Promoting ‘child-friendly’ schools in Iran

New ideas for teacher training

With a population of close to 70 million people, and around a quarter being school-aged, Iran's education system faces big challenges. Building on relatively high literacy levels, and primary enrolment rates of around 94 percent, more needs to be done to improve the quality of education in the Islamic Republic of Iran.

Iran’s Ministry of Education, with the help of UNICEF, is working to reform education and promote child-friendly school principles. One fundamental change is the move from rote-learning to a more student-centred approach where children learn by doing and by solving problems.

Initiative

CC International provided technical support to develop Teacher Training Modules for Teacher Training Colleges in the Islamic Republic of Iran. Deliverables from the project included:

- a needs assessment report, with a comprehensive audit of sector strengths and weaknesses
- content and working documents for the workshop
- development of teacher training modules workshop
- a report on the workshop
- teacher training modules, for delivery in pre-service training across Iran.

CC International facilitated a six-day workshop for 39 participants in Tehran during October and November 2006. Participants discussed current trends in education and developed modules and chapters from guidelines provided by CC International’s expert curriculum specialists. The focus of the workshop was pre-service training, involving staff from the Ministry of Education and lecturers from the Teacher Training College, Tehran University and Shahid Beheshti University.

Team and group-based work was an important part of the training delivery. Workshops were highly participatory, with critical feedback provided on both strengths and weaknesses.

CC International sought to expose participants to as wide a range of readings and teaching strategies as possible. Participants responded well to the content and style of the workshops and valued the chance to contribute to changes in training approaches.

The project also contributed to UNICEF Iran’s ‘Girls’ Education’ activity, a key part of work in Iran towards the second and third Millennium Development Goals (MDGs) to achieve universal primary education, and promote gender equality and empower women.

The development of teacher training modules was the third project in a series of work delivered by CC International for UNICEF Iran. The project is just one example of CC International’s innovative human development solutions, engineered through creativity and ownership.

If you would like to know more about this project, please contact international@curriculum.edu.au