

Identifying Factors Affecting Educational Policy-Making Based on Third Millennium Characteristics

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Abstract

Purpose: The purpose of this study was to identify the factors affecting educational policy-making based on the third millennium characteristics.

Methodology: This study was applied in terms of purpose and qualitative in terms of implementation of the data foundation type. The research population was the documents in 2009 to 20019 and educational policy-making experts in 2019, among which 15 were chosen according to the original saturation principle with purposive sampling method. The research tool was a semi-structured interview, whose validity was confirmed by experts and evaluated with proper triangulation method and its reliability was obtained by an internal agreement method of 0.83. For data analysis, content analysis method was used in MAXQDA12 software.

Findings: The findings showed that the factors affecting educational policy-making had 9 dimensions, 39 components and 209 indicators, including educational stakeholders, psychological factors, economic factors, technological factors, legal factors, social factors, cultural factors, belief and ideal factors, and political factors. Also, the third millennium education has 6 dimensions, 33 components and 74 indicators, including the characteristics of philosophy and training goals, characteristics of curriculum, educational system characteristics, environmental characteristics and educational space, characteristics of teachers and characteristics of principals and policymakers. In general, for factors affecting educational policy-making based on the third millennium was identified with 15 dimensions, 72 components and 283 indicators.

Conclusion: Considering the factors affecting educational policy-making based on the third millennium characteristics, the dimensions and components identified in the present era can be promoted.

Keywords: policy-making, education, third millennium.

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Introduction

Education, one of the main pillars of the development of each country has a major part of government funds and personal costs each year (Su, Lau & Rao, 2020). Efficiency of the educational system requires planning and educational policy-making based on realities, by the help of which, one can maximize the use of resources and facilities and optimize this system (Beach, Bagley, Eriksson & Player-Koro, 2014). Policy-making means the process of choices, decisions, measures and achievements for specific issues and decisions (Abbott & Nininger, 2021). Policy-making in each area is like a cycle, in which the problems and challenges are considered as a matter, are examined from different angles, policies are determined, implemented and evaluated, and modified if necessary (Guo, Song & Chen, 2019). Policy-making in education, as the most influential and most effective type of public policy-making, includes a set of policies, procedures and actions that the government prepares and implements to empower and develop individual and social skills of students, eliminate the dilemmas in the field of education, as well as improving the quality of it (Heydari, 2020). In Iran, policy-making institutions in the educational system include the following. First, the Supreme Council of the Cultural Revolution performs as the highest policy-making and planning reference of higher education in the country. Second, the Ministry of Culture and Higher Education of Iran (Ministry of Science, Research and Technology), which was formed to examine and provide basic goals and general policies and planning at all levels of educational and scientific research and coordinating between them. Third, universities and educational and research institutions, which are formed under the supervision of the board of trustees of universities and higher education institutions. Fourth, the Supreme Council of Education, which is a policy-making reference in the field of public and secondary education duties within the framework of the general policies of the regime and regulations of the subject matter, and its administrative organization operates with an independent budget and organization under the supervision of the Supreme Council of Education. The chairman of the council is with the presidency, and in his absence, the Minister of Education will be presided (Akbari, Navidbakhsh & Bakhtari Fayandari, 2016). Educational policy-making in the educational system means identifying the overall policy or a series of principles and actions related to educational affairs, based on the desirable and transcendental goals of policymakers (Liorent, Farrington & Zych, 2021). Since education is a phenomenon that has a place, obvious and hidden, in all pillars and social institutions and penetrates through the interactions of the whole social system, it involves a combination of social relationships and tensions. Accordingly, policy-making instruction cannot be disregarded by national and international conditions. One of the most important factors influencing the policy-making is the economic factors governing society. Cultural factors, as an effective factor, include a set of traditions, values, norms, beliefs, attitudes and insights of the society, which are transmitted from generation to generation. In addition, the education system is affected by political agents due to being in the political system (Talebi, Seyednazari & Soodi, 2017).

