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GUIDELINES FOR A VOCATIONAL
GUIDANCE PROGRAM FOR
STUDENTS IN THE IRANIAN
MIDDLE-SCHOOL

BY

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Guidelines For A Vocational
Guidance Program For
Students In The Iranian
Middle-School

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INTRODUCTION

A central problem facing youth in Iran is occupational planning. While a job is by no means all there is in life, a satisfying and successful life often depends on wise vocational planning. Youth's inadequacy of experience may often lead them to be inadequate in a correct measurement of their own capacities as well as in their understanding of the existing opportunities of the country. Their planning is, therefore, mostly unrealistic and may result in frustration.

Being important for individuals, the occupational choice of young people is also valuable for the society as a whole. In Iran where material opportunities exist adequately, the need is to make use of the energies of the younger generation. Failure in realistic occupational planning may lead the nation to mismatch its human resources.

This study is oriented towards examining the role of vocational guidance and describing the steps to be taken for the establishment of a program of guidance. The school is now responsible to help young people to participate in the well-being of their country by making realistic occupational choices and planning vocational careers.

ABSTRACT

Statement of the Problem.

No period is more important in the life of an Iranian student than the period of three years of the middle-school school at the end of which he must choose a branch of study that will determine his future career. Such an important choice is to be made when the student is usually fifteen or sixteen years old. At this age students are young and inexperienced. They are not fully aware of the length and content of future study and the vocational opportunities that these studies will offer. Taking this into consideration, it may become clear that the school has a greater responsibility toward the students of the middle-school. The school must try to help them know their capacities, become acquainted with the emerging needs of Iran and the sort of vocations available in order that they might make realistic choices of study for the type of vocation for which they have the capacity and the country has a need.

To perform this duty, the school needs to profit from a system of vocational guidance. The writer believes that a system of vocational guidance can make the Iranian middle-school better able to direct students and to cultivate the talents of young people for the benefit of both the individual and society.

The Iranian Ministry of Education has realized the necessity of a guidance program for schools and has made certain attempts in this regard. No guidance service, however, has been introduced into schools as yet. This indicates that other efforts should be made to prepare a program of counseling for schools in Iran.

The Purpose and the Limitation of the Study.

The purpose of this study is to survey the primary efforts made by the Ministry of Education of Iran for the preparation of a guidance program for schools. After such a survey, the guidance services of a particular American school will be examined to

serve as a model. On the basis of this and taking into consideration the conditions existing in Iran, recommendations will be given for the establishment of a vocational guidance program in the middle-school of Iran.

Method of the Study.

The method employed in this study is descriptive and analytical. Library research is used in studying literature of counseling and guidance. The activities of the Ministry of Education of Iran in the field of guidance is also examined and analyzed on the basis of the records available. All of this, of course, lies within the context of the writer's experience, concern, and familiarity with the Iranian middle-school.

Summary of the Study.

The study includes four chapters. In the first chapter the economic conditions of Iran, the present

developmental goals of the country, and manpower requirements are described. Attempts are also made to explain why the secondary schools of Iran are unable to play their part effectively. Finally, the value of vocational guidance for individual students and the society is discussed.

The second chapter deals with the educational organization in Iran, and the school structure in order to show the context in which vocational guidance must function.

In chapter three, the first section is devoted to identifying activities that have been carried out by the Ministry of Education of Iran in guidance. In the second section, an experimental program in a particular American high school is examined. This is followed by a concluding, discussion of the additional steps that have to be taken in Iran for the establishment of guidance services in the middle-school.

In the final chapter, recommendations for the preparation of a vocational guidance program for the Iranian middle-schools are provided. These recommendations are based on 1) the current conditions in the socio-economic structure of Iran, 2) the attempts that have been made by the Ministry of Education so far, and 3) insight gained from the actual practice of a model program of guidance in an American school.

CHAPTER I

THE VALUE OF VOCATIONAL GUIDANCE FOR THE INDIVIDUAL AND THE SOCIETY

The purpose of this chapter is to give a brief picture of the developmental goals of Iran, and to discuss the manpower required for carrying out those goals. In the light of this description, the writer will attempt to identify the gap which exists between national needs and individual abilities and interests. Underlying this attempt is the belief that secondary education can help in preparing the manpower needed for the present stage of development in Iran. The ultimate aim is to show the significance of vocational guidance in this condition.

I. Economic Conditions In Iran.

A. Agriculture

Iran is an agricultural country; three-quarters of the population is employed in farming.

"About 11 percent of the country's total land area of 163.6 million hectares is cultivated; of this, one third is planted in any one year (the rest remains fallow) and about one seventh is irrigated."¹

In spite of the fact that the majority of the Iranian population is engaged in farming, the agricultural productivity is very low, and agriculture contributes only 23 per cent of the gross national product. This low productivity is due to a number of factors, among which the following are the most important:

- a. Scarcity of water.
- b. Shortage of capital
- c. Inadequacy of education and health services in rural areas.
- d. Lack of agricultural machinery and modern methods of cultivation.
- e. Lack of accessible roads.
- f. An undesirable system of land ownership.²

1. Land Ownership.

The last factor mentioned above has been, in the opinion of this writer, the main cause for low

¹Ministry of Culture and Arts, Presenting Iran. (Tehran: Printing Office, 1965), p. 71.

²Ibid.

productivity. Until 1961 most of the Iranian villages were owned by a few landlords, the majority of whom were absentees. Although there were different methods of sharing the agricultural products in different parts of the country, the land owner usually took three to four-fifths of the production.

These landlords were completely indifferent to the living conditions of the peasants, and did not care to take measures to improve their own land. The farmers, therefore, lacked incentives to improve agricultural productivity and especially they did not have the capital to spend for improving farming.

To put an end to such^a condition, the Shah decided to start distributing the land. In 1951, he first ordered the Crown Lands to be distributed and sold to peasants on instalments to be paid over a long period of time. "In 1955, following the apportionment of the Crown Lands, the government was instructed by the king to prepare a bill for the sale of Public Domains",³ and it was soon approved by Parliament and

³A.A. Shamim, Iran in the Reign of His Majesty Mohammad Reza Shah (Tehran: Kayham Press, N.D.), p. 139.

put into effect.

These activities were not supported by the landlords, but the Shah was determined to complete the work of land distribution. In 1962 certain measures were adopted for the first stage of land reform. The land owners who possessed two or more villages were permitted to keep one and to distribute the farming land of the rest among the peasants.

A more drastic step was taken by introducing a bill for the second stage of land distribution. According to this bill, it was decided to distribute the land of small land lords.⁴ It was hoped that the land reform program would be completed by the end of the Iranian year of 1346 (March 1968). To the best information of the writer the program has not yet been finished due to the difficulties that came in the process of distributing the land.

The basic aim of land reform has been to improve the conditions of peasants and to increase

⁴Ministry of Culture and Arts, op. cit., p. 110.

agricultural productivity. Prior to land distribution, the government did very little for the improvement of agriculture because any increase in the agricultural production would have benefited landlords rather than peasants. Actually this land reform program is the beginning of a great number of activities for the improvement of agriculture.

2. Agricultural Method.

The Iranian farmers still employ traditional tools. Farming, consequently, requires greater efforts and a larger number of individuals. Machinery has been introduced into the Iranian agricultural system, but the improvement so far has been very slow mainly because of the financial limitations of the peasants.

Modern kinds of fertilizers are rarely used by the farmers. They prefer to employ animal fertilizers because most of them are untrained in using chemical ones. Recently, the government began to manufacture fertilizers at low prices to be used by the

farmers with the help of agricultural extension workers sent to the villages.

The main types of irrigation in the Iranian villages are open ditches, wells, and underground canals. These methods, however, do not help the peasants to obtain adequate amounts of water. Iran has few rivers and rainfall is low. The villagers are, therefore, in a difficult condition regarding irrigation. In the course of the last decade three major dams, and a number of smaller ones were constructed, but there is still need for more dams.

