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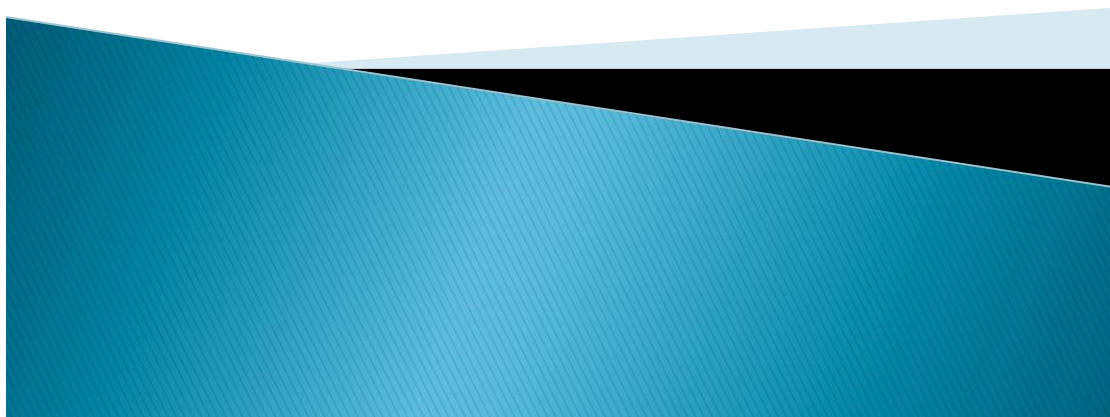
Farhangian University
(Teacher Education University)

Final Report Expert Meeting on Promoting the Quality of Teaching and Learning with Emphasis on the Role of Teachers

on the occasion of the launch of GMR 2013/4 in Iran

Farhangian University (Teacher Education University)

Tehran, IR of Iran, 27 April 2014



Final Report

**Expert Meeting on Promoting the Quality of Teaching and Learning with
Emphasis on the Role of Teachers
On the occasion of the launch of GMR 2013/4
Tehran, IR of Iran, 27 April 2014**

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Introduction

The fast changes of the contemporary world, direct educational systems to review, transform and anticipate their future social and economic needs, calling for the development of new educational structures, programmes and methods, which need to be continually improved in accordance with learner needs. A dynamic and independent educational system is one that is teacher-based. Hence, teachers' professional competencies must be evaluated on a continual basis. This is because teachers' teaching quality directly influences students' learning. International data show that weak teaching quality is one of the prime determining factors of school drop-outs and educational failure.

Of the world's 650 million primary school-age children, at least 250 million are not learning the basics in reading and mathematics. Of these, almost 120 million have little or no experience of primary school, having not even reached grade 4. The remaining 130 million are in primary school but have not achieved the minimum benchmarks for learning. Often unable to understand a simple sentence, these children are ill equipped to make the transition to secondary education". (GMR 2013/14, p19)

In view of the above and in the framework of activities undertaken to monitor and follow-up the achievement and implementation of the six EFA goals in Iran, based on an agreement reached between the Education Department of the Iranian National Commission for UNESCO and the Farhangiyani University, it was decided to have a national event organized for the launch of GMR 2013/4, in Iran. This event was organized in the framework of an expert meeting. Both events (the expert meeting and the launch event), were held in cooperation with the UNESCO Tehran Cluster Office and the GMR Team (at UNESCO HQ), on 27 April 2014, at the Farhangiyani University, in Tehran, the Iranian Capital.

The Meeting that was organized with the presence of 100 participants of educational policy-makers, planners and experts as well as university professors, and representatives of specialized scientific associations in education, teachers and students of teacher training centres, pursued the following objectives:

- (i) Enhancing public support of integrating quality, as a strategic objective, into educational policies and plans;

- (ii) Attracting public attention to the role of teachers in improving learning processes;
- (iii) Publicizing GMR 2013/4 and its content for policy-makers, educational managers, researchers and teachers; Enhancing the role and place of teachers in planning, implementing and evaluating activities related to quality improvement in education;
- (iv) Assessing the place of teachers in educational planning and curriculum design and implementation of evaluation strategies;
- (v) Identifying challenges and national success stories in relation to activities undertaken for teachers or by teachers in line with the EFA objectives;
- (vi) Providing the means and setting the grounds for effective discussion and exchange of experiences among educational managers, planners, specialists and teachers regarding the improvement of teaching and learning processes in the educational system.

The Expert Meeting consisted of an opening ceremony, where in addition to a speech by the Rector of the Farhangiyān University and the Vice Minister of Education, the message of the UNESCO Director General, Madam Irinia Bokova, on the occasion of the GMR 2013/4 launch event in Iran, with special emphasis on the role of teachers on promoting the quality of learning at global level, was read. The Meeting continued in three working sessions of the titles below:

- (i) Prioritizing the quality of teaching/learning as a strategic objective of educational planning with emphasis on the role of teachers;
- (ii) The role of teachers' assessment in promoting the quality of teaching/learning;
- (iii) The role and status of curriculum in improving the quality of teaching and learning.

