

Reviewing the Barriers to Implementation of the Fundamental Transformation Document and Solutions to the Barriers to it

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study was to examine the challenges and obstacles of implementing a fundamental

transformation document and ways to overcome its barriers. The research method is simple and of the kind of formal analysis. In this regard, relevant literature and resources have been collected and presented qualitative research findings. The results of this study show that there are many obstacles in the way of fundamental change that include: lack of teachers motivation, lack of proper operational strategies, lack of role teachers in the document, lack of proper training in the field, beginning of fundamental change. Halfway through, its lack of executive guarantees, unclear mission statement of teachers and teachers, lack of criticism in the country's education, hasty behavior, low status of teachers in society, low level of professional knowledge and skills, and Lack of teachers' rights and benefits is a disregard for the philosophy of education in the education system. Every year in textbooks, traditional teaching methods and methods, changing principals and tastes in the education system, lack of coordination with world technology, lack of public participation in education issues, lack of school funding, lack of educational equipment, lack of The specialty of teachers and principals is the attitude of principals and the lack of commitment of some of them to change. To overcome these barriers, all learners should benefit from a variety of educational resources, promoting the social status and professional status of the teacher, employing qualified people and managers, providing, allocating and diversifying financial resources, improving the quality of the teaching-learning process by Relying on clever use of new

Abstract

The fundamental evolution in education is a profound and radical change that will lead to the evolution of theoretical concepts, processes and processes, roles and functions and approaches. In the fundamental evolution of the way the teacher, book, school, classroom and especially the student will be transformed. The purpose of this

technologies, changes and innovations in the education system, establishment of an evaluation and quality assurance system, diversification of learning environments, provision of infrastructure, motivation for teacher livelihoods,

Introduction

Education as a social cultural institution plays an essential and unequivocal role in the training of human resources and the production of social and cultural capital and in the process of growth and excellence of the country, so that the future of the country is visible in the mirror of education today. From the point of view of the humanistic teachings of the Islamic school, the education system enjoys an unparalleled dignity, and its teachers and practitioners have a responsibility to continue the prophetic path of educating children and adolescents at the best possible ages for adolescence. In the path of divine worship (Navid Adham, 2012). One of the principles of supplementing education planning is the principle of change. If education is to grow, grow, and develop on the basis of existing trends, there is no need for planning. Planning is to transform the existing process and put it in a new direction and to eliminate the quantitative deficiencies and its qualitative disadvantages (Fiyozat, 2011). Unfortunately, the existing education of the country for various reasons is not capable of responding to the needs of society in line with the high goals and aspirations of the Islamic Revolution and has many theoretical and practical problems in training human resources in the Islamic Republic. Getting rid of existing deficiencies and inefficiencies and achieving dynamic, successful and effective education requires a deep and radical change in this vast and decisive institution so that it can be optimally utilized by rethinking and reproducing all the effective and hidden factors of this system. Opportunities, resources and facilities have facilitated and accelerated the achievement of goals (Khannifar, 2010).

Following the approval of the "Fundamental Transformation Document in Education" and its

and collaboration between families and schools. Be it.

Keywords: Document fundamental change, challenges, obstacles, solutions

approval by the Supreme Council of the Cultural Revolution, it was forwarded to the Ministry of Education for implementation. Undoubtedly, the provision of transformational mechanisms in a large and large organization of education requires efficient and effective management in order to make the most of the goals of transformation by making the most of the available resources and resources and establishing active and effective

interaction with the stakeholders involved in the transformation process. Provided. The basic evolutionary document in education is based on the teachings of the Qur'an, upstream documents including the twenty-year vision document (Horizontal 1404 AH), a comprehensive scientific map of the country. The document consists of eight chapters: Chapter One, Statement of Values; Chapter Two, Mission Statement; Chapter Three, Outlook; Chapter Four, Macro Goals; Chapter Five, Macro Strategies; Chapter Six, Operational Goals, and Guidelines: Chapter Seven, Institutional Framework and Executive System of Fundamental Education Transformation; Based on Chapter 8 of the Basic Education Transformation Document for Realizing the Goals and Programs of the National Education Document, the Higher Education Council using all the capacity of the Ministry Education and other institutions and facilities of the country Responsible for reviewing, approving and communicating executive policies, designing mechanism for achieving goals, structural reform And processes, update and repair, coordination and coherence in policies, programs and supervising the implementation of programs is responsible for strategic development (document turnaround, 1390).