B. Industry.

The most important industry of Iran at the present time is the oil industry. It employs 43,000 workers and contributes 17 percent of the gross national product.

Next in importance is the spinning and weaving industry with 40,000 workers.⁵ Other industries

⁵Ibid., p. 75.

include chemical fertilizers, food processing, tires, tobacco, alcoholic and soft drinks, rubber products, leather goods, building materials, and silk textiles.

"The first serious attempts of industrialization were made in the reign of Reza Shah (1925-1941), during which time about thirty factories and nearly two hundred other industrial plants and mining enterprises were established."⁶ When Iran was occupied by allied forces in 1941, a period of stagnation began. All development programs came to a halt and no further advances in industrialization were made until 1949. Moreover, during the occupation period, the economy of Iran fell to a dangerous level.

To continue the work of industrialization and to improve the economy of the country as a whole, the government introduced the First Seven Year Plan (1949 - 1956). The revenue for carrying out this plan was expected to come from oil resources. When the oil crisis broke out in 1951, and the oil income ceased, "nearly

⁶Ibid., pp. 76-77.

70 per cent of the expected funds failed to materialize, and only a small part of the plan was carried out before it was terminated in 1951."⁷

The Second Seven Year Plan (1955-1962) was drawn up after the oil problem was solved. During this plan a number of major and small dams were built, and steps were taken for the improvement of industry. On the whole, this plan was successful and its aims were almost realized. The Third Five Year Plan was introduced immediately afterwards and the deadline put for it was the end of the Iranian year of 1346 (March 1968).

II. Developmental Goals of Iran.

At the present time all developmental activities of the country fall within the context of the Third Plan. The goals which are mentioned below are supposed to be realized during the period of this plan, and many of them will be continued in the next plan as well. One can, therefore, call them the present and future developmental goal of Iran. They are stated very briefly

⁷Ibid., pp. 77-78.

and in a general way only to show the extent of activities currently being carried out.

A. Agriculture.

1. Building a number of great and small dams, and making use of underground water sources to overcome the problem of the scarcity of water.

2. Improving animal husbandry and health, and putting it on a scientific basis.

3. Improving the quality of fruit and increasing its production.

4. Planning for forestry development, taking care of existing forests, and creating new ones.

5. Attempting to improve crop quality.

6. Establishing factories for producing tractors, agricultural equipment, and chemical fertilizers.

B. Industry.

1. Expanding previous industries such as cotton and woolen textiles.

2. Encouraging and initiating industrial growth in provinces and providing credits for private enterprises.

3. Building an iron and steel works (the first one in Iran).

C. Health.

1. Raising the proportion of hospital beds to population especially in rural areas.

2. Establishing health units and clinics.

3. Providing facilities for campaigning against communicable diseases.

D. Education.

1. Allocating funds and carrying out activities for literacy campaigns.

2. Attempting the expansion of vocational and technical education.

3. Expanding higher educational opportunities.

E. Communication.

1. Constructing new roads, and repairing and widening main highways.
2. Extending railways.
3. Building new ports and repairing the old ones.⁸

III. Manpower Requirements.

"A vital element in a nation's development is the availability of the manpower needed to carry out the multifarious activities upon which growth and well being depend."⁹

In Iran, since the time of the First Plan, serious manpower shortages in almost all categories became evident. Such a shortage, actually, resulted in serious handicaps in the process of achieving the developmental program. However, a picture of these shortages was not immediately available. In 1960, a manpower survey was completed to find the manpower requirement within the period of the

⁸Ibid., pp. 79 - 84.

⁹Plan Organization, Iran Plans For The Future (Tehran, 1960), p. 45.

Third Plan. This survey was a joint effort made by the Plan Organization, the Ministry of Labor, and the Public Statistics Office of the Ministry of Interior. The survey revealed that there was a great need for top-level professionals as well as sub-professional personnel. It was found that the requirement for sub-professionals would be more persistent than that of fully qualified professionals. Moreover, it was predicted that as progress is made and the scope of the plan becomes wider, the manpower shortage will be more critical.

Table 1 shows a general picture of the survey and gives a better understanding of the amount and kinds of manpower which are needed in Iran.

Two points should be made clear about Table 1. First, in some areas of skills such as social sciences, physical sciences, and engineering where there is a greater job mobility, a 10 per cent wastage factor was included in the estimate. Second, Table 1 was worked out before the Land Reform of 1963. Consequently, the

TABLE 1
SKILLED MANPOWER
REQUIREMENT AND
SUPPLY (1962-1967)^(a)

| | Requirements | Supply | Shortages |
|---|----------------|---------------|---------------|
| Agriculture | 5,300 | 5,300 | - |
| Social Sciences (mainly teacher) | 51,250 | 11,770 | 39,775 |
| Physical Sciences (labo- ratorial experts) | 400 | 325 | 100 |
| Urban and Industrial Trades | 34,550 | 5,780 | 28,770 |
| Clerical | 11,000 | 3,000 | 8,000 |
| Medicine and Public Health | 15,000 | 6,300 | 8,700 |
| Engineering | 5,600 | 3,063 | 3,905 |
| Transport and Communi- cation | 3,400 | 2,170 | 1,230 |
| Total | 126,500 | 37,710 | 90,480 |

^aPlan Organization, Manpower - Third Plan
(Tehran: Division of Economic Affairs, 1961), p. 15.

impact of the Reform on agricultural technical needs was not taken into consideration, and the Table does not show any shortage. If this impact is taken into account, there will be shortages in the field of agriculture in the coming years.¹⁰

IV. Secondary Education and Manpower Preparation.

One of the main jobs of education today, especially at the secondary and university levels, is to contribute to the economic well-being and progress of the nation by training the manpower required for carrying out developmental plans. In this section, the role of the secondary school in Iran will be examined to find out how it is meeting the manpower needs of the country. In the discussion that follows, each of the two types of Iranian secondary school will be taken separately.

¹⁰ For further information about manpower requirements in Iran in/^{the}future refer to G.A. Javidi, Education and the Provision of Sub-professionals in the Coming Ten Years in Iran (1967-1977), Master Thesis, American University of Beirut, Department of Education, March 1, 1968.

A. Academic Schools.

Parents generally prefer to send their children to academic schools because they like them to have the kind of vocations that bring to the family prestige and dignity.¹¹ This is the attitude which leads the majority of the people to regard an academic education as the apex of the school system because they hope that upon graduation their children either will go to a university or find desk-jobs.

In 1965 a research investigation was initiated by the Ministry of Education to discover the future goals of students who were about to be graduated from the academic high schools. The result of this study showed that 78 per cent of these students wanted to go on to a university, and the rest desired to quit their studies and to find white collar jobs such as teaching, governmental services, etc.¹²

¹¹Plan Organization, Education Third Plan (Tehran: Division of Economic Affairs, 1961), p. 18.

¹²Ministry of Education, A Research on Educational and Vocational Preferences of Youth (Bureau of Planning and Studies, 1966) (in Persian).

The following are the kind of jobs which 78 per cent of pupils wished to obtain upon their graduation from university. The list below is arranged hierarchially in order of preferences stated by these students.¹³

1. Medicine.
2. Engineering.
3. University and High School Teaching.
4. Law.
5. Military Officership (for boys).
6. Midwifery. (for girls).
7. Agricultural Engineering.
8. Business.
9. Civil Service.
10. Psychology.
11. Banking.

While this is the way the students of academic schools look at their future, it is worthwhile to know what kind of jobs they really undertake upon graduation. At the present time, there are about 20,000 individuals who graduate from academic schools each year. Of these about 4,000 only are admitted to universities, and 1,000 go abroad for study. The remaining 15,000 search for jobs mainly in government organizations.¹⁴ These

¹³Ibid., pp. 11-12.