The three working sessions served as a platform for exchange of ideas between the participants, in accordance with national and international data. The Meeting was concluded with a closing ceremony where the Meeting declaration was proposed and it was decided to have the Declaration considered in future educational policies, by related organizations.

This is also to acknowledge the efforts of the members to the scientific committee of the Meeting, the speakers, the Iranian Ministry of Education, the UNESCO Tehran Cluster Office, the Farhangiyān University, Iranian specialized scientific associations as well as the GMR team (Paris, HQ), for organizing the Expert Meeting and the National Launch Event of the GMR 2013/4, in Iran.

Desirous that this report can serve as an effective step in promoting the quality of

teaching and learning in Iran and in adopting a strategic approach to policy-making for improving the conditions of Iranian teachers, we wish you an enjoyable read.

Opening Ceremony and Lectures

The Meeting was opened by a recitation of the holy Quran followed by the national anthem of the IR of Iran.

The first speaker of the opening was Dr Mahmoud Mehr Mohammadi, Rector of Farhangiyan University (Teacher Education University). The speaker initially referred to the six EFA goals and Iran's achievements in this area, saying "we are of the belief that the issue of Education for All must also be a core concern of UNESCO and the international community in the post 2015 era. The challenges we are confronted with today in Education for All are most specifically the issues of literacy, equality and quality". Referring to teachers as most important tools in the trend to achieve the EFA goals, he explained the importance and purpose of establishing the Farhangiyan University as a centre for quality teacher training. To conclude, the speaker recommended the establishment of a world teacher training centre for networking UNESCO chairs in teacher training, as necessary practices aimed at promoting UNESCO's leading role in the area of teacher training. In this view, the Speaker referred to the establishment of a UNESCO Chair on "teachers as lifelong learners" at the Farhangiyan University as an important activity of this university, already proposed to UNESCO.

The second speaker of the Opening was Dr (Ms) Mohebhsseini, Head of the Education Department of the Iranian National Commission for UNESCO. She read the message of the UNESCO Director General, Ms Irina Bokova, on the launch of the GMR 2013/4, in the IR of Iran. In her message, the UNESCO Director General expressed her gratitude of the Government of the IR of Iran for organizing the launch of the GMR 2013/2014 and for its follow-ups on the EFA goals. She highlighted the necessity of focusing on teachers as an important criterion for improving the quality of education, especially the education of the most disadvantaged groups, saying that "globally, 250 million children are not acquiring basic skills, even after spending four years in school. Girls and women are hit hardest, as discrimination is exacerbated by the crisis. More fortunate children are taught by teachers with the best training and resources, while the most disadvantaged get the weakest teachers, with the least support. The learning crisis is costing around \$129 billion annually and leaving one-quarter of young people in low and lower middle income countries unable to read. Teachers hold the key to unlocking the global learning crisis.

They need the support of inclusive curricula to meet the learning needs of children from disadvantaged groups. And they need ongoing training to improve their teaching methods to enable low achievers to catch up. Globally, the learning crisis makes a powerful case for placing education at the heart of the global development agenda after 2015 and for ensuring that countries have the resources they need to implement their plans and provide quality education to all children”. The full text of the DG’s message is accessible in annex 1.

The last speaker of the opening was Mr Ali Bagherzadeh, Vice Minister for Education and Head of the Literacy Movement Organization of Iran. He began by explaining that “the Literacy Movement Organization was established in 1978 by the order of the late leader of the Islamic Republic of Iran, Ayatollah Khomeini, with the purpose of promoting literacy and education and primarily as a lifelong learning centre”. He then explained that a criterion of quality education is access to education by all. He continued by referring to the considerable growth in literacy in the 6 to 50 age group between the years 1956 to 2011, adding that “the LMO not only focuses on the literacy of the under-50 age group, but it has also paid considerable attention to the literacy of the over-50 age group, having this issue on its agenda. The LMO has developed a new learning and literacy programme for all age groups, which includes the following items:

- 1.Reforming curricula and educational content;
- 2.Making literacy programmes learner-oriented and involving the general public in these efforts as much as possible;
- 3.Making literacy programmes school-oriented through the recognition and attraction of pupils with bad caretakers or no caretakers;
- 4.Increasing enrolments of children-in-need-of-learning in schools;
- 5.Teaching professional skills by developing educational kits for low-literate or illiterate individuals. This activity will be undertaken as a joint cooperation of the LMO and the Technical and Vocational Education and Training Organization (TVET) of Iran”.

