

The Role of Standards in Qualification of educational Systems

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Abstract

On the verge of the third millennium, the educational institution- like other social and economical organizations in most countries with superior educational standards- opts for a new review as well as a broad and varied reformation in goals, obligations, and achievements to encounter wisely with challenges and the prospered requirements. With regard to the global efforts and the realization of achievements and the chief inclinations accruing from the recent educational reforms in certain prosperous countries including England, Germany and Japan, it can be inferred that the standardization of reforming activities needs certain framework to set and guide the direction and process of reformation. It is observed that the educational systems affected by the above-stated tendencies follow new solutions to improving students' academic performances. Approaching to higher levels of education in schools means achieving better professional, occupational and educational opportunities in their lives.

On the other hand, the institutionalization of such values as freedom, liberality, democracy, equality, justice, morality, and orientation toward the divine perfection without which no future design would be possible is realized merely through reliance on confidence in educational systems. Besides, it is through training skillful, flexible and dynamic work force that the education can have an influential function in the economical status of the societies. That is why the national resources including wealth and properties form when the workforce, nature and asset are well integrated with knowledge, attitude and skill. Therefore, in order to achieve the above-mentioned goals in the beginning of the world third millennium, it is necessary to have succinct and well-defined elements of the educational system associated with the quantitatively and qualitatively measurable indices of expectancy levels. This means the determination of standards and assurance of observing them. In effect, it is the standards that determine the educational form and offer a measurable scale to evaluate it. Coordinated content and the appropriate educational methodology with precise evaluation through standards allow us to determine the measurable curricular and educational objectives for schools. Consequently, a standard-oriented education is a way to achieving goals in the field of global changes.

Attempt has been made in this research to analyze a set of principles and rules having a key role in improving any reforming activities in the field of education in countries with superior standards. Then suggestions have been made to offer the appropriate ways inspired by the application of those principles in the process of educational reforms in the countries mentioned above. This research clarifies how to embark on coordinating and standardizing continuous and effective reforming activities in Iranian context through using the above-stated principles. These principles are as follows:

1. Employing educational theories in setting the theoretical foundations of the cultural and educational reforms;
2. Paying attention to educational researches and their relations with curricula;

3. Requiring people to participate in securing the financial credits as well as the facilities needed for the educational reform;
4. Integrating coordinated development both quantitatively and qualitatively in the reformation programs;
5. Integrating professional education as a preferred factor in making industrial and economical progress;
6. Considering systematicity in designing and developing educational reformation process;
7. Harmonizing education with other new sciences and technologies;
8. Regarding selection and screening processes of employing teachers as a priority in the programs of educational reforms;
9. Paying attention to concentration and guidance of educational reforming activities from bottom to the top of the educational cone.

Key words: standardization principles, reforming activities, challenges, educational theories, educational harmony, screening and employment, teachers training and improving, standardizing reformation activities