¹⁴Roclaim, A Report on the Secondary Education of Iran (Tehran: Ministry of Education, 1966), p. 5-7 (in Persian).

individuals find it very difficult to obtain employment because they do not have the qualifications required in the current labor market. On the other hand they cannot enter the university. The result is that the society loses a good portion of its human resources and the individuals who wander around without jobs become frustrated. In spite of this, the demand for academic education continues to rise and is expanding at the rate of 15% per year.¹⁵

B. Vocational Education.

Contrary to the picture just presented for academic students, the graduates of vocational schools have great opportunities for employment immediately after graduation.¹⁶ The salary they receive is usually higher than that of university graduates with a B.A. degree. In spite of this, vocational education has not been welcomed by the society, and vocational schools are not well attended. The majority of students receiving vocational studies are those who have been previously rejected by

¹⁵Plan Organization, Education, Third Plan, op. cit., p. 9.

¹⁶Ibid., p. 7.

the academic schools. This is a peculiar situation. Whereas graduates of vocational schools usually make more money than the graduates of university, yet most of those students who enter vocational schools are refused admission to academic schools.

Another fact about vocational education is the great number of drop outs.¹⁷ This is partly a result of the procedure applied in accepting pupils to vocational schools. The majority of students do not come to such schools on their own volition. They are forced to do so because of their low achievement levels in academic subjects. Consequently, they are not highly motivated for the kind of education to which they are being exposed.

As a conclusion, it may be said that the academic schools produce more than is needed. At the same time the Ministry of Education is forced by public opinion to expand the facilities of the academic schools. On the other hand, the vocational education program is

¹⁷Plan Organization, Manpower - Third Plan,
op. cit., p. 48.

preparing fewer people than is required by the country. The Ministry has been willing to expand it, but the public does not demand such an education due to the low prestige ascribed to manual vocations.

V. Vocational Guidance As A Remedy To The Present Imbalance.

When a student is to plan his education in the light of a probable vocation, he is usually fifteen or sixteen years old. The results of the research mentioned earlier in this chapter show that 30 per cent of the students plan without consulting anybody. The rest indicated the following people as the sources of help and advice: 1. parents; 2. brothers and sisters; 3. peers; 4. close relatives; 5. school authorities.¹⁸

The above information might help to indicate that there is no help given to young students for planning by professionally trained people. Planning is made generally under the influence of individual and cultural values and without due regard to the realities of economic and social conditions in the country. Consequently,

¹⁸ Ministry of Education, op. cit., pp. 16-17.

there appears to be a gap between social needs and what youth aim to become and the places they plan to take in the society. The young people come to realize that the plans of most of them are unrealistic only when they graduate from high school and find themselves faced with a situation which is in contrast with their expectations.

In the opinion of this writer, the reason for the existence of the present gap is that the school gives the youths of fifteen or sixteen years of age the great responsibility of planning for their education in terms of a probable labor market three years hence without providing them any help as how to arrive at realistic decisions. At the present level of development in Iran, it is necessary to fill in the gap. To do so, the school must provide young students with a program of systematic vocational guidance. Through such a program youths could be helped to identify their own abilities, and be acquainted with the economic and social objectives of the country and the world of work in order to make planning as realistic as possible. Planning made in this way, most probably, gives the young people

a better chance for adjustment in terms of vocational placement and provides the society greater opportunity in making use of youths' energies.

VI. Summary.

Although Iran is an agricultural country and the majority of the labor force is engaged in farming, the agricultural productivity is low. On the other hand, the industry of the country is very young. To develop agriculture and to improve industry, serious efforts are currently being made. Moreover, there are programs designed for progress in other areas such as education and health.

To carry out developmental plans, the country is desperately in need of skilled and semi-skilled manpower. While the secondary school should play an important role in preparing this manpower, it can not as yet function effectively. Among the two categories of secondary education, the academic stream and the vocational one, the majority of students choose the first one in order either to go to university or to obtain desk jobs. In Iran the

opportunity for university education and desk job is very limited, and this is why the graduates of the academic schools frequently become frustrated and ineffective in terms of matching national needs. The vocational type of school is rejected by the majority, because in Iranian society manual work is not considered to be valuable, while this is the attitude of the people about vocational education, the graduates of these schools are very much needed and have great opportunities for employment.

On the whole, there is a gap between national needs and what youths want to become in the socio-economic sphere. Such a gap is mainly due to the fact that the young students are given the great responsibility of planning their education in terms of a future vocation without any help. They are too young and inexperienced to realize the needs of the country and their own abilities in order to plan realistically. To fill in the gap, it was suggested that the schools must provide the young people with vocational guidance for planning their future with an understanding of their own capacities as well as the needs of the economy. While this is the value of vocational guidance for young students, it remains

to see in what period of their education they need guidance most. The aim of the following chapter is, therefore, to clarify this point.

CHAPTER II

THE EDUCATIONAL SYSTEM OF IRAN

This chapter aims at giving a description of the educational system in Iran so as to provide a context for vocational guidance and to show in which period of education the students need most guidance.

I. Educational Organization in Iran.

Prior to the revolution of 1906 and the establishment of the constitutional regime, the government of Iran did not have much responsibility for and supervision over the educational affairs of the country. In the light of the attempts made by the constitutional regime during its brief period of activity, a Ministry of Education was set up in 1910 in order to take full responsibility for the creation and the maintenance of

a modern school system on a European pattern.¹

To organize the new system, the French was found to be most suitable model. Based on the French pattern, the educational system of Iran was organized in a highly centralized manner.

The Ministry is headed by a Minister who is a political appointee and a member of the Council of Ministers. He stays in power as long as he enjoys the confidence of Parliament. "The functions and responsibility of the Minister are defined by Article 2 of Chapter 11 of the Organic Law of the Ministry of Education adopted in July, 1910."² His main responsibilities are stated as follows:

1. Proper expenditure of public funds.
2. Execution of laws pertaining to the promotion of education.
3. Preparation for and execution of compulsory primary education and promotion of secondary and higher

¹A. Banani, The Modernization of Iran (Stanford: Stanford University Press, 1961), p. 90.

²M.A. Toussi Present Educational System in Iran. (Tehran: Ministry of Education, 1966), p. 4.

4. Organization and establishment of provincial departments and district offices of education.
5. Promotion and strengthening of education and cultural relation with other countries.³

The Minister has three under-secretaries, namely, the Parliamentary Under-secretary, the Under-Secretary for Administration, and the Under-Secretary for Education. Under the jurisdiction of each of these under-secretaries, there are a number of departments headed by director generals who are appointed by the Minister on the basis of recommendations given by under-secretaries.

Along with the Ministry, there is the High Council of Education which was created in 1921. Each department should submit its proposal to the Council which has the final say for the adoption of new educational policies. According to law, the final approval of all the proposed syllabic and regulations pertaining

³Ibid., pp. 3-4.

to teaching, subject matter and curricula, textbooks, school organization, and administration lies with the High Council of Education.⁴

For administrative purposes, Iran is divided into thirteen provinces (ostans) and five governor generalcies in each of which there is a department of education. The Provincial Director of Education is appointed by the Minister of Education and is given responsibility for the administration of education in the province. The Provincial Director selects the chiefs of each districts and sub-districts offices of education.⁵ They, in turn, appoint school principals to whom the classroom teachers are responsible. The purpose of giving this picture of the educational organization of Iran is to present the setting in which the administrative aspect of a vocational guidance program will be introduced later.

⁴Ministry of Education, Yearbook of Education (Tehran, 1936), pp. 10-12 (in Persian).

⁵M.A. Toussi, op. cit., p. 4.

II. The School System in Iran.

Under the existing educational structure, the Law provides for three levels of public education: primary, secondary, and higher education. Following is a brief description of each of the three levels.⁶

A. Primary Education.

Primary education is of six years duration. It is by law compulsory and free, but in practice it is not. The failure to put the law into practice is mainly due to financial problems and a shortage of qualified teachers. Although attempts have been made to realize the objective of making primary education compulsory and universal, there are still a great number of children especially in rural areas who cannot find places in elementary schools. Mention should be made, however, that the Education Corps Project, which

⁶Kindergarten education is not a part of the public system. The Ministry of Education, however, encourages the establishment of Kindergartens and offers necessary assistances and supervision to people and private organization which establish Kindergartens.

was initiated in 1960, is a valuable effort that is making it possible for a greater number of children in rural communities to receive primary education.