Introducing the GMR 2013/4 and UNESCO's Programme and Strategic Priorities in Education

Dr Negar Mohebbosseini

(Head of the Education Department of the Iranian National Commission for UNESCO and National Coordinator for UNESCO's programmes in education)

Dr Mohebbosseini first explained the background and history of the GMR and explained that “the six goals of EFA were first adopted in the Dakar meeting of 2000 and they include:

- (i) Expanding and improving comprehensive early childhood care and education;
- (ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality;
- (iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) Achieving a 50 percent improvement in levels of adult literacy by 2015;
- (v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015;
- (vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

“In order to monitor Member States achievements of and progress in EFA, UNESCO publishes an annual global monitoring report, which reports on the Member States' achievements in the area of the six EFA goals”, explained the Speaker. Further on, while briefing the audience on the themes of the GMR since 2002, the Speaker explained the links of each of the themes with either one of the six EFA goals and then briefed the session on the important issues of the GMR 2013/4 as follows:

- The report focuses on the importance of quality in education and the problem of not having access to quality education by disadvantaged and marginalised groups. It shows how policy-makers can provide all children of the world with a quality educational system regardless of national, ethnic, linguistic and religious frameworks/boundaries and simply by training qualified teachers and providing the best teachers. It also focuses on the reasons why education must have a central place in global policies, to help improve global health and

nutrition, assist poverty reduction and economic growth and safeguard the environment.

- The report showcases educational progress in 200 countries and regions of the world and is used as a reference by educational policy-makers, development experts, researchers and the media. As we move towards 2015, and set-up a new agenda all governments are called on to invest in education as an element accelerating inclusive development. The report shows that sustainability and the achievement of other developmental goals are possible made possible through education. For instance, mothers' education and their empowerment can help them train sane and healthy children. The report offers four strategies to train the best teachers, enabling all children to have access to a quality educational system:
 - Attract the best teachers;
 - Improve teacher education so all children can learn;
 - Get teachers where they are most needed;
 - Provide incentives to retain the best teachers.

In conclusion Dr Mohebbosseini explained about the different chapters of the GMR 2013/4 and wrapped up her speech by a brief reference to UNESCO's programme and strategic priorities in education, quoting from the the UNESCO Medium-Term Strategy (2014-2012) "that this document pursues the following three strategic objectives in education:

1. Developing education systems to foster quality lifelong learning opportunities for all;
2. Empowering learners to be creative and responsible global citizens;
3. Shaping the future education agenda".

"The eight-year strategy document consists of two four-year programmes, which shape UNESCO's action areas in education for the two four-year periods of (2014-2017) and (2018-2021)", said the Speaker.

Working Sessions

Working Session 1: Prioritizing the quality of teaching/learning as a strategic objective of educational planning with emphasis on the role of teachers

Chair of session/moderator: Mr Mahdi Navid, Secretary General of the High Council for Education, Ministry of Education

Teacher quality: Which epistemology? Which strategy?

Keynote speaker: Dr Mahmoud Mehr Mohammadi

(Rector of Farhangiyān University and Lecturer at Tarbiyat Modarres University)

In his speech on the quality of teaching and teachers, which is closely linked to chapters 5 and 6 of the Global Monitoring Report of 2013/4, Dr Mehr Mohammadi said, “teachers are considered important elements in teaching and learning, but they are not the sole element of importance in learning and other elements including political, economic and even social issues can influence children’s learning. However, teachers must be accountable for what they do, as the most important elements of learning, thus calling for the teachers’ continual learning. There exist four viewpoints in the epistemology of the knowledge of teaching, in other words there are four viewpoints on the impacts of teaching methods when it comes to learning, which are as follows:

- (i) Some believe that the best teaching method is one that relies on the best experiences uprooted by researchers and offered to the teachers. In this method teachers teach based on knowledge that they have formally acquired;
- (ii) Others believe that the best teaching method is the one adopted based on the conditions of the pupils which are being taught by the teacher. Here the focus is on teachers as researchers (the teacher-researcher strategy is thus adopted here). The advocates of this method do not support the idea of transferring knowledge in a formal manner to teachers;
- (iii) Another group believe that teachers must obtain the best teaching method based on a trial and error procedure. In this view teachers’ researchers are the source of action;

- (iv) A fourth group believe that the best teaching method is one that is based on a teachers' formal knowledge and the outcomes of his or her researches in the classroom environment. This fourth view is a combination of the first and third viewpoints although totally different from either of the two”.

In the speaker's own opinion “the fourth method is the best method helping to convert the teacher into a rational actor”. Further on the Speaker summarized appropriate strategies for teacher training as follows:

- (i) Macro planning of curricula using an upside down model: reaching theory from practice;
- (ii) Micro planning of curricula: to change theoretical knowledge based on practical knowledge;
- (iii) Apprenticeship: student teachers must have practical courses integrated into their teaching units/modules.