The Basic Education Transformation Program requires a long-term planning with the goals of

expanding the development of scientific and electronic education to produce science and research software and software in all fields and to utilize all the country's capabilities and talents. There are certainly problems in this direction (National Curriculum Document, 2012). Breeding education must achieve the goals set out in the Transformation Document at the end of the course. Along the way, there will certainly be obstacles and challenges. Examining the obstacles and challenges is not a problem. We have all benefited from the education system, and we share the good and the bad of it. The point is to pay attention to the shortcomings and deficiencies that we are seeking with the necessary awareness and insight and to try to correct them (Verdynejad, 2011).

The fundamental evolution in education is a profound and radical change that will lead to the evolution of theoretical concepts, trends and processes, roles and functions and approaches. In the fundamental evolution of the way the teacher, book, school, classroom, and especially the student will be transformed. This view sees the teacher at the summit and provides all the conditions and opportunities for the student to model and reach out to the teacher to reach the summit of humanity, science, and ethics. Thinking and thinking, creativity and innovation, taking advantage of new techniques and new technologies, creating a vibrant and vibrant environment, setting up a lovely school, all serving to educate students to achieve the highest level of life And they are divine. Realizing this requires the reengineering of human resources with the focus on establishing a rating system and a teacher recruitment and retention system that is on God's agenda. All of the subsystems must be approved by the Ministry of Education as a constitution for the fundamental transformation of education as a constitution for comprehensive and long-term change and for the Supreme Council of the Cultural Revolution and the Higher Education Council. And the micro and macro components of the education system to be read and reproduced (Kianpour and Derakhshanpour, 2016).

Transformation is the process of fusing traditional ideas, beliefs, and behaviors,

consolidating new values and establishing new systems, and when any change in the organization and institution succeeds, full awareness of that change to the staff Provide the organization with specific executives, while insufficient information on the evolution of the education system has been made available to principals and teachers and information has not been provided. Therefore, this has at first disadvantaged these people, and secondly, the efficiency and effectiveness of the transformation have been diminished because the organization's members have not fully understood it in order to bring the policy-making plan into action. Therefore, the evolution of education, values, attitudes, beliefs, needs, beliefs, cultures and the like, and apply the concepts of value gained through subsystems' mechanisms and programs of action. Their transformation (Hajjousharsh, 2012).

It is an upstream and macro policy document, and if it has legal implications, it needs to be legally processed, and not all of it is directly applicable. A review of the provisions of the document and other approvals in the Supreme Council of the Cultural Revolution, the Supreme Council of Education and the Majlis shows that the macro policy is to divide the structure of the courses in the country into four three-year periods, but determine the starting age Formal and compulsory education, the length of formal and compulsory education, the name of the course and other details of the course structure still need legal provisions. In addition, to the extent required by law and macro policy, the timetable for the implementation of the fundamental transformation plan and the division of national labor based on it needs to be approved before implementation (Niroodam, 2011).