According to this project, a young high school graduate is to teach rural children for the period of time that he would be serving in the army. High school graduates are recruited twice each year for the army; candidates are sent to one of the training centers in various parts of the country, where they follow an intensive four months' course designed to prepare them for teaching. After the completion of the training, they are assigned to villages which have no school.⁷

Regarding subject matter, the primary schools both in rural and urban areas follow the same curriculum which has been prepared by the Ministry of Education and approved by the High Council of Education.

Promotion from one grade to the next depends on scoring a grade of ten out of twenty in each course.

⁷Ibid., pp. 38-39.

Pupils of 6th grade have to sit for a national examination which, if passed successfully, gives them the right to go on to a secondary school.

B. Secondary Education.

Secondary education in Iran is also of six years duration, and is divided into two cycles, three years each: 1) general education given in the middle school 2) specialized secondary education.

1. Middle-School.

This period of general education is a very meaningful and sensitive period in the life of Iranian students. It is during this cycle that a pupil must make a far-reaching choice. At the end of the cycle the student has to choose one of three branches in the following cycle of academic education, or go to a vocational or technical branch of study. At this point the pupil will be moving toward a certain kind of specialization which determines his university education and future vocation.

As was mentioned in the first chapter, an academic education is highly favored by the Iranian people because it is thought that their children, upon graduation, will obtain desk jobs. To direct some pupils to vocational school and restrict choices toward the academic stream, the Ministry of Education created certain regulations. According to these regulations, a student can enter one of three branches of the academic school if he obtains $12/20$ in the third year of middle-school in mathematics, or Persian literature, or natural sciences. If he does not get such an average, the pupil must either leave school, or attend vocational or technical branches at the secondary level.⁸

Such regulations, in the opinion of the writer, can by no means solve the problem because $12/20$ is not a high grade to obtain. On the contrary they add to the problem by making the technical and vocational stream a refuge for academically poor students. Moreover, these regulations do not help students in making

⁸Ministry of Education, Secondary School Regulations (Tehran, 1965), p. 28 (in Persian).

decisions and planning for the future.

Accepting the fact that the students of the middle-school are inexperienced, and are not fully aware of the span and nature of future studies and the vocational opportunities that these studies will offer, it is clear that it is in this period that they need vocational guidance. The school must help the young students of general education to know their capacities, and to become acquainted with the emerging needs of Iran and the sort of occupations available in order that they might make choices of study for the type of vocation for which the country has a use and for which they have the ability.

The subjects and prospective time allocation in the middle-school program are shown in Table 2.

TABLE 2

TIME TABLE FOR THE MIDDLE-SCHOOLS^a

| Subjects | Number of hours per week | | |
|--|--------------------------|-----------|-----------|
| | grade I | grade II | grade III |
| Persian Language and Literature | 6 | 6 | 5 |
| Foreign Language | 4 | 4 | 4 |
| Arabic | 2 | 2 | 2 |
| Religious Instruction | 2 | 2 | 2 |
| History and Geography | 3 | 3 | 3 |
| Natural Science and Hygiene | 2 | 2 | 2 |
| Physics | 1 | 1 | 2 |
| Chemistry | 1 | 1 | 2 |
| Mathematics | 4 | 4 | 4 |
| Physical Education | 2 | 2 | 2 |
| Home economics (for girls), Handicrafts (for boys) | 3 | 3 | 2 |
| Drawing | 1 | 1 | 1 |
| Calligraphy | 1 | 1 | 1 |
| Total | 32 | 32 | 32 |

^aM.A. Toussi, op. cit., p. 12.

2. Specialized Secondary Education.

Upon graduation from the middle-school, a student has two choices: academic or vocational. Each of these two categories has different branches of study which open different avenues for him.

The academic secondary school has three branches, namely, mathematics, literature, and natural sciences. Students who receive an academic education can either go to the university, or search for white collar jobs mostly in governmental offices.

The vocational secondary school has also three branches of study: a technical school boys and girls, an agricultural school, and business school. The aim is to train technicians and skilled workers. These schools offer courses in automechanics, casting, wood working, building construction, electricity, metal working, agricultural extension, and in commercial and business matters.

The graduates of these branches can either continue their higher education with technical colleges

and become professionals, or begin working with the government or private organizations.

B. Higher Education.

University education caps the Iranian school system. The institutions of higher learning have freedom in academic matters, but the Ministry of Education keeps its right to supervise their activities. All educational and administrative matters related to higher study are coordinated by the Central Council of Colleges and Universities established in 1962 under the chairmanship of the Minister of Education.

There are at the present one private and six government universities in Iran located in Tehran, Tabriz, Esfahan, Shiraz, Mashhad, and Ahwaz. Beside these universities, there are a number of colleges such the College of Foreign Languages and the College of Accounting which offer the B.A. There are also some vocational and technical colleges and institutions of higher learning like Abadan Institute of Technology, and Tehran Polytechnique.

The existing institutions of higher education are unable to accomodate all those who want to take university work. Candidates are given an entrance examination on the basis of which three to four thousand students are accepted from among more than twenty thousand candidates.⁹ University education is not free and students must pay 9,000 Iranian Rials (375 L.L.) per year.

III. Summary.

The existing educational system of Iran, which was adopted in 1910, is highly centralized. The central organization of the Ministry of Education in Tehran makes all policies related to and prepares all facilities for the educational affairs of the nation. The provincial offices of education are responsible for the enforcement of regulation. It can be, therefore, concluded that facilities such as tests for the work of a vocational guidance program must be prepared by the

⁹Roclain, op. cit., p. 5.

responsible people in Tehran, and that the provincial offices have to take the responsibility of carrying out the program.

The Iranian school system has three levels of public education: primary, secondary, and higher education. Secondary education is divided into ^{two} cycles of three years. The first cycle is the period of general education at the end of which a student must plan for his future study which has vocational significance for him. It can be noted that it is in this period that young students need to be provided with guidance in order to be able to plan wisely and with understanding.

Having discussed the value of vocational guidance for students and the period they need it most, the following chapter will be devoted to discussing the activities that have been carried out ⁱⁿ Iran in the field of guidance. This will enable us to see what additional attempts have to be made for the establishment of a vocational guidance program in the middle-school.

CHAPTER III

THE GUIDANCE MOVEMENT IN IRAN

So far the need for vocational guidance for the middle-school of Iran was discussed. The aim of this chapter is to identify and describe the activities that have already been carried out by the Ministry of Education toward initiating a guidance program. Moreover, attempts will be made to discuss the guidance program of a particular American high school as a potential model for establishing a program in Iran.

I. Guidance in Iran.

A. Background.

"One of the serious lacks of the existing Iranian educational system is that of a systematic, modern guidance program. . . . in general the process of educational guidance is almost completely unknown

(in Iran)."¹

To take care of such a deficiency, the Overseas Consultants recommended that the authorities of the Ministry of Education make efforts to introduce guidance in the educational system of the country. However, no step was taken as late as 1958.

In the spring of that year a secondary school conference was held in Mashhad in north eastern Iran. It was in this conference that some of the participants discussed the advantages of counseling services for students. The conference ultimately came to the conclusion that serious attention must be paid to this matter and that a committee of Iranian and foreign experts should study the significance of guidance for Iranian schools.²

The Ministry of Education immediately appointed some persons to discuss the case. In the summer of 1958

¹Overseas Consultants, Report on the Seven Year Development Plan for the Plan Organization of the Imperial Government of Iran, vol. II (New York, 1949), p. 115.