Transformative strategies in the teacher-student relationships

Dr Jamile Alamolhoda (Ms)

(Lecturer at Shahid Beheshti University and Head of the Commission for Education of the Supreme Council for the Cultural Revolution)

In her speech, Dr Alamolhoda said, “In the discussion on the teacher-student relationship, there exist two approaches, where one is traditional and the second is a post-modern approach. In the traditional approach the teacher is the basis of learning, whereas the post-modern approach places the basis of learning on the student. However, the important point is that the student-teacher relationship should undergo a shift from student-orientedness to teacher-orientedness and the other way around, based on the teacher's professional specifications and merit, gender and other conditions influencing teaching and learning. In this sense the teacher and the student can both be the pillar of learning at different times. Therefore, the best relationship is one that is based on an appropriate understanding of the situation and not primarily teacher- or student-oriented”.

Future prospects in teacher training and development

Dr Koroush Fathi Vajargah

(Lecturer at Shahid Beheshti Univesrity)

“In the process of teacher training and development a shift in direction is viewed”, said the speaker. “In the sense that today, instead of focusing on and emphasising teacher training, what is mostly focused on is the issue of learning management”, continued Dr Fathi. “This change of paradigm inevitably influences us. We must move from formal education to informal and virtual forms of education and to networking. These, in turn create opportunities, which allow access to education by all”. “Having this in mind”, said the Speaker “teacher training and development centres are undergoing a change, nowadays. Teaching is required to shift towards fresh teaching or dynamic learning. In the technology era, teachers are required to equip themselves with the necessary knowledge to keep up with the ICT generation of children/learners, thus requiring them to move towards the use of modern learning tools”. The speaker then continued by explaining that “another important point is the issue of “Gamification” or the use and integration of games and play into school curricula. Today, online education and training has obtained a significant place in the teaching world, such that some countries have dominated the world through this method of teaching. This, however, is classified under the topic of Cloud Computing and Micro Learning. It is necessary that we also move in this trend”.

Working Session 2

The Role of Teachers’ Assessment in Promoting Quality in Teaching/Learning

Chair of session/Moderator: Dr Gholam Ali Ahmadi, Dean, Faculty of Human Sciences, Shahid Rajae Teacher Training University

The role of teacher’s assessment in promoting quality in teaching/learning

Keynote speaker: Dr Ali Reza Kiamanesh
(Lecturer at Khwarazmi University)

“When evaluating teachers”, said the Speaker “it is necessary to assess their competencies prior to initiating a training course, during the training course and after the training course is over. This is because a mere evaluation of teachers upon graduation and in the classroom will not lead us to an accurate evaluation of their competencies considering the peripheral issues that impact learning. For this it is necessary to consider three fundamental elements in the assessment of teachers’ professional competencies:

- (i) Appointment of qualified persons for the teaching job by testing and determining their competencies for entering the teaching profession (evaluate their level of motivation for the teaching profession, their physical, mental and psychological health as well as their general knowledge);
- (ii) Training teachers in the best ways and by the best methods possible by identifying and teaching them necessary teaching skills (this can be done by evaluating teachers' thematic and specialised knowledge);
- (iii) Assessing teachers' professional competencies in the classroom and their ability of teaching diverse students who possess different levels of understanding (assessing teachers' knowledge and teaching skills).

The prospects of teacher evaluation and ranking in Iranian schools and the role of Farhangiyan University: hopes and challenges

Dr Reza Kiani

(Lecturer at Tabriyat Modarres University)

The last speaker of this session, Dr Kiani, explained that “the assessment of teachers’ professional competencies in the Country takes place in accordance with the *System for the Assessment of Teachers’ General and Professional Competencies* and by means of periodical tests, whereby teachers’ educational, research operational and teaching activities are evaluated. The results of these evaluations are used to rank teachers and thereby serve as a criterion for specifying their wages and grade/level”. The Speaker then continued by saying that “a brief study shows that some countries evaluate their teachers in a similar manner and some do not undergo any evaluation at all. Based on data obtained from different websites, the advantages of evaluating teachers are as follows:

- (i) Enhancing motivation;
- (ii) Enhancing efficiency;
- (iii) Promoting rank and place (social dignity);
- (iv) Improving livelihood;
- (v) Reducing indolence;
- (vi) Encouraging research;
- (vii) Improving quality;

(viii) Dynamism”

Additionally, some of the challenges of this approach in Iran were summarized as below:

- (i) Lack of a clear prospect for competencies’ evaluation at the national level;
- (ii) The teachers themselves did not participate in developing this programme;
- (iii) Being test-based, the programme shifts teachers towards degree-orientedness;
- (iv) Judging research becomes a matter of taste and interest;
- (v) This method of evaluation is copied from the academic method of evaluation, which differentiates between the ranks of instructor, assistant professor, associate professor, and full professor;
- (vi) Lack of a theoretical basis;
- (vii) Teachers’ professional competencies is not clearly defined;
- (viii) It is not clear to what level the Programme enhances quality;
- (ix) It is not clear to what extent the evaluation programme creates and enhances social dignity;
- (x) The situation of those who are not part of the Programme is not clear.