In this respect, the way in which the course structure is deployed cannot be considered as a process of fundamental change. If the steps in the implementation of the fundamental transformation plan are properly charted, charted and approved, the set of solutions adopted in Sandbush will find their place of implementation. In this regard, it is very important to pay attention to the preparatory phase and to the preparation or preparation of the pre-implementation phase. Measures that must be taken prior to

commencement of the implementation phase must be identified and formally identified and approved. These types of solutions are also called requirements, but they are not necessarily solutions, but rather some of them. Strategies such as the adoption of the National Curriculum, the approval of course goals, the approval of the Human Resources Education and Training System and the teachers' rating system, and the provision of budgetary and financial infrastructures for the implementation of the Transformation, the provision of space, are requirements at the preparatory stage. Actions should be taken against them. The Ministry of Education has not defined and approved such requirements. Measures such as the approval of the Subsystem of Evaluation, Counseling and Guidance, Management and Leadership, Reforming Councils' Laws, Reforming Schools' Executive By-Laws, Planning and Implementation of Primary Teachers' Evacuation System should be considered as a priority in the pre-transition phase (Hosseini Rouh Alamin, 2006).

Environmental developments in today's age have taken over the astonishing speed of the personal and social life of human beings and transformed all the hidden and hidden things of society. In this turbulent world, only individuals, organizations, and institutions can hope to continue their lives to understand developments and respond appropriately and positively. The institution of education, with its complexity and specificity and the scope of its activity, is no exception and must be capable of responding to the cultural, political, social and economic developments of society. Therefore, the analysis of active and intelligent transformation management and the optimal use of opportunities and facilities to achieve the goals of transformation to achieve education in the Islamic Republic of Iran is of high importance and sensitivity and is an inevitable necessity. Given this, the present study seeks to examine the challenges and barriers to implementing a fundamental educational change document and to provide solutions to address these barriers.

Research method

This research is a qualitative one. A major feature of qualitative research is that it examines a problem in depth and analyzes it with reasoning, reasoning, thinking, and logic about the problem. In this method, statistical data is not used. In other words, qualitative research is a research approach used to understand and interpret human and social phenomena and to gain a deep understanding of the phenomena concerned. In this research, library and documentary studies have been used to collect information, and descriptive-descriptive studies have been undertaken to study the challenges and barriers to implementing a fundamental transformation document and strategies to overcome its barriers.

Challenges of Implementing a Fundamental Transformation Document

One of the barriers to implementing change in organizations is the attitude of managers and the inability of some of them to implement change: our systems and organizations must operate on a specific schedule to have trouble managing managers in the process of implementing transformational documents. Don't come. They should also critique the authority of transnational elites with sufficient knowledge and experience in the performance of officials and developments.

Lack of proper operational solutions: Failure to implement the fundamental transformation document will hinder another in its proper implementation. We need to be able to create a teacher's lesson plan from this document so that the teacher can know what changes will occur based on this document. Because fewer teachers study the fundamental transformation document at this volume, and if it does, it doesn't have much effect. Therefore, until the behavioral acts of the document are identified, the community will not be involved and as a result we will not achieve the goals of the document. To solve the problem and summarize this problem, we must first produce a basic booklet on fundamental change and provide it to teachers and the public. Growth journals, of course, can also contribute to the operationalization of a fundamental transformation document in a variety of subjects.

Teachers are not included in the document:

Teachers are not involved in the development of this document and their lack of proper training to execute the document properly, especially in the sixth grade. All changes must begin with the teachers who are at the core of the education pyramid, while their position in the development and implementation of this document is not very prominent: the primary and most fundamental pillar of the education system is the teacher, so if it is to be transformative. It should be with the participation of teachers and start with them, but what was the role of teachers and schools in preparing this document? Is there a footing for teachers in this document?

Teachers have not received adequate training in the field of fundamental change and its implementation has been limited to a few hours. That is, we did not train teachers before implementing the document. Under such circumstances, only change of structure has taken place, but there must also be a change in content. The starting point for the transformation is also the teachers. If we do not create these conditions we will not achieve our goals in the document and there will be no change.

Halfway through the fundamental transformation: Fundamental development should begin at the root rather than at the sixth grade, while proper executive guarantees must be provided for the implementation of the document.

Lack of Implementation Guarantee: That means the document may end with the change of managers.

Failure to specify the mission of the principals and teachers in this document: Unless the missions are specified and the human resources of the principals and teachers are not trained in this area, the plan will fail and we will not achieve the objectives of the document.