²Layli Abi Majidi, Educational Guidance (Tehran: Miham Press, 1959), p. 31 (in Persian).

the committee finished its work and came out with a report which was handed to the teachers' congress. The congress found it satisfactory. According to this report, high school students needed vocational guidance in order to plan their prospective vocations in harmony with the economic condition of the country. On the basis of the report, a proposal was prepared and was submitted to the High Council of Education. The Council approved it and the following principles were adopted in 1959:

1. The responsibility of the Counselor.

- a. Interviewing students.
- b. Consulting with teachers about students.
- c. Interviewing parents.
- d. Preparing records for each student on the basis of information gathered from students, parents, and teachers.
- e. Assisting pupils in choosing an occupation.
- f. Cooperating with school authorities in helping students with their problems.

2. The qualification of the Counselor.

- a. Having at least three years of teaching experience.
- b. Being acquainted with the principles of guidance.
- c. Having leadership ability.

3. The responsibility of teachers toward counseling activities.

- a. Cooperating with the counselor.
- b. Gathering information about the interest and progress of students.

4. The responsibility of the school principal.

- a. Preparing the way for the counselor.
- b. Coordinating the activities of the counselor and teachers.
- c. Relating the school guidance program to the guidance office of the Ministry of Education.

5. Initiating guidance activities remains unrealized until primary facilities are prepared. ³

B. Attempts Already Made.

Upon the adoption of the above principles, an Office of Guidance was established in the Ministry of Education to work under the supervision of the Department of Secondary Education. The primary task of this Office was to prepare facilities for the initiation of the program. On the basis of recommendations given by experts,

³Ministry of Education, Secondary School Regulations, op. cit., pp. 11-12.

the Office of Guidance concentrated its efforts on preparing standardized tests, training counselors, and arranging student cumulative records.

1. Standardized Tests.

An important vehicle in counseling is the standardized test which helps the counselor know the counselee's level of achievement and aptitudes. Since such tests are culturally biased and language is an important element, the Ministry of Education planned to prepare some tests in Persian with due consideration to be given to Iranian culture. The Guidance Office with cooperation of the National Institute of Psychology succeeded in making several tests which are enough for the work of counseling and guidance.⁴

2. Training Counselors.

Another step taken so far has been the training of a number of counselors. Up to the present

⁴Ministry of Education, Educational Planning and Its Principles (Tehran, N.D.), p. 121 (in Persian).

time, three training programs have been adopted. According to one procedure, a one-year period of training was established in Tehran. Experienced and interested secondary school teachers were sent from different parts of the country in order to get acquainted with the basic principles of counseling.

A second program was adopted in 1959 in which the Psychology Department of the Teacher Training Colleges of Tehran attempted to prepare counselors. Candidates were admitted with high school certificates. They were trained for three years and then awarded a B.A. This procedure was also later abandoned. The third program of training has been the establishment of summer conferences for experienced teachers. Up to the present time 414 counselors have been trained.⁵ Mention should also be made that the Ministry of Education with the cooperation of A.I.D. office in Tehran has sent a number of teachers to the United States of America to specialize

⁵Bureau of Statistics, Educational Statistics in Iran (Tehran: Ministry of Education, 1966), p. 54,

in counseling and measurement.

Finally, the University of Tehran recently announced that five centers of counselor training would be established soon in different universities of Iran to take the whole responsibility of preparing counselors. According to decisions made by the Central Council of Colleges and Universities, these centers will train two groups of counselors. The first group will be from among these who have experience in teaching and are given only one-year of training. The second group are those who will take guidance and counseling as a university major for receiving the B.A.⁶

3. Student Development Record.

Another recommendation made by the experts in the field of counseling to the Office of Guidance was to make a serious attempt to collect student records in all the secondary schools of Iran. The kind of record kept by schools used to be very inadequate. The Office, therefore, issued some publications for preparing student records and distributed them among two experimental school of Tehran in

⁶Ettelat (Tehran), Oct. 28, 1967, p. 1 (in Persian).

1959.⁷ Unfortunately, no other step was taken and now, to the best knowledge of this writer, schools still keep very inadequate records for pupils. The following is the content of a student record in a typical secondary school of Iran:

- a. The elementary school certificate of the student.
- b. Grades of previous classes.
- c. Counterpart of identity card of the pupil.⁸

II. The Program of Guidance in the Hayward Union High School District of California.

Attempts have been made so far to describe the activities which have been carried on in Iran in the field of guidance and counseling. The next step will be to give suggestions and recommendation for the establishment of a vocational guidance program in the middle-school. In doing so, the literature of guidance is of great help, yet a model program can have significant value in this case on the assumption that the experience of others, with modifications, might be profitable to Iran.

⁷Abi Majidi, op. cit., p. 32.

⁸Information communicated to this writer by Ahi Babekan Secondary School of Tehran in July 1967.

Guidance has been originally an American concept, and the school districts of the United States of America have a long experience in this matter. The following is a description of a model program practiced in the Hayward Union High School District of California.

A. Background Information.

Hayward is adjacent to Oakland and San Francisco in California and has become one of the residential areas for those cities. The Secondary educational needs of the children of the area are taken care of by the Hayward Union High School. This school has been growing rapidly and the projected enrolment for 1965 was 16,000.⁹

The first formal program of guidance in Hayward was established in 1935 when one counselor was assigned to each class of freshman, sophomore, junior, and senior students. By 1945, after a total evaluation of the program, some changes were brought about and the guidance program became closely related to the program of social

⁹Student-Kept Cumulative Records and the Guidance Program in the Hayward Union High School District (California, N.D.), p. 2.

studies. It was decided that counseling activities were to be carried out within the context of social studies.¹⁰ According to this new procedure, each student is required to take four years of social studies which include history, government, economics and geography. The social studies teacher is to be the student's counselor. Consequently a student normally has the same counselor throughout his high school career.

B. Counselor: His Qualifications and Responsibilities.

Before employing a counselor, the educational authorities of the district look for individuals who can teach social studies and who are also acquainted with guidance principles. When employed, the counselor receives an orientation program in order to familiarize himself with all phases of the guidance program. Then in the process of his work as a counselor, he is to attend regular in-service training courses and courses for continuing his professional growth and development.

¹⁰Ibid., p. 1.

Each counselor teaches social studies four periods a day and has two daily periods for individual counseling. He devotes four class periods a day to teaching social studies, and two periods of the day to counseling. With an average of 30-35 students in each of his four classes, he has between 120-140 counselees each year.

This writer believes that it would be a good practice to select and train counselors from among teachers of history and geography and to establish the guidance program in Iran closely related to social studies comparable to the manner in which it is being practiced in the Hayward High School. The first reason is that the educational system of Iran has enough teachers of social studies and there is no shortage because every university of Iran trains social study teachers and most of them are employed by the Ministry of Education. The second reason is that because students have to study history and geography for three years in the middle-school, the counselor can provide them with guidance information in groups by preparing small units to be taught in the class periods of history or geography.

C. Objectives of the Guidance Program.

The authorities of the high school believe that the primary aim of the counseling activities is to supplement but not to interfere with the guidance offered by parents to their own children. They, therefore, aim to obtain the cooperation of each individual parent for the realization of the objectives of the guidance program which are as follows:

The counselor aims at helping the student:

1. to become aware of himself, his strengths and weakness,
2. to know what help the school can give him,
3. to understand his personality traits,
4. to obtain reliable information about his community and the world of work,
5. and to make realistic plans for his future on the basis of what he learns about himself, his community and the existing vocational opportunities.¹¹

From the description given in the previous section about the activities of the Ministry of Education for guidance, it can be noted that no objective

¹¹Ibid., p. 3.

was yet set for the guidance practice in Iran. What, then, has to be done is to determine the aims that the program of guidance should realize in the middle-school.

D. Counseling Services of the Program.

There are two kinds of services which are provided to the students. One is the group services through which the counselor makes guidance available to the students as a group. The second is the service which is given to pupils and parents as individuals. The following are the important group services of the Hayward High School:

a. Social Studies Class.