About the quality assurance and evaluation of the present in-service training system for teachers: does the present system practically lead to raising teachers’ awareness and function? (discussions and proposals)

Dr Mohammad Reza Gerami
(Educational researcher and teacher)

The speaker began by comparing the evaluation systems of Iran and Korea in which regard he stated that, “Korea had a systematic system established for teachers’ evaluation in 2012 and modified its incentives regulations. According to the said system, every teacher must be evaluated two months from his/her date of initiating teaching. Should the results of this evaluation be positive, the teacher will be given 6 to 12 months leave from teaching as a reward of good conduct”. “Our country also needs to modify the current evaluation system, integrating the reward scheme into the current System”, continued the Speaker. “The evaluation system must not be taste-based and once organized, evaluation must be carried out by one teacher from among a number of teachers, to achieve accurate results”. “Additionally”, said the Speaker, “modifications of the in-service training system of teachers are also called for. In-

service training in Iran is confronted with a number of challenges,” said the Speaker. These challenges were summarized as follows:

- (i) Lack of conformity between courses and objectives;
- (ii) Taste-based acts of school headmasters;
- (iii) Lack of teaching in the area of modern teaching methods;
- (iv) Lack of motivation;
- (v) Inappropriate timing of the classes.

Working session 3

The role and status of curriculum in improving the quality of teaching and learning

Chair of session/Moderator: Dr Alireza Assareh, Lecturer at Shahid Rajaei Teacher Training University and Head of the Iranian Curriculum Studies Association

Good word and good deed, the missing loop of the teacher training curricula: pupils' narratives

Dr Golnar Mehran (Ms)

(Lecturer at Alzahra University)

The first speaker of this session was Dr Golnar Mehran. In her speech she emphasised “the important issue of the place of ethics and behaviour in the teacher-learner relationship in teaching and learning”. “This point”, said the Speaker “is unfortunately also left out of and neglected in the GMR 2013/4, where theoretical knowledge and good teaching method are considered as the most important elements in successful teaching and learning”. The speaker then explained that “according to comparative studies and international research studies, there are three elements that are of prime importance in teachers’ success and competence. These include: 1. Knowledge; 2. Good teaching method; and 3. Teachers’ emotional relations and interactions with learners”. The Speaker further explained that comparative studies show that teachers’ behaviours are key to the learning process. “Findings show that a successful teacher not only considers theoretical knowledge, but focuses on his/her relations with the learners and this is an issue that must be considered in all geographical regions”, explained the Speaker. She then brought an example of her interview with students of a school in district 6 of Tehran, aimed at evaluating the impact of teachers’ behaviour on enhancing learning motivations and promoting the

quality and outcomes of learning. To conclude, Dr Mehran recommended the need to integrate three programmes into teachers' training curricula. These include:

- (i) The identification of different types of intelligence, learning styles and personality types;
- (ii) The identification of indigenous, linguistic and racial diversities, accepting these diversities and their plurality in the society;
- (iii) Awareness raising on the concept of global citizenship and institutionalizing UNESCO's concept of peace into the teacher training curricula.

Teachers' participation in the curriculum development process and its impact on the quality of the teaching process

Mr Hassan Ahmadi

(Teacher)

Mr Ahmadi identified the "inappropriate link of lessons to one another as the main challenge in curriculum development", saying that "the question that is raised for me as a maths teacher is why students are not able to apply their knowledge of Mathematics to issues outside the classroom or real life issues?" "On this basis", explained the Speaker "the idea of combining different sciences came to my mind". To answer this question, subsequent to consulting other teachers of applied lessons, "a group was established in which curricular objectives were initially identified. A second step was determining the trend to answering this question and later appropriate methods for the practical teaching of lessons were identified". "On this basis", said the Speaker "a local programme was developed and implemented in a number of schools. Results demonstrated that students must learn different sciences in connection to one another and in a practical manner, for better learning results". The Speaker then summarized the advantages of this local programme as follows:

- (i) Enhancing the sense of capability in teaching and learning;
- (ii) Promoting a sense of critical thinking in regard to curricula;
- (iii) Full and effective participation of learners in the learning process.

"The programme was decided to be carried out in other schools as well", said Mr Ahmadi. In conclusion, the Speaker briefed the Session on the disadvantages of applying the Programme as follows:

- (i) Teachers are not given full authority to implement the Programme because of the special methods applied to evaluate teachers' activities;
- (ii) The teacher-curriculum gap in planning and implementing.