The characteristics of the 21st century or the third millennium cannot be expressed, but what is certain is that the third millennium will not have the quiet and slow trend of the before, and man will find solutions to the obstacles and challenges of this millennium by relying on their intelligence and thinking (Al- Hadi, 2020). The third millennium, narrates a new world with specific concerns, questions, challenges, opportunities, threats and conditions, and the third millennium's transformative agents and forces, such as information and communication technology, globalization, digital age, the emergence of intellectual capital as the most important capital of the present day, have created accelerated changes in the economic, social, cultural and political areas (Constantinescu, 2018). In the third millennium, the growth of the information and communication process has created many changes and rapid changes in various organizations and faced these organizations with new and serious challenges (Atabekova, Belousov & Shoustikova, 2015). During this period, many changes occurred in attitudes, thinks, methods and expectations, and any decision taken is appropriate if it is taken in place of what happens in the future (Tausan, 2013). What is certain is that in the third millennium, information and communication are the axis of transformations and the use of the words such as the global village and the era of information explosion, etc. is influenced by these ideas (Tan, Choo, Kang & Liem, 2017).

Although no research is done on the factors affecting the education policy based on the third millennium characteristics, research on education policies and the third millennium characteristics have been carried out. For example, the results of Khadivi, Seyyed Kalan, HosseinPour, Ahmadi & Tarehbari (2018) showed that the factors affecting the quality of education and teaching from the viewpoint of the professors, respectively includes intrinsic factors, individual and professional characteristics of professors and extrinsic factors, and from the viewpoint of students, respectively includes individual and professional characteristics of professors, environmental-organizational factors and extrinsic factors. During a study, Maniei, Soleimani, Abbaszadeh & Tabatabaee (2018) concluded that the most important factors affecting the pattern of appropriate educational governance in the educational system involves promoting the private sector as the factor of production in strengthening growth, strengthening popular participation in order to influence policy-making, activating civil community, decreasing government tenure and concentration, clarification, and reporting reasons for failure in educational programs, ensuring coherence and political unity at different levels of educational and capabilities of schools and educational centers for planning and management. In another research, Talebi et al. (2017) reported that factors affecting the educational system included economic, social, political, cultural, legal and psychological factors. In addition, Meshkani, Akbari & FazaeliGah (2016) introduced factors influencing policy-making in education to be including social factors, economic factors, cultural factors and political factors. In another research, Rabiee & Nazarian (2011) reported that the effective factors in higher education policy-making included economic, political, scientific and educational, social and cultural factors and administrative structure. Also, Shahtalebi (2016), while researching the identification of the important characteristics of the third millennium universities concluded that six effective components included educational system, academic space, academic leadership, curriculum, faculty members and students. In another research, Hoseini & Nasr (2012), introduced the higher education components in the third millennium to be including the design and explanation of the goals, headings, and contents of courses, professors, students, organizing and management organizations, space and educational equipment, support forces, learning strategies, management strategies, support process, product and outcomes of curriculum and consequences of curriculum.

The most important tasks of the educational system include the production of improved, skilled, capable and desirable human resources in various social areas, and what is more important than before and of high importance in the present, is the right performance of a national decision due to its international implications. In the third millennium, whose main characteristics are diversity and rationalism, societies and educational systems are exposed to rapid changes, and therefore the continued assessment of the philosophy of education and policy-making about it is necessary. In addition, on the one hand, reviews indicate low efficiency of policies making in education, and, on the other hand, few studies are conducted on education policy-making, and no research has investigated its effective factors from the viewpoint of the third millennium and there are many research gaps in this regard. Also, in education policy-making, the need to identify educational problems, decision making on various issues and solutions, designing appropriate policies, precise and accurate implementation of policies, evaluating the results and consequences of applied decisions and modifying the decisions and policies is outstanding. The realization of this requires doing research in accordance with the third millennium characteristics. As a result, the present study was conducted with the objective of identifying the factors affecting on education policy-making based on the third millennium characteristics.

Methodology

This study applied in terms of purpose and qualitative in terms of implementation of the data foundation type. The research population was the documents in 2009 to 2019 and educational policy-making experts in 2019, among which 15 were chosen according to the original saturation principle with purposive sampling method. Population of the first part were the documents, including the Fundamental Transformation Document, the constitution of the Islamic Republic of Iran, the Prospect Document, the Five-Year Development Plan of the Islamic Republic of Iran, the comprehensive scientific map of the country, the Declaration of Human Rights, UNESCO approvals and the articles in the field of education, and the

characteristics of education of the third millennium. The sample in this part consists of 12 internal articles and 5 foreign articles about policy-making and 9 internal articles and 6 foreign articles of the third millennium, and relevant and accessible upstream documents. The population of the second part was the experts of the education policy makers, and the sample of this part included 15 informed persons with adequate knowledge in the field of research that were selected by purposive sampling. In addition to knowledge, they were considered as a member of research sample in the case of having at least 25 years of work experience and at least 15 years of management experience.

To conduct this research, after reviewing the documents, a number of interview questions were designed with the help of professors. Then, sampling was done and the interviewees were coordinated by phone or in person about the place and time of the interview. It should be noted that for the interviewees, the importance and necessity of the research was stated and they were reassured about the observance of ethical points such as confidentiality of personal information, etc. The interviews were conducted at the designated time and place, and in addition to the essential notes, the voices of the interviewees who had previously been informed of were recorded and re-examined. The average interview time with each person was about 30 to 45 minutes. In this study, in addition to reviewing the documents, semi-structured interviews were used to collect data. The validity of the interviews was confirmed by the experts and was evaluated by appropriate triangulation method. Triangulation and control methods were used to verify transcripts of interviews by colleagues. For this purpose, the method of extensive description was used to ensure that each general category that emerges from within the study has the same meaning for the researcher and respondents. Another method used was to take notes during the interviews to ensure that the information collected from respondents was accurate. Another solution was to use collaborative methods between the researcher and the interviewees. In this study, the participatory method was used in the form of interviews and interactions between the researcher and the interviewees, and finally the method of reviewing information by research colleagues was used. Also, the reliability of the interviews by intra-subject agreement method was obtained to be 0.83. Finally, to analyze the data, content analysis method was used in three stages of open, axial and selective coding in MAXQDA12 software.

Findings

A sample of the results of the interviews to identify open, axial and selective codes of factors affecting education policy-making is reported in Table 1 and education of the third millennium in Table 2.

Table 1. Sample of the results of the interviews to identify open, axial and selective codes of factors affecting education policy-making

Selected code	Axial code	Open code
Belief and ideal factors	Philosophy and worldview dominating the population	Reaching the perfection of divine revelation and belief to handle and help other people and to serve God and thanksgiving for His blessings
	Belief in the absolute sovereignty of the eternal divine power	Having a creator, moderator, origin and destination for the world

Table 2. Sample of the results of interviews to identify open, central and selective codes of education in the third millennium.

Selected code	Axial code	Open code
Characteristics of teachers	Information literacy	Having the ability to work in a virtual environment, having the ability to work with the network, giving importance to technology of education and giving importance to learning without time and space

Team teaching	The use of learners in the course of training, not using traditional trainings, giving a central role to learners in the teaching process, prioritizing group interests over individual interests in learning and better learning in group
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Table 1 shows an example of the results of interviews to identify open, axial and selective codes of factors affecting education policy-making and Table 2 shows an example of third millennium education. An example of a review of documents to identify open, axial and selective codes of factors affecting education policy-making is reported in Table 3 and education of the third millennium is reported in Table 4.

Table 3. An example of reviewing documents to identify open, axial and selective codes of factors affecting education policy-making

Selected code	Axial code	Open code
Cultural factors	Ethnic and linguistic diversity	Giving importance to local language, paying attention to the official language, paying attention to accents and dialects, paying attention to ethnicity, and paying attention to different customs of villages, regions and cities
Political factors	The ruling political system	The intervention of political system in the educational system, the alignment of political system and educational system, the interaction of the political and educational systems, dominancy of political system on educational system and the change of educational system by the political system

Table 4. Sample of review of documents to identify open, axial and selective codes of education in the third millennium

Selected code	Axial code	Open code
Characteristics of the educational system	Emphasizing creativity and innovation	Preparing an appropriate context for training creative and innovative human resources, raising new ideas in the educational system, preparing the context for training entrepreneur and thoughtful human resources and fostering professional citizen
	Fostering all kinds of intelligence	Giving importance to spiritual intelligence, giving importance to physical intelligence, giving importance to political intelligence, giving importance to cultural intelligence, giving importance to economic intelligence, giving importance to social intelligence, giving importance to managerial intelligence, giving importance to organizational intelligence, giving importance to emotional intelligence and giving importance to general intelligence or IQ.

Table 3 shows an example of the results of document review to identify open, axial and selective codes of factors affecting education policy making and Table 4 shows an example of third millennium education. Based on interviews and review of documents for factors affecting education policy making, 209 indicators were identified in the form of 39 components and 9 dimensions, the results of its dimensions and components are presented in Table 5.

Table 5. Dimensions and components to identify the factors affecting education policy

Dimensions	Component
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Education stakeholders	1. Governmental institutions, 2. International organizations, 3. Media, 4. Private sector, 5. School-building donors, 6. Families, 7. Teachers, 8. Students, and 9. Principals and administrative staff
Psychological factors	1. Age and gender characteristics of learners, 2. Interests and motivations of learners and 3. IQ of learners
Economic factors	1. Public aid, 2. Exceptions to education budgets, 3. Level of family income, 4. Economic growth or recession, and 5. Dedicated budgets to teachers
Technological factors	1. Globalization and development of information and communication technology, and 2. Scientific, industrial and technical advances
Legal factors	1. Comprehensive scientific map of the country, 2. Five-Year Development Plan of the Islamic Republic of Iran, 3. The Fundamental Transformation Document of Education, 4. Constitution, and 5. International Documents Signed by Iran
Social factors	1. The rate of people's participation in various educational issues, 2. Type of people's attitude toward teaching function, 3. The rate of social demand for education, 4. The social class of parents, and 5. demographic factors
Cultural factors	1. Cyberspace, 2. Ethnic and linguistic diversity, 3. Insights, discourses, norms and values, and 4. The type of attitude toward educational expenses
Belief and ideal factors	1. Believes in the absolute rule of divine unlimited power, 2. The traits and tradition of the prophets and the innocent Imams, and in their absence, the Velayat-e faqih and 3. philosophy and the worldview dominating the society
Political factors	1. Parties and political factions, 2. International political relations and 3. The ruling political system

According to the results of Table 5, for factors affecting educational policy, 9 dimensions and 39 components were identified, the dimensions included education stakeholders (9 components), psychological factors (3 components), economic factors (5 components), technological factors (2 components), legal factors (5 components), social factors (5 components), cultural factors (4 components), belief and ideal factors (3 components), and political factors (3 components). Based on interviews and reviews of documents for the third millennium education, 74 indicators were identified in 33 components and 6 dimensions, and the dimensions' results and its components were presented in Table 6.

Table 6. Dimensions and components for identifying the third millennium education

Dimensions	Component
Characteristics of philosophy and aims of education	1. Rethinking the mission of school, 2. Introducing and institutionalizing the components of the third millennium schools, 3. Facilitating and accelerating the passage of traditional schools to modern, and 4. Access to a coherent framework for change in education.
Characteristics of curriculum	1. Emphasizing the rationality and epistemology, 2. Speeding up the dynamics, and 3. Creating evolution in training
Features of the educational system	1. Giving importance to creativity and innovation, 2. Enhancing confidence, 3. Science-orientation, 4. Growing a variety of intelligence, 5. Standardization of educational requirements, and 6. Giving importance to education through technology
Characteristics of environmental educational space	1. Environmental architecture, 2. Equipping the space to the extracurricular activities, and 3. Messaging in art formats such as a play.

Characteristics of teachers	1. Information literacy, 2. Earning professional identity, 3. Having work ethics, 4. Social control skills, 5. Team teaching, 6. The ability to produce new ideas, 7. Influence and convincing skills, and 8. Being facilitative.
Characteristics of managers and policymakers	1. Skill in creating competitive capabilities, 2. Creating appropriate ways with thought engineering, 3. Utilizing creative and innovative ideas, 4. Welcoming to change, 5. Thinking globally and action regionally, 6. Integrating and combining prospect, innovation and quality, 7. Take advantage of participation system and participatory culture, 8. Flexibility against environmental changes, and 9. Strategic investment on educated and elite manpower

According to the results of Table 6 for the third millennium, 33 components were identified that the dimensions included the characteristics of philosophy and aims of education (4 components), characteristics of curriculum (3 components), characteristics of educational system (6 components), characteristics of environmental characteristics and educational space (3 components), characteristics of teachers (8 components) and the characteristics of managers and policymakers (9 components). In sum, based on the results of Table 5 and 6, it can be said that for factors influencing educational policy-making, based on the third millennium characteristics, 15 dimensions, 72 components and 283 indicators were identified.

Discussion

Given the role and importance of policy-making in the education based on the new era, the present study aimed to identify the factors affecting the education based on the third millennium characteristics.

The results of this study showed that the factors affecting education policy were identified to be 9 dimensions and 39 components that the dimensions included education stakeholders, psychological factors, economic factors, technological factors, legal factors, social factors, cultural factors, belief and ideal factors and political factors. These results were consistent with the results of previous studies in this field including Khadivi et al. (2018), and Maniei et al. (2018), Talebi et al. (2017), Meshkani et al. (2016), and Rabiee & Nazarian (2011).

In describing and interpreting these results, one can say that education stakeholders are one of the most important factors influencing policies in the education, and individuals and groups that are somehow contributing to its success or failure, and their status and education are tied related, can play an effective role on the policy-making of this system. For example, through the private sector partnership in the education, a competition can be created and the quality of education can be helped, but in our country, private sector partnership is only in the form of non-profit schools that have many problems. While, if the private sector is also involved in educational, financial, textbooks, etc., it can help improve the quality by creating competition. Regarding psychological factors, it can be said that today, psychology is linked to education with different methods, and they are incorporated like two bodies in one. Different branches of psychology, such as psychology of growth, child and adolescents, and especially educational psychology, significantly help the educational system. So, it can be claimed that psychological factors are one of the factors influencing the education policy-making process, based on which, individual differences and student needs are important from perspectives of emotional, psychological, personality, social, job, etc. About economic factors, it should be said that education, like any other institution, is costly and requires funding and financial source. As a result, one of the factors influencing educational policy-making is undoubtedly economic factors, and according to the budget of all schools of the Ministry of Education, they are exempted from the cost of consuming water, electricity and gas to a certain extent, and by observing the consumption pattern, or twenty percent of the income from the complications of products and imports of each cigarette with a certain price is dedicated to education since April, 2018, which are examples of the budgeting exceptions in education. In the field of technological factors, it can be mentioned that the current era is the era of nanotechnology or biotechnology, and its common characteristics are rapid advancement of information, techniques and different sciences, and the starting point of any change comes from education. Based on these factors, the latest information and findings should be provided to the educational system, and it is necessary to use the

facilities of the printing industry and proliferation of educational resources. In addition, it can be said about legal factors that the law is a set of regulations and guidelines that are developed and implemented by the high authorities of a country. The upstream documents and rules approved by the Islamic Consultative Assembly and the High School Council are clearly explained by the Ministry of Education in different dimensions. Some of these rules are plotted very beautifully, but unfortunately they do not have the necessary executive guarantee, and their lack of implementation, unfortunately, insert irreparable injuries on the education system. Sometimes, the relationship between these documents is not clear, but what is certain is that they must be in line with and complete each other, and there should not be any conflict between them. Because their implementation, in a general set, will be as education rule. Regarding social factors, it should be said that education is a completely social thing. Because it has social function and results, and on the other hand, it is based on the body of the community. Social factors are also one of the effective factors on education policy-making. For example, people can participate in determining goals, policies and even contents of education textbooks, and people may have a positive or negative attitude to the education function that inequalities can be removed to reduce negative attitudes and increase positive attitudes and income can be created and through social mobility, one can promote health and hope in life. About cultural factors, it should be said that the education has a crucial role in the transfer of culture (a set of values, traditions, beliefs, attitudes, norms and insights of the community) from a generation to another, and the principle of culturalizing begins with education. So, there is no doubt that cultural factors are one of the factors affecting education policy-making. For example, cyberspace challenges students through the need and expectation of society regarding educational disciplines, employment, etc., and leads to appropriate educational disciplines according to the labor market. Another example is the values, norms, traditions, etc. which is gained at a high cost, are transferred to community members through education. Therefore, in macro policies, they should be given importance and transferred to people in the form of textbooks. Because culture is the identity and birth certificate of a nation. In the field of belief and ideal factors, we can mention that our country, is an Islamic country and society, in which a lot of emphasis is placed on Islam and is evident in textbooks. The belief objectives of each country are identified in terms of worldview and the philosophy dominating that society, and in all societies we see these goals and belief factors in various forms based on which, we should mention that the world has a creator, moderator, origin and destination, and in textbooks, this issue is attended to in different ways and different positions. Finally, about political factors, it can be said that the type of thinking and thought of parties and factions and pressure groups has a great influence on educational policies. Political factions consider education as the best place to promote and present their political thoughts, and hence involve in educational policies more, because the stability of the community and its durability is important and has priority, and education is the best place to stabilize and integrate political in society. Another important point is that the educational system has two types of relationship with the political system. In the first type, political system is beside the educational system, in which case there is interaction between them, and in the second type, the political system has full dominancy on the educational system, in which case the government and politicians handle educational system the way they want.

Also, the results of this study showed that 6 dimensions and 33 components were identified for the third millennium, and the dimensions included the characteristics of philosophy and training goals, characteristics of curriculum, educational system characteristics, environmental characteristics and educational space, characteristics of teachers and characteristics of principals and policymakers. These results were consistent with the results of previous studies in this area including Shahtalebi (2016) and Hoseini & Nasr (2012).

In describing and interpreting these results, it can be said that the characteristics of philosophy and training goals are one of the third characteristics of the third millennium, and in this millennium, society and schools are exposed to rapid changes more than the past, which clarifies the necessity of evaluating and continuing the evaluation of the philosophy of education. Contemporary philosophical thoughts are required to help with planners in the form of educational purposes, topics and text content to provide the way of achieving great goals of education which is living better. For example, education, in which diversity and rationalism are important, and this system is not just looking for good citizens and society, but also need to grow people

who learn to live in peace with peace. In education, we need a framework, program and goals for each change, and for example, the Transformation Document can play an effective role in this area. Regarding the characteristics of curricula, it can be said that economic goals are one of the most important goals of the education, and since the work, employment and manpower of a country are considered one of the most important economic supports of a country, so the curriculum system should try to create such spirits. For this reason, different countries try to provide this spirit through providing goals and courses in curricula that encourage students to work with various tools and materials so that they are attracted to work after graduating. About the characteristics of the educational system, it should be said that all components of the educational system are interconnected, and to achieve the common goal of growth and prosperity of students' talents, they are trying to pay attention to creativity and innovation, strengthening confidence, science-orientation, cultivation of all kinds of intelligence, standardization of educational requirements and giving importance to education through technology is necessary. In the context of environmental characteristics and educational space, it can be mentioned that these characteristics have an effective role in the third millennium education, which can be implemented in the fields of environmental architecture, space equipping, improving the extracurricular activities, messaging in art formats such as play, heart writes, irony, and so on. In addition, about the characteristics of teachers it can be said that information literacy, professional identity, work ethics, social control, and the ability to transfer knowledge, ideas and thoughts play an important role in it. There are two approaches in the field of information and communication technology and education. The first approach is IT training and the second approach is training with the help of information technology. In the first approach, teaching concepts and bases and information technology tools in schools are considered as the basis, and the goal is to recognize information technology, but in the second approach, IT technology is used as an instrument for accelerating, facilitating and deepening education. Information literacy is actually crystallized in the first approach. That is, where the person discover the first concepts in relation to the computer and recognizes its functions. In teachers training, it is necessary to pay more attention to the first approach, and in the training of students, the second approach will be more effective. In other words, teachers will obtain a proper view of information technology by strengthening their skills and information literacy, and then use them in their teachings to improve their training. Regarding the characteristics of principals and policymakers, it should be said that to improve it, one needs skills in creating competitive capabilities, creating appropriate ways with thought engineering, using creative and innovative ideas, welcoming the change, thinking globally and acting regionally, combining and integrating futurism, innovation and quality, the use of participation system and participatory culture, compliance and flexibility against environmental changes and strategic investment for having elite human resources.

According to the results of this research, the dimensions and components of the education policy –making based on the third millennium characteristics, the following suggestions are presented:

Educational policymakers are suggested to pay more attention to educational stakeholders, especially teachers in educational policies, due to the importance of the important role of them, and provide the necessary grounds for their participation in education policy-making. Because they may play an effective role in determining educational policies as executives of educational policies that have the most involvement in educational activities.

Considering the role of psychological factors to educational policymakers, the authors of the textbooks and staff principals related to the subject in education policy-making, it is suggested that in compilation of textbooks, the psychological conditions and characteristics of personality, intelligence, age and even gender of students be given specific attention.

Another effective factor was economic factors, considering which, the policymakers are suggested to look at education with the attitude of capital, not consuming, and try to increase its budget so that they will take effective steps to upgrade the future of the country.

Given the role of technological factors and since one of the characteristics of today's world is a steady, rapid and accelerated progress of information, science and techniques, so education is the best place to use them to achieve scientific and technological advances, and educational policymakers, authors of textbooks and

teachers are suggested to equip schools with modern technologies, tailor the content in accordance with the conditions of the day and use appropriate teaching methods to provide concepts.

According to legal factors, policymakers and representatives of the Islamic Consultative Education Commission are proposed to approve laws in appropriation with education. Rules that are plotted beautifully and aimed at enhancing the comprