile, in terms of nature, criticisms have taken the largest share (16 cases). Another point that can be inferred from the data in Table 6 is the diversity of the FRDE's ambiguities and shortcomings. According to these results, the most important measures aimed at the corrective approach can be considered as including the following:

- Providing precise and clear definitions of words prone to various perceptions and interpretations (such as identity, good life and other value propositions)
- Correcting and establishing balance between basic concepts (such as types of identity or explaining why they are not balanced)
- Adding neglected topics in the FRDE (such as creativity, tolerance, democracy, freedom)

In a general interpretation, it seems that the corrective approach - in the sense of evaluating the correctness or incorrectness of these defects, fixing the lexical problems and adding the neglected topics in the FRDE - can be the easiest and fastest way - compared to the other two approaches - to improve present situation of the FRDE.

Fifth) Executive Approach

Analyzing the data shows that most of the criticisms and issues of the document are focused on the implementation approach and adoption of measures that facilitate establishment of the FRDE. In fact, authors, researchers, and critics have focused on the cases that have prevented the implementation of the FRDE at various national, regional, and local levels - as well as line and staff - (Table 7).

Table 7: Ambiguities and deficiencies in the implementation of the FRDE with an emphasis on the implementation approach

No	Nature of findings	Ambiguities and shortcomings	Frequency
1	Critics	<ul style="list-style-type: none"> • Lack of attention to the fluid culture of the society • Ambitious goals • Failure to provide practical strategies to achieve cultural goals • Slogonization and politicization of the document • Neglect of national and international developments • Ambiguity in the field of international cooperation • Centralization • Insufficient attention to the development of public participation 	12

		<ul style="list-style-type: none"> • Bureaucratic-centric instead of democratic-centric • Governmentalism • Lack of attention to the teacher's rights and dignity • Lack of attention to economic and professional components 	
2	Problems	<ul style="list-style-type: none"> • Need to develop programs to familiarize people with the FRDE • Social groups' lack of belief in the FRDE • Negative attitude towards the FRDE due to the failure of previous transformative documents • Need to reduce government entrepreneurship • Lack of strategic monitoring of FRDE implementation • Lack of structural changes in the educational system for the implementation of the FRDE • Failure to prepare a road map for the cooperation of other institutions and organizations • Need to extend the time domain of the FRDE • Not considering implementation potentials • Conflict of political views governing education regarding the FRDE • Failure to allocate funds for the implementation of the FRDE • Need for cooperation and additional decision-making for the implementation of the FRDE • Lack of efficient and intelligent management for FRDE implementation • Instability in management • Lack of continuous monitoring and evaluation on the implementation of the FRDE • Low knowledge of managers and teachers about the content and implementation of the FRDE • Strong centralism in the structure of the educational system • Weakness in providing expert human resources • Lack of public participation • Failure to prepare quantitative and qualitative operational indicators • Lack of funds to realize long-term goals • Lack of work progress evaluation indicators • Need to prioritize the provisions of the FRDE for implementation • Need to hold family training sessions to get familiar with the FRDE • Need to hold skill courses for managers to implement the FRDE • Providing unrealistic statistics of education departments regarding the implementation of the FRDE • Lack of quality of knowledge and motivation in teachers to implement the FRDE 	28

The data in Table 7 shows that according to the critics, there are about forty obstacles to the implementation of the FRDE. Also, several points can be deduced from these data: First, part of the implementation obstacles refer to the political structure of the country and the relations between different institutions and organizations, which naturally requires making decisions at the macro level and beyond the current legal power of the Supreme Council of Education. Second, some obstacles are natural and occur in all societies in interaction with upstream documents. For example, the change of states naturally leads to a different interpretation of the implementation of upstream documents, and therefore there is no comprehensive solution to reduce the political tendencies affecting the implementation of macro policies in many societies. Third, part of the implementation obstacles requires influencing the headquarters, middle and field levels of document implementation. In the meantime, "problems" have a greater contribution to applying the executive approach.

Sixth) Complementary Approach

Analyzing the data indicated that some critics have tried to update the transformational policies - according to the new needs and conditions while evaluating the FRDE- (Table 8).