Teacher and educational opportunities in teacher training

Dr Ameneh Ahmadi (Ms)

(Educational Manager, Ministry of Education)

Dr Ahmadi first briefed the session on the concept of teacher in accordance with the theoretical framework of the national document for the transformation of the educational system, as follows:

- (i) Knowledgeable guide who is in charge of planning , training, leading, transparency and the encouraging of learners to learning and a person who creates teaching opportunities;
- (ii) Participant in the process of curriculum design and development;
- (iii) Participant in scientific programmes and a transmitter of experience at different levels.

“Teacher training programmes are the means to achieve these goals and meet the said expectations. These programmes must be designed and planned according to a merits-based approach rather than the traditional subject-based manner. This is because the merits-based approach takes account of teachers' personalities, which is a determining element in their modes of operation”, explained the Speaker. She then summarized the specifications of a merits-based curriculum as follows:

- (i) Flexibility (allowing the integration of different subjects into it);
- (ii) Sustainability (through time);
- (iii) Exceptionality (to mobilize cognitive and trans-cognitive skills, values, beliefs, and viewpoints for solving problems in special situations).

Closing Session

The closing ceremony served as a panel for discussion between the participants and speakers about the different aspects of teachers' situations in Iran. Dr Mohebbosseini wrapped up the session saying that “this meeting saw to very important discussions at national level in the framework of the GMR 2013/4, all brought about by the fruitful discussions taken place in the three working sessions as well as the finishing question and answer session. These, will all be included in the final declaration of the Meeting”.

Final Declaration

Establishing learning and knowledge societies, calls for an identification of challenges, development of capacities, improvement of national, regional and international planning processes, and strengthening of supervisory and evaluation mechanisms in line with local, national and regional frameworks. In this trend, in their capacity as the prime sources of knowledge and information transfer to students and learners, teachers play an essential role in improving teaching quality and enhancing learning outcomes. In this view, the participants to the Expert Meeting on Promoting the Quality of Teaching and Learning with Emphasis on the Role of Teachers, organized on the occasion of the launch of GMR 2013/4 in Iran, on 27 April 2007, recommend the following to educational policy-making and planning organizations and to UNESCO for improving the quality of teaching and learning:

1. Developing and adopting necessary rules for teachers' continuing learning, to improve the quality of teaching and the effect of the teaching-learning process;
2. Considering the teacher and teachers' professional development and improvement at the core of educational policies and programmes;
3. Adopting necessary policies to shift the paradigm from teacher training to learning management (creation of learning opportunities);
4. Constant review of national educational policies in order to meet school pupils, disadvantaged, and marginalized groups' learning needs;
5. Adopting necessary rules and policies in order to improve the status of teachers and to encourage them to stay in their jobs and retain the teaching profession;

6. Developing an integrated system of teachers' evaluation and review and continually reforming the criteria for the assessment, ranking and accreditation of teachers' knowledge;
7. Appointing qualified people to the teaching job by determining and evaluating their competencies prior to their entrance in the Profession (level of motivation for the teaching job, general knowledge and physical, mental and psychological health of applicants), assessing teachers' specialised knowledge and teaching skills;
8. Improving classroom assessment methods in order to assist teachers in identifying and supporting school pupils and university students with special conditions/needs;
9. Reforming the current teachers' in-service training evaluation and quality assurance system;
10. Replacing the merits-based approach with the topic-based approach in teacher choosing and training;
11. Integrating scientific and indigenous knowledge and replacing the teacher-learner approach with the teacher-researcher approach in teacher training methods;
12. Facilitating appointment to the teaching profession and creating equal teaching job opportunities for interested individuals;
13. Improving teachers' management and special activities aimed at motivating teachers for professional knowledge generation;
14. Providing the tools and setting the grounds for effective dialogue and exchange of experiences in major educational policies and programmes for educational policy-makers and planners, researchers and teachers on improving the teaching and learning processes;
15. Filling up teachers' knowledge gaps by means of integrating scientific empowering programmes, especially professional practitioner's courses and practical courses into university teacher training courses;
16. Providing the necessary means for teachers' desirable link to the world of ICT;
17. Allowing teachers a share in developing curricula based on their professional competencies;
18. Taking into consideration the importance of teachers' behaviour and their ethical codes of conduct in increasing school pupils' learning motivation and improving learning outcomes;

19. Raising teachers' awareness of humanitarian issues, global citizenship and integrating the concepts of peace and social understanding into teacher training courses;
20. Supporting the establishment of a UNESCO Chair on "teachers as lifelong learners", at the Farhangiyān University.

Annex1

**Message from Ms Irina Bokova,
Director-General of UNESCO
on the occasion of the launch event of the EFA GMR 2013/4
in the Islamic Republic of Iran, Tehran, 27 April 2014**

Excellencies, Ladies and Gentlemen,

I wish to thank the Government of the Islamic Republic of Iran for organising the launch of the *2013/2014 Education for All Global Monitoring Report*, “Teaching and Learning – Achieving Quality for All.” By providing us with a global snapshot, the Global Monitoring Report sets a benchmark, and provides an annual reminder of the work still to be done to reach the Education for All goals. This year’s Report underlines the extent of the challenges that remain to make sure that all children are in school and learning at least the basics.