Within the class period of social studies, the counselor, through planned guidance units, gives the students general information about the usage of student records, the process of planning for a vocation, and the opportunities offered to them in the school. This is by far the most important of all other group services since it is offered throughout the four years of high school and is of daily occurrence.

b. Career Night.

The aim of this activity is to provide the pupils and parents with a chance to meet the representatives of different occupations, to hear about the advantages and disadvantages of a given job, and to understand the requirements for entering upon a certain vocation.

c. College Night.

Through College Night Conferences, parents and their children can hear the representatives of various colleges and universities in order to know entrance requirements, college offerings, costs, living accommodations, and other necessary information about university life.

d. Back-To-School Night.

This is a service specially provided for parents. The aim is to make them aware of their children's educational condition in order to be more involved in the school program of students.

e. Student's Record.

There are two kinds of records kept for each

student. One is called the "student self-kept cumulative record" which is to be kept up-to-date by individual students throughout the four years of high school. Its aim is to give each pupil the opportunity to collect and maintain the necessary information about himself. The contents of this record are: the student's grades, test scores, extra-curricular activities, vocational interests, health condition, college plans, and family background. The second type of record is the student's official record which is kept by the teacher-counselor.

Through the above mentioned activities, the general needs of students can be identified. However, each student may have personal problems. Every counselor has two daily conferences in which parents and students can meet him in order to receive help and guidance.¹²

E. How Guidance Services Are Administered.

1. Freshman Year.

The first six weeks of the fall semester

¹²Guidance in the Hayward Union High School District (California, N.D.), p. 3.

are spent giving students general information about the educational program of the high school, and about the purpose and the procedure of keeping "the student self-kept cumulative record." During the second half of the semester, the freshmen students are given the California Test of Mental Maturity and the Iowa Test of Educational Development. The first test is administered to gain an understanding of the students' general ability to do academic work, and the second test is to assess a student's knowledge in various subject matter areas.

During the spring term, the counselor helps freshmen to review the entire high school curricula and to plan a tentative program for the next three years.

2. Sophomore Year.

In the first semester, the counselor teaches within the social studies class period about interpersonal relationships. The aim is to increase the student's understanding of himself and his relationship with adults and with his own age group. In the second term, a student comes to make a tentative vocational or

college plan. Furthermore, he arranges a schedule for his junior year in the light of that plan.

3. Junior Year.

During this year the Iowa Test of Educational Development is administered again. Students are urged to attend College Night and Career Night meetings. Moreover, the vocational or college plan which was made previously is reviewed, and the schedule for the senior year is adopted.

4. Senior Year.

Students who want to go to a college are given more information about college entrance examinations, scholarship opportunities, and the deadlines for obtaining acceptance. On the other hand, those individual students who want to start a vocation are given the chance to learn more about job offerings on local and regional levels. In this year recommendations are written for pupils applying for jobs, colleges, and scholarships.

III. Conclusion.

From what was mentioned about the guidance movement in Iran, it can be noticed that the Ministry of Education has not yet made serious attempts for the establishment of an organized guidance program. The activities carried out so far are by no means enough, and a plan of action is yet to be adopted. In the light of the description given about the guidance program of Hayward High School, the following points should be taken into consideration for its adaptation into the guidance program in Iran.

1. To carry out an organized program, it is necessary to state the objectives clearly to serve as guides for people responsible for carrying out the program.

2. The responsibilities and duties of the organization and individuals involved in the program must be indicated.

3. The services that are to be included in the program have to be discussed so as to determine what each service is to accomplish.

4. Finally, it has to be pointed out how the guidance services must be administered during the three years of middle school.

IV. Summary.

It was pointed out in this chapter that certain principles related to guidance and counseling were adopted in Iran in 1959. An Office of Guidance was, then, founded in the Department of Secondary Education to prepare facilities for counseling activities in schools. Some standardized tests were prepared and a number of counselors were trained.

In describing the guidance program of Hayward High School, it was mentioned that there is a correlated social-studies guidance program. The aims are to help students in their educational and personal problems, and to enable them to plan for their prospective vocations or college study. These objectives are realized through certain services provided to students and parents within the four years of high school.

In conclusion, it was pointed out that there is now a need in Iran to adopt a plan of action for the implementation of a vocational guidance program. The following chapter, therefore, will be devoted to giving suggestions and recommendation for such a program.

CHAPTER IV
RECOMMENDATIONS FOR THE ESTABLISHMENT
OF A VOCATIONAL GUIDANCE PROGRAM FOR
THE MIDDLE-SCHOOLS OF IRAN

The aim of this chapter is to offer recommendations for the establishment of a vocational guidance program for the middle-schools of Iran. Such recommendations will be based on the insight gleaned from the model program discussed previously and reading from the general field of counseling. The assumption implicit here is that the experiences of others, with certain modification, may be profitable for Iran. The situation existing today in Iran will be given paramount consideration in making suggestions.

I. Objectives of Vocational Guidance.

The principal goal of a vocational guidance program in the middle-school is to help individual students plan their future education and vocation with a clearer vision and on a more realistic basis. In so doing, the guidance program ostensibly is not only

concerned with students themselves, but also with their parents. Attempts should be made to help the students in the following four ways: 1. to become aware of their strengths and weaknesses, 2. to know about the developmental trends of the country, 3. to become acquainted with the world of work, and 4. to come to realistic decisions about their future careers and work in the light of which they could subsequently begin to plan their education and training.

In Iranian society, the family has traditionally served as a directing agent by which an individual relates himself to the rest of the social system, whether in terms of politics, employment, or education. The father may exercise absolute power over his children and greatly influences the choice of both the education and vocation that the members of the family enter. In traditional families, he is the one who unilaterally decides the future of his children. In the more modern families, which are few, the father plays the role of advisor, and of course, his views must be given considerable attention by the children.¹

¹A.R. Arasteh, Man and Society in Iran (Leiden: E.J. Brill, 1964), p. 143.

The parental role is such an important one, especially that of the father, that it must not be overlooked by any guidance worker. In helping a student in his planning, the counselor must remember that the cooperation of the parents is of prime importance. He should make it clear to them that the guidance provided to students by the school is to supplement the guidance that is given to children by the family. If the counselor neglects the influence and role of the parents, he will most probably come into conflict with them. Parents may even come to think of school guidance as a threat to their authority. The writer, therefore, believes that the guidance worker has to clarify the function of vocational guidance to parents, and in this, of course, he must be supported clearly by the school administration. The counselor is to inform them about the changes that are occurring in the social and economic system of the country, and the opportunities that are available to their children.

II. The Responsibilities of Organizations and People Involved in the Program.

A. The Function of the Office of Guidance.

As was mentioned previously, after the adoption of the principles relating to guidance and counseling for the Iranian school, an Office of Guidance was established in the Ministry of Education to take responsibility for providing necessary facilities.

The most important attempt made by the Office of Guidance to date would appear to be the preparation of standardized tests. According to governmental sources, there are now enough tests available in Persian to be used for the present guidance program. The second activity of the Office was the training of a number of teacher-counselors. General procedures were adopted for this training, but all of them were abandoned. Finally, this job was handed over to universities which intend to train two groups of counselors. The first group will be those who have experience in teaching and are to be given one-year of training only. The second group will be those

who will take guidance and counseling as a university major to receive the B.A. degree.

With regard to the training of counselors, the writer has the following recommendations to make:

1. It is suggested that only experienced and interested teachers be selected for receiving a one-year training in guidance and counseling, and that the plan to prepare counselors receiving a B.A. degree after four years of study be reconsidered. The reason for is that a teacher-counselor is in a good position to observe students closely and to establish close relationships with them. The second reason is that a teacher-counselor is looked upon by teachers as a member of the teaching staff and this may give him the opportunity of obtaining the cooperation of other teachers for his work. Moreover, a teacher-counselor has a good chance to obtain the understanding of families for counseling activities because parents look upon him as the teacher of their children and have respect for him.