Vacancies in education in the country: This is where criticism of actions can lead to more successful implementation of projects. We live in a country of diverse tribes, tribes, and religions. The fundamental point that is emphasized in the document of evolution is the life of the tawayat that exists in our system of thought and beliefs. Perhaps in Christianity, Judaism and other religions there are not many of the things we are

looking for, and this is something that we need to explain further in the document of fundamental change.

Hurry-up: Culture and education is one of the most important aspects of human life that has a minor and slow process. For this reason, it is not at the same time achieving an educational goal unless we know all the factors that influence that goal. Therefore, a hasty and impulsive approach to the document of fundamental change is unacceptable and should be dealt with by appropriate solutions to the day-to-day, rapid and transient changes in education (Azad, 2012).

Low status and status of teachers in society, low level of professional knowledge and skills, and low teaching rights and benefits: These three challenges also affect the failure to achieve a fundamental change in education. Ignoring the role of the teacher in the evolution of education is one of the reasons for the sterility of the educational system. There can be no fundamental change in education as long as there are three major challenges, such as low status and teacher status in society, low levels of knowledge and professional skills, and low levels of teachers' rights and benefits. The neglect of this has led to controversy over the number of teachers.

Disregard for the philosophy of education in the education system. You have to send the teacher with a new culture to the classroom and this is how transformation is taking place. To date, slogans have been given about the essential role of the education system as a sustainable development infrastructure, but its role is not yet believed, although education has to be the engine of community development and if we accept this, our views will change. Did. But if education is not considered to be the top priority in society's excellence, nothing special will happen to it, and it will continue to operate as it currently is.

Textbooks: As we see textbook changes every year, but most of them do not have a rhetorical concept for students, they are not critical, analytical, non-functional, and principally laboratory-based and research-based. Very little in subjects.

Teaching Practices and Methods: Basically, a non-purpose-based teaching system that always places traditional teaching methods on the table,

the teacher plays a central role in the classroom and is more based on lectures and the use of verbal skills. Students are less likely to participate in the process of teaching and learning and to play an active role. Students in this type of system simply maintain and test the material, find no opportunity for creative talent, and gradually lose their mobility and dynamism.

Educational inequality: Another barrier to education is gender inequality in rural areas and centers in the province, with boys being more attentive to girls and rural facilities than in provinces.

Changing Managers and Tastes in the Education System: One of the problems that is plaguing education today is that most of the programs and decisions made by managers change and sometimes overlap with the taste and issuance of numerous directives and bylaws. And the embarrassment of personal preferences and the acceptance of trial and error have inflicted irreparable blows on the body of education.

Failure to co-ordinate with the technology of the world: Since the world of today has exploded with the knowledge and information of the day and given that we live in the 5th century and face the modern world of computers, satellites, the Internet. But unfortunately it is our only educational tool in many schools (plasterboard) and yet our education system has not been able to adapt to the world of technology or in other words, the Iranian educational system is not compatible with today's modern world.

Centralized Management in Education One of the challenges facing our country's education structure is centralized management in this system. Concentrated educational organizations are not always able to bring about a change across the country because of the slow pace of work, neglect or neglect of regional needs and culture, and efforts to stabilize the status quo. All the decisions, policies and plans of the organization are made and implemented in one place and then communicated to the provinces and districts, and district administrations, especially schools, are the directors of the directives and bylaws that are able to add a single line. They don't have.

Overview of Committees in Education Education has engaged so little in entertaining

margins such as renovating and equipping schools, livelihoods, housing, and teachers' rights and, in short, that addressing the core issue of the correct process of education is left out.

Fewer people's participation in education: People's participation in parenting and coaching is very low, and many families have occasionally looked at it differently.