Quality education is a fundamental human right for every girl and boy, regardless of background. Yet, globally, 250 million children are not acquiring basic skills, even after spending four years in school. Girls and women are hit hardest, as discrimination is exacerbated by the crisis. More fortunate children are taught by teachers with the best training and resources, while the most disadvantaged get the weakest teachers, with the least support.

The learning crisis is costing around \$129 billion annually and leaving one-quarter of young people in low and lower middle income countries unable to read. For years, Governments have worked on getting children into the classroom – this Report shows that we must concentrate on the quality of what they learn when there, and this means focussing on teachers.

This means ensuring that the best teachers are recruited to the profession, that they are well-trained, that they are posted where they are needed and that they are offered

incentives to stay in the job. The Report also highlights the progress that is being made, showing what the combination of will, policy, and resources can do.

In the Islamic Republic of Iran, the out-of-school population fell by more than 90 percent over the past decade and a half. Since 1999, the country has achieved gender parity in primary education. Around 90 percent of children reach grade four and learn the basics. These results show what can be achieved when countries put in place strategies to increase enrolment and maintain education quality at the same time.

Challenges remain to ensure that all children in the country, regardless of circumstances, stay in school and learn. Children born into poverty are further behind than children born into richer households.

The recommendations in the Global Monitoring Report draw attention to what the Government can do to help teachers identify and support those children in risk of lagging behind. Teachers hold the key to unlocking the global learning crisis.

They need the support of inclusive curricula to meet the learning needs of children from disadvantaged groups. And they need ongoing training to improve their teaching methods to enable low achievers to catch up.

Globally, the learning crisis makes a powerful case for placing education at the heart of the global development agenda after 2015 and for ensuring that countries have the resources they need to implement their plans and provide quality education to all children.

Ladies and Gentlemen,

I wish to thank the Government of the Islamic Republic of Iran for its commitment. Across the world, there is still time to act to reach the objectives of Education for All.

This is essential today, to uproot a learning crisis that could last over generations and hold entire societies back from sustainable development.

Thank you.

Annex 2

Concept Note

Expert Meeting on Promoting the Quality of Teaching and Learning with Emphasis on the Role of Teachers

on the occasion of the launch of GMR 2013/4 in Iran.
Farhangian University (Teacher Education University)
Tehran, IR of Iran, 27 April 2014

Introduction

Education is a fundamental human right, education imparts knowledge and skills that enable people to realize their full potential and so it becomes a catalyst for the achievement of other development goals. An education system is only as good as its teachers. Unlocking their potential is essential to enhancing the quality of learning. International data shows the learning crisis. "Of the world's 650 million primary school age children, at least 250 million are not learning the basics in reading and mathematics. Of these almost 120 million have little or no experience of primary school, having not even reach grade 4. The remaining 130 million are in primary school but have not achieved the minimum benchmarks for learning. Often unable to understand a simple sentence, these children are ill equipped to make the transition to secondary education". (GMR 2013/14, p19)

To solve the learning crisis, all children must have teachers who are trained, motivated and enjoy teaching, who can identify and support weak learners and who are backed by well-managed education systems. It is justified that education quality improves when teachers are supported. Improving quality and learning is likely to be more central to the post- 2015 global development framework.

In the framework of activities undertaken for improving and promoting the quality of teaching and learning in the light of national capacity-building programmes, especially in regard to key issues and empowering of teachers and educational staffs, and in view of the theme for GMR 2013/4: Teaching and Learning: Achieving Quality for All, the Education Department of the Iranian National Commission for

UNESCO has taken the initiative of jointly organizing a one-day expert meeting with the Farhangiyān University (Teacher Education University), in the Iranian capital, Tehran, on promoting the quality of teaching and learning with emphasis on the role of teachers. The UNESCO Tehran Cluster Office and the Iranian Ministry of Education will function as co-organizers of the Meeting, which is aimed at launching the GMR 2013/4 in Iran.

Objectives:

- Enhancing public support of integrating quality, as a strategic objective, into educational policies and plans;
- Attracting public attention to the role of teachers in improving learning processes;
- Publicizing GMR 2013/4 and its content for policy-makers, educational managers, researchers and teachers;
- Enhancing the role and place of teachers in planning, implementing and evaluating activities related to quality improvement in education;
- Assessing the place of teachers in educational planning and curriculum design and implementation of evaluation strategies;
- Identifying challenges and national success stories in relation to activities undertaken for teachers or by teachers in line with the EFA objectives;
- Providing the means and setting the grounds for effective discussion and exchange of experiences among educational managers, planners, specialists and teachers regarding the improvement of teaching and learning processes in the educational system.