There need to be people with greater training in counseling and guidance to train those teacher-counselors. The writer suggests that the Department of Education in the University of Tehran and in Teacher Training Colleges prepare this second type of counselors in the M.A. period which is of two years duration. Candidates are to be selected from among those who have a B.A. in education or psychology.

2. It is recommended that the following courses to be given in one-year period to interested and experienced teachers to be prepared for guidance activities:

a. Psychology.

This course could give the trainees an understanding of the laws of human growth and development, especially during the adolescent period, as well as and a knowledge of the particular problems of young people in the Iranian culture.

b. Principles and Techniques of Guidance and Counseling.

The aim of giving the course is to counselors-to-be become acquainted with the relation of guidance with

education, the administration of a counseling program in the school, and various techniques of counseling.

c. Test and Measurements.

In this course, the trainee is to learn about major types of tests, their administration and interpretation, and particularly those developed for Iran.

d. Sociology.

The objective of providing such a course is to increase the knowledge and understanding of the future counselor about the cultural setting of different communities and classes in Iranian society. This would help him to be better informed about the values and norms that influence the attitudes of people in general, and youth in particular, toward job selection.

e. Economics.

Through this course, the trainee is to be provided with an opportunity to become acquainted with the economic system of Iran, to be aware of the changes

that are occurring in the country today, and to be come knowledgeable about vocations that are available for youths in different parts of Iran.

3. A third recommendation involves the preparation of publications. An important and vital instrument in the work of vocational guidance is a series of publications which helps the counselor obtain accurate information about vocations and college studies. To the best knowledge of this writer, no attempt has been made so far in this respect. It is, therefore, necessary to prepare the following publications:

a. A publication should be prepared about the vocational opportunities in the various regions of the country. The preparation of such a publication could be a joint effort of the Office of Guidance, the Plan Organization, and the Ministry of Labor. The Plan Organization is in a position to provide the Office of Guidance valuable information about present job opportunities on a regional basis as well as new jobs that are going to be created. Indeed, the cooperation of this Organization is highly significant for the Ministry

of Education, particularly in terms of educational planning.

The Ministry of Labor has an office of vocational information, and through this office it has gained much experience. It, therefore, can provide the Office of Guidance with information relative to any specific job. The vocational publication should contain the following points:²

1. The kind of job.
2. The place where the job is available.
3. Requirements for employment.
4. Education needed for obtaining the job;
 - a. Secondary education.
 - b. University education.
5. Specific skills required.
6. Maximum and minimum age required for employment.
7. Starting salary.
8. The opportunities for promotion.
9. Training provided at the start of employment.
10. Physical attributes needed for the job.

b. A second publication should concern itself with education after high school. It should consist of three sections:

²This list was adapted by the writer on the basis of information in B. Bidel, Principles of Guidance in Education (Tehran: Ministry of Education, 1966), pp. 90-93 (in Persian).

1. The first one is to be devoted to information about the training centers that prepare high school graduates for one or two years of employment with particular governmental as well as non-governmental organizations. There should be information about the qualifications needed for entrance to each center, length of training, subjects of study, and employment opportunity that each kind of training provides to candidates.

2. The second section should encompass information relative to university education in Iran. The points to be discussed would include the number of universities, the faculties and schools comprising each university, the type of entrance examination, content and length of study for each major, the tuition required, and the work opportunities for which each university major prepares the candidates.

3. The last section should include general information about higher education abroad. Since Iran still needs to allow a number of students to go to

foreign countries for university education, it is necessary that the Office of Guidance, with the cooperation of the Office of Student Affairs Abroad, prepare such a section. The points that need to be included are: the major fields of study for which Iran has a need, the most important problems that confront Iranian students in foreign environments such as language, the nature of examinations, the characteristics of major foreign universities, and the approximate expenses. It would be desirable also that a cultural orientation to the country of the proposed study sojourn be provided to indicate approved patterns of behavior to be encountered.

It should be pointed out that the Office of Guidance has to evaluate all of these publications regularly in order to eliminate out-of-date and irrelevant information and to include new material.

B. The Responsibilities of the Provincial Departments of Education, the School Principal, and Teachers.

There is a Department of Education in each province (estan) to link the educational organization

of the province with that of the Ministry in Tehran and to supervise the activity of schools. The writer believes that the function of this department for the guidance program should be that of establishing a link between the Office of Guidance in Tehran and the schools. The provincial Department of Education is to be responsible to supervise the counseling activities in the whole province.

At the school level, the principal has the crucial role of leadership in creating indispensable cooperation between the counselor and teachers on the one hand, and the counselor and parents on the other hand. He is responsible to provide the guidance worker with time, office, and other facilities for the accomplishment of his duties.

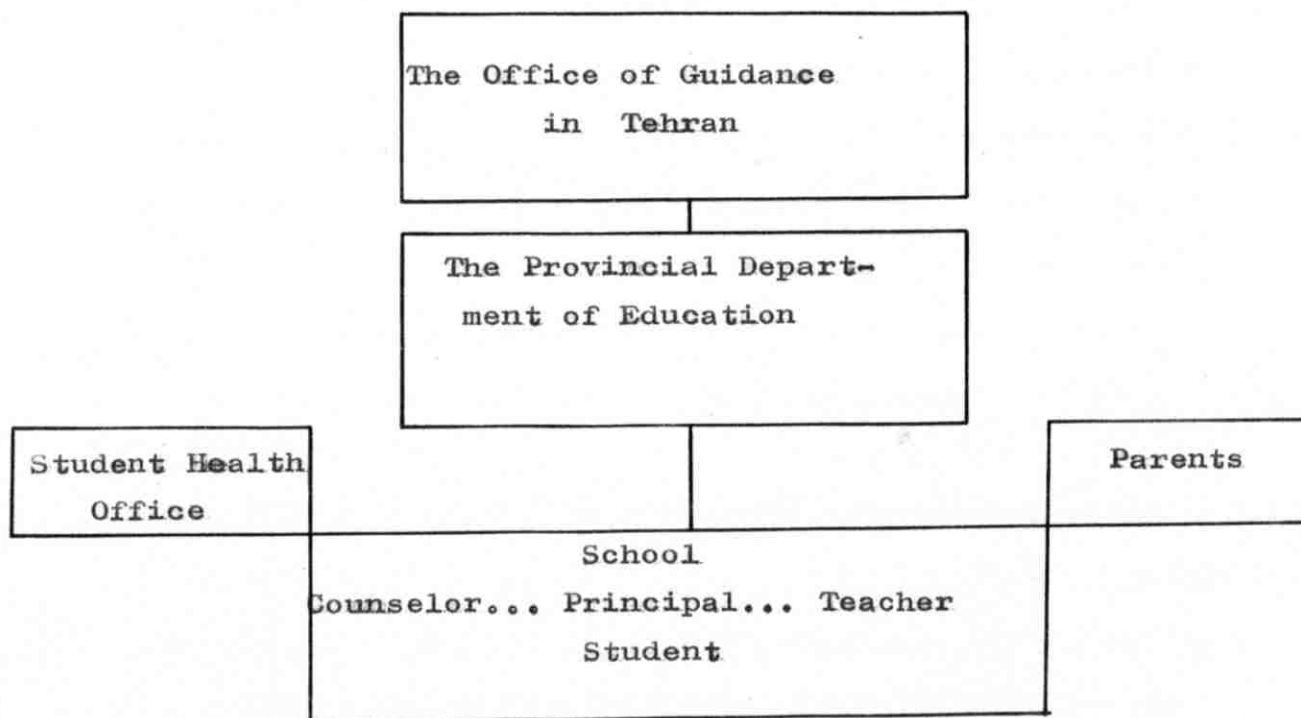
Since teachers are in continuous contact with students, they are able to give valuable information about pupils to the counselor. To obtain the cooperation of teachers, the teacher-counselor must first help them become acquainted with the objectives and function

of the guidance program of the school. To do so, it is recommended that the counselor should establish a brief orientation program for teachers at the beginning of the academic year. Since guidance is a new concept for the majority of teachers, such a program could help them become acquainted with the value of counseling activities for students and society.