Assessment of the qualifications of education managers and experts: Nowadays people who cannot even work in their field of specialization take over the management of education through political channels and in some cases decisions are made by them for the sake of education and There is no education and education system. On the one hand, the inability to participate and interact with more than one million skilled and educated forces and the inability to make the best use of them, and on the other, the lack of a specialist education in the true sense of the challenges of education in this field. The field is.

Putting education not a top priority in the country: A fundamental change requires that education in the country become a national concern (Azad, 2012).

Lack of school funding: Funding comes from four sources: Education per capita funds deposited through the Ministry of Education, Parent funding for students and beneficiaries provided by the Parent and Teacher Association Collected, the share of the Education Council and the proceeds of the extra-curricular classes. Lack of financial involvement of students in school, high energy and telephone costs, lack of timely deposit of student per capita, inadequate student per capita (Fiyozat, 2012).

Lack of training equipment: Training equipment includes software and hardware. Hardware such as: Building Facilities, Area of Laboratory and Home Prayer System, Yards and Corridors, Classroom Area, Painting and Quality of Rooms, Heating and Cooling, Curtains, Intelligent Systems, Television, Laboratory Supplies, Desks and Benches, Classroom books, reference books and tutorials, etc. Software such as: Curriculum, Internet, Teaching Aids & Teacher's Guide ... Inadequate classroom space due to student congestion, lack of lectures, teacher's manuals, lack of computers and smart

equipment, lack of high-speed Internet access and lack of site, lack of science and math kit, microscope, collage And, inappropriate desks and tables, lack of sports facilities, lack of proper prayer room, hot water in sanitary facilities and proper sanctity, lack of beautification and lack of pleasant educational space (Kianpour & Derakhshanpour, 2016).

Lack of specialization: Assignment means a real departure from the subject of reason. The word allocation versus the allocation of the terminology of science is the principles of jurisprudence, that is, the genuine departure of one's consciousness from the subject matter of something else. In a word, expertise refers to a person's particular ability to perform a particular task that may be gained through the acquisition of knowledge or experience, or both, and is referred to as a person with expertise (Abdollahi, 2013). Teacher specialization as a serious challenge facing the fundamental developmental document of education is: lack of link between teachers' education and elementary education, low teacher qualifications, lack of teacher education (in-service training and workshops), lack of up-to-date Teachers' knowledge and information, teachers' lack of knowledge of technology and technology and the Internet, lack of knowledge of teachers in pedagogical and child psychology, use of traditional and memory-based methods by teachers

Non-motivation: The term motivation can be defined as reinforcing, guiding, and maintaining behavior (Saif, 2001). Lefransova (1997). Motivation is considered to be the cause and cause of behavior (Saif, 2001). Causes of teachers' lack of motivation include: teachers' lack of interest in teachers, lack of incentives to attract teachers to society (motivation), lack of teachers' dignity, and lack of self-esteem and self-esteem in elementary teachers, Inefficiency of current teacher evaluation process, low status of teachers' rights and livelihoods in society, lack of mutual respect by the community and teachers (Kianpour & Derakhshanpour, 2016).

Solutions

1. The upbringing of those who regard and believe in the religion of Islam as a standard

system, and who follow it consciously and freely for their own moral development and attainment of a higher standard of life, and They are bound by the laws of religion and moral standards.

2. Providing and promoting justice in accessing quality educational opportunities with regard to the differences between girls and boys, for the necessary education population of the country.

3. Revising and reproducing the system of supply, allocation and distribution of resources with the approach of expanding educational and educational justice.

4. Diversifying educational services and educational opportunities tailored to the community's interests, needs and interests of students in order to flourish their talents.

5. Promoting the social status and professional status of human resources by emphasizing the teacher's role in education and training.

6. Establishing a pattern of compensation and providing welfare to the dignitaries of the cultures in view of their need to be full-time.

7. Engage in effective public and non-governmental actors' participation in formal public education.

8. Providing, allocating and diversifying financial resources, cost management appropriate to the qualitative and quantitative needs of the formal public education system.

9. Improving the quality of the teaching-learning process by relying on the clever use of new technologies.

10. Change and innovation in the formal formal education system with the learning organization approach.

11. Establishment of a system of evaluation and quality assurance in the public formal education system.

12. Continuous improvement and improvement of the quality of the educational and training management and guidance system in the public formal education system.

13. Developing research and innovation capacity, theorizing and documenting native educational experiences.

14. Promoting the level of professional competence of the human resources worldwide.

15. Diversification into learning environments in the process of formal formal education.

16- Increase the participation of the public formal education system in the development and excellence of the country as a productive institution of human, cultural, social and spiritual capital.

17. Providing Infrastructure Prerequisites for Implementation of the Transformation Document

18. Preparing the future of the country depends on the proper implementation of the fundamental document.

19. Paying attention to teachers' livelihoods.

20. Coaching expertise along with their commitment.

21. The need for family and school integration.

22- Education-Based Media.

Conclusion

The present study aimed at examining the barriers to implementation of a fundamental transformation document and strategies for removing its barriers. The qualitative results of the research showed that there are many obstacles in the way of the fundamental transformation of education and these are: Lack of motivation for teachers, lack of proper operational strategies, lack of role of teachers in the document, lack of proper training in the field of teachers, beginning of the fundamental transformation halfway, lack of implementation guarantee, lack of clarity in the mission of the principals and teachers, lack of criticism. Keywords: country education, hasty behavior, low status and teacher status in society Their lack of professional knowledge and skills, and the lack of teachers' rights and benefits, disregard the philosophy of education in the education system, changing yearbooks, traditional teaching methods and practices, changing principals and tastes. Education system, lack of coordination with modern day technology, lack of public participation in education issues, lack of school funding, lack of educational equipment, lack of expertise of teachers and administrators, attitude of administrators and lack of adherence to some of them. It's change.

Based on the educational and managerial leadership subsystem of the country's basic education and development document, we will see transformational shifts, including the shift

from centralization to participatory and participatory action, if implemented at 100%. And dispersing into strategic and futuristic planning; moving from island-based sovereignty to executive domains to emphasizing processes and outcomes based on the Islamic standard system, and eventually moving away from the preferences of managers based on bureaucratic meritocracy to managerial meritocracy.

Until the drafting of the fundamental transformation of education, there was no authoritative source on the philosophy of education in the Islamic Republic, but now with the development of this document and with the consensus of all experts on the need for education, a fundamental transformation in education and the fundamental system of education must be expected. To be nurtured. Of course, such an important need requires a context in which conditions of change can gradually develop. Conditions including in-depth training of all teachers and their justification for how to implement the fundamental change document; and changes in teaching practices; attention to the content and process of education along with the restructuring; informing families of the relevance of forward-looking changes. Supervise how the document is executed and provide guarantees for executing the document designs if managers change. Of course, one of the most important requirements for change is to hear criticism. Criticisms that are heartbreaking and, along with the conditions necessary for the implementation of a fundamental change document, will produce and effect the rain of change (Azad, 2012). One of the important goals of education and the duties of the authorities in the first place is the sense of attention to the teacher and the creation of an appropriate environment based on justice and discrimination so that he / she can devote himself / herself to society and the generation of consciousness that is no longer in words. Contradictory and inattentive, they cannot be played on, paying attention to teachers whose flames of awareness, enlightenment, development and growth come from, and if we abandon the teacher and fall into the trap of living sad, a rebellious generation It has been abandoned, and society is being driven to the

viciousness of humiliation, not slogans and word games, but the reality we are touching with a deep look. All around us we will know how teachers can be role models and help build and foster thought and growth and prosperity, and let's not forget that advanced societies owe their enormous growth and development to human beings who spend their lives educating and learning. The fundamental and fundamental changes in the structure of society are very influential, and their attention is in fact honoring society and the entire nation, and ignoring them is a disregard for a generation that, like a devastating flood, endangers its roots and destroys everything. Takes.

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