Themes:

- Quality of teaching / learning: epistemology, strategy and implementation;

- Evaluating quality and professional competencies in teacher training;
- The role and status of curriculum in improving the quality of teaching and learning;
- Future prospects in teacher training and development.

Expected outcomes:

- Strengthening inter-sectoral and inter-institutional cooperation on improving quality of the teaching/learning processes;
- Identifying the challenges, experiences and national success stories on the role of teachers in improving teaching/learning processes;
- Awareness raising on the role of curricula in improving the learning process;
- Raising public awareness on the condition of teachers in Iran and the need to pay greater attention to the role of teachers in improving the quality of education;
- Capacity-building for necessary policy-making and defining programmes on improving the role of teachers in promoting the quality of education in the educational system.

Organizers:

- Iranian National Commission for UNESCO
- UNESCO Tehran Cluster Office
- Ministry of Education
- Farhangiyan University (Teacher Education University)

Partners/supporters

- UNESCO HQ (EFA Global Monitoring Team);
- Ministry of Science, Research and Technology;
- Specialised scientific and educational organizations of Iran:

Iranian Curriculum Studies Association (ICSA);
Iranian Society of Education;
Iranian Educational Research Association;
Parents, Teachers Scientific Association of Iran;
Philosophy of Education Society of Iran;
Iranian Association for Sociology of Education;
Shahid Rajaei Teacher Training University;

Participants:

- Educational managers and planners and educational experts;
- University professors and educational researchers;
- Specialized, scientific, educational associations and active civil bodies;
- Teachers and students of teacher training centres;
- Media

Working languages: English and Persian

Venue: Farhangiyani University (Teacher Education University)

Date and duration: One day, 27 April 2014

Annex 3

Final Agenda

Expert Meeting on Promoting the Quality of Teaching and Learning with Emphasis on the Role of Teachers

On the occasion of the launch of GMR 2013/4

Tehran, IR of Iran , 27 April 2014

Welcome and Opening Session

(8: 45-10:00)

- Quran & National Anthem
- Dr Mahmood Mehrmohammadi ,Rector of the Farhangian University
- Mr Ali Bagher zadeh , Vice- minister for Education
- Message of the UNESCO's Director- General

Coffee/ Tea Break

(10:00-10:15)

Introducing the GMR and UNESCO's Programme and Strategic Priorities in Education

Dr Negar Mohebhosseini (Ms) ,Head , Education Department, Iranian National Commission for UNESCO and National Coordinator of UNESCO's Education Programme **(10:15-10:30)**

Working Sessions:

Session I : Prioritizing the quality of teaching / learning as a strategic objective for educational planning

(10:30- 13:00)

Moderator :M, Navid Secretary, High Council for Education, Ministry of Education

Teacher Quality : which Epistemology ? which Strategy?

- keynote speaker : Dr M. Mehrmohammadi, University Professor, Tarbiat Modares University

Transformative Strategies in the Teacher-student relationships

Dr J. Alamolhoda (Ms), Educational Planner/ Head, Commission for education of Supreme Cultural Revolution Council(Ms)

- Future Prospects in Teacher Training and Development

Dr K. Fathi Vajargah, University Professor, Shahid Beheshti University

Discussion

Lunch/ Break

(13:00-14:00)

(14:00-16:00)

Session II : The Role of Teacher's Assessment in Promoting Quality in Teaching / Learning

Moderator : Dr , GH . Ahmadi, Head, Faculty of Human Sciences, Shahid Rajaei Teacher Training University

The Role of Teacher's Assessment in Promoting Quality in Teaching / Learning

- keynote speaker : Dr A. Kiamanesh , University Professor, Kharazmi University

The prospects of teacher evaluation and ranking in Iranian schools and the role of Farhangiyeh University: hopes and challenges

Dr R, Kiani , University Professor, Tarbiat Modares University

About the quality assurance and evaluation of the present in-service training system for teachers: does the present system practically lead to raising teachers' awareness and function? (discussions and proposals)

- Dr M, Gerami, Teacher

Discussion

Coffee/Tea Break

(16:00 -16:15)

Session III: The role and status of curriculum in improving the quality of teaching and learning

(16: 15-18:15)

Moderator : Dr A. Assareh ,Head, Iranian Curriculum Studies Association

" *Good word and good deed, the missing loop of the teacher training curricula: pupils' narratives*

keynote speaker : Dr G, Mehran (Ms) University Professor, Alzahra University

Teacher's Participation in Curriculum Development and its impact on the Quality of the Teaching Process

Mr H, Ahmadi , Teacher

Teacher and Educational Opportunities in Teacher Training

Dr A, Ahmadi(MS), Educational manager, Ministry of Education

Discussion

Closing Session

(18:15 -18:30)

Finalizing the Draft Declaration

Acknowledgements

Annex 4

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Annex 5

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Photo of the speakers and some of the participants



Photo of a working session of the meeting