The relation of the Student Health Office to the school should be changed. At the present time this office concerns itself only with those students who are sent to it by the school as patients. The physician sees the sick pupil, gives a prescription, and closes the case. In other words, the Health Office not only does not send the school any report as to the health condition of the student, but also does not keep any kind of medical record for itself. This writer believes that a closer relationship must exist between the school and the Student Health Office. Each pupil should have a medical examination at the time of registration, a report of which is to be sent to the school and to be kept in the student's record. Moreover, when a student

is seen by a physician, the office should send to the school a report indicating his condition of health.

The following chart shows the organization of the guidance program as it should be and illustrates graphically the relation of the Student Health Office to the rest of the educational structure.³



³The chart was prepared by the writer.

III. The Services of a Vocational Guidance Program.

In any program of guidance like that of the Hayward High School, there are a number of services through which it becomes possible to realize the aims of the program. In other words, each service or activity is designed to help the counselor to accomplish some of the objectives of the entire program. They attain the aims of vocational guidance in the Iranian middle-school, two groups of services are recommended to be included in the counseling program.

A. The Group Services.

Group services are those activities through which it is possible to give guidance to a number of students at the same time. Such activities are favorable for economic reasons because the guidance worker is able to counsel a number of students at one time in accordance with a pre-arranged schedule.

1. The Orientation Service.

This service should be made available to students as well as to parents. The prime duty of

the counselor toward pupils is to help them understand the nature of middle-school education, the significance of this period of studies in their lives, and the decisions that have to be taken at the end of the period. Moreover, the counselor should clarify the aims of the vocational guidance program and the activities that will be carried out for helping individual students in planning their future .

The guidance worker also has an important primary duty toward parents. The purpose of the home-school relationship has usually been misunderstood by Iranian parents. Perhaps they have not been sufficiently helped by the schools to understand it correctly. It is generally believed by parents that when they are invited to the school, they are going to be asked to pay for needy students or for participating in a certain project. In other words, they feel that/^{when}they are asked to go to the school, they must give something. This is such a prevalent attitude that it allows parents to pay a minimum of attention to the invitations of the schools, and thus they often refuse to cooperate.

The importance of an orientation service for parents is that it gives the counselor the opportunity to obtain the cooperation of the students' families. This can be accomplished by informing them of the purposes of the guidance program, so that they will realize that when they are invited by the guidance worker, they are going to be provided with help and advice for the benefit of their children.

2. Vocational Information Service.

This activity is also both for students and parents. As was discussed in the first chapter, the students of middle-schools are too young to know the social and economic changes that are occurring in Iran, and to view accurately the vocational opportunities that exist in the country. The objectives that the counselor should achieve through this service is to provide students and parents with a clear picture of the country's economic and social conditions, and the work opportunities that are available for youth.

3. Education Information Service.

The purpose of this activity is to increase the knowledge of counselees about (a), the characteristics of education in the second cycle of secondary school and (b), the nature of studies after high school in Iran and qualifications needed for higher education.

4. Testing Service.

Through this service the counselor becomes able to collect data about the strengths and weaknesses of individual students. The writer recommends two kinds of standardized tests for use in the vocational guidance program: the achievement test and the aptitude test. The former enables the guidance worker to know what an individual student has done or learned in specific subject matter areas. Moreover, an achievement test is a means through which it is possible to compare the achievement of one person with that of others, with the averages of groups in widely different sections of the country, and with his own previous achievement. Testing

instruments of high quality undoubtedly provides the counselor with great help in the diagnosis of individual student strength.⁴

The second kind of test, that of scholastic aptitude, is concerned with both present and future in the sense that it gives the guidance worker the chance to predict what an individual student may be able to accomplish on the basis of what he already knows.⁵

5. Preparing the Student Record.

It was mentioned in the third chapter that the Iranian school keeps a very inadequate and apparently useless type of student record. One of the responsibilities of the counselors toward students is to prepare an adequate record for each pupil coming to the middle-school. Such records should include the following information:

⁴A.J. Jones, Principles of Guidance, Fifth edition (New York: McGraw-Hill Book Company, 1963), p. 69.

⁵Ibid., p. 70.

- a. Personal identification: name, date of birth, place of birth, sex, and residence.
- b. Home and community: name of parents, their education, age of parents, home environment, material status of family, siblings - names, ages, and education.
- c. Scholarship: school marks by years and subjects, special report on failure, and rank in class.
- d. Test scores and ratings.
- e. School attendance.
- f. Health: height, weight, vision, hearing, physical disabilities, and disease record.
- g. Activity: Athletics, clubs, non-school activities, and hobbies.
- h. Comment of teacher.
- i. Educational and vocational interests of the student as expressed by himself.⁶

B. Individual Service of Interviewing.

Through the above mentioned services, the counselor is enabled to collect data about students, provide various information to students and parents. The guidance worker, however, must have individual counseling interviews because there are times that counselees need to have information on particular points. Moreover, it is in the individual counseling periods that the counselor can help the student to plan for his education in

⁶The list was adapted by the writer on the basis of information given in H. B. McDaniel and G. A. Shaftel, Guidance in the Modern School (New York: Holt, Rinehart Winston, 1966), pp. 187 - 189.

the light of a vocational choice.

The method of interview that the writer recommends for the students of middle-school is one that is "directive" because the students are very young and need help and advice in decision-making for the future. The directive counselor is, in part, characterized by actively making use of tests and other records, and being free in giving advice and information.⁷ To state it differently, having a variety of data about students and the educational and vocational condition of the country, the directive counselor attempts to provide counselees with necessary advice for planning.

IV. The Services to be Provided in Each Year of Middle-School.

A. First Grade.

1. Arranging an orientation program for parents and students at the beginning of the year.
2. Collecting necessary data and information for preparing a record for each pupil.

⁷Jones, op. cit., p. 215.

3. Giving information about the economic conditions of the country and developmental plan to students through units to be taught in the classes of history and geography, and to parent in periodic meetings.

4. Administering achievement tests to collect data on the ability of students in handling material in subject matter areas.

B. Second Grade.

1. Providing students and parents with information about occupational opportunities, and qualifications needed for various jobs.

2. Giving information about post-high school education and on the university level, and the vocational opportunity that each kind of study program offers students.

C. Third Grade.

1. Arranging periodic meetings to discuss with students and parents the nature of education in the

second cycle of secondary school, the divisions that exist in that period, and the relation of each of those divisions to university education or job-finding.

2. Administering an achievement test again to know the rate of student development.

3. Giving pupils an aptitude test to discover the potential a student may have for learning in the future.

4. Providing students with individual counseling periods in which to help them make choices relative to a branch of study in the second cycle of secondary school which will lead them toward a certain type of university education or employment.

5. Writing recommendations for students at the end of the year for registration in a branch of the second cycle.

CONCLUDING STATEMENT

Iran is passing through drastic changes and programs are being carried out to improve the country

socially as well as economically. A main obstacle in the way of progress in Iran is the shortage of manpower resources, and the need for human capital becomes more critical as the scope of the development plan increases.

While young people are the great hope of the nation in terms of preparing themselves to take part in building the country, the inadequacy of their experience and the pressure of certain family and social values mitigate against their being ready to take the places they ought to take in accordance with their capacities. The young students of middle-school when fifteen or sixteen have the great responsibility of deciding about their future education in the light of a probable vocation three years hence. They naturally are unable to make realistic plans without help. This is the duty of the school, therefore, to establish harmony between individual plans for the future and national needs. Thus avoiding a high rate of mismatching, there should be less loss of human energies and a lower incidence of frustration.

To do so, the middle-school needs to provide students with vocational guidance through which to help them base their plans in line with their own abilities as well as the needs of society. The establishment of a systematic vocational guidance program in the middle-school of Iran holds the promise of providing youth with necessary assistance in determining their own future.

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