Table 8: New needs and conditions related to the supplementary approach of the FRDE

No	Nature of findings	Ambiguities & shortcomings	Frequency
1	Critics	<ul style="list-style-type: none"> • Need to pay attention to the fluid culture of society • Need to understand pluralism in today's Iranian society • Need to pay attention to international developments affecting education • Need to clear the ambiguity of the FRDE's goals in the field of international cooperation • Need to pay attention to the conflict between the perspective of the FRDE and international documents • Need to emphasize philanthropy instead of Muslim friendship 	6
2	Problems	<ul style="list-style-type: none"> • Need to extend the execution time of the FRDE 	1

The table shows that the prospective and supplementary approach has received less attention from those who have evaluated the FRDE in different ways. It is also possible to divide the proposals based on updating the transformation document into two general groups: First, concerns

related to the gap between the FRDE and the social realities governing the Iran society and the world community, and second, attention to the FRDE's shortcomings in issues such as sex education , education of exceptional children and environmental education.

4. Conclusion

The Islamic Republic of Iran has tried to achieve its goals through the preparation and approval of numerous upstream documents. In the field of education, the FRDE seeks to make fundamental changes in the process of educating children to transform them into people who believe in Islamic and Iranian values. The process of preparing and approving the content of this document took about three decades. After the approval of the FRDE, more than a decade has passed since it was sent to the Ministry of Education for implementation; while there have been many criticisms on its content and also facing issues and challenges in the implementation phase. The purpose of this research was to examine the criticisms of the critics and the issues that the executives have faced during the implementation of the FRDE. The first finding of the research revealed that criticisms can be divided into eight general social, cultural, political, religious, organizational, scientific and educational groups.

This finding also revealed the major criticisms directed at the entire content of the FRDE in four social, cultural, political and religious dimensions, which means that according to the critics, the compilers of the FRDE neglected to pay attention to some important issues. Also, some criticisms are aimed at criticizing the thoughts and opinions of the authors of the FRDE, which can indicate differences of opinion between the critics and the authors of the FRDE in ideology, religious beliefs, or personal tastes. Naturally, regarding these criticisms, it seems that actions should be taken to measure the degree of acceptability of the FRDE from the point of view of different groups of the society. Third, part of the criticism is due to the lack of attention of the FRDE producers to some scientific and educational issues. At the same time, this issue can indicate the recognition of the authors of the document on the insufficient importance of these issues or their neglect of the importance of these issues. Proving the degree of importance of various scientific-educational topics for inclusion in the FRDE also requires conducting more research and also appointing specialized committees or councils by the Supreme Council of Education.

The second important finding is that many issues of FRDE can be resolved through planning in three short/medium/long term periods. Also, the solution of part of the issues depends on the anticipation of the necessary preparations and planning in the government, the Islamic Parliament of Iran, the Supreme Council of Education and the headquarters levels (managers and experts of the

Ministry of Education). Of course, to solve another group of issues, measures at the social level - such as holding training courses for managers, teachers, parents and students - should be considered. Another important finding of the current research, which looks at the corrective approach, includes the following actions:

- Providing precise and clear definitions of words susceptible to various perceptions and interpretations such as identity, good life and other value propositions,
- Correcting and establishing balance between basic concepts such as types of identity or explaining why there is imbalance,
- Adding topics neglected in the FRDE such as creativity, tolerance, democracy, citizenship rights and freedom

In a general impression, the modification approach can be the easiest and fastest way - compared to the other two approaches - to modify, repair and update the FRDE. The findings of the research related to the implementation approach show that part of the implementation challenges of the FRDE refer to the political structure of the country and the relations between different institutions. In addition, some obstacles occur in all human societies in interaction with upstream documents. Another finding revealed that the prospective and complementary approach has been less noticed by researchers. This may be affected by the difficulty of predicting future events for researchers. However, the proposals based on updating the FRDE can be divided into two general groups: First, the concerns related to the discrepancy between the FRDE and the social realities governing the Iran and global societies and second, attention to the shortcomings of the FRDE in issues such as sex education, education of exceptional children and environmental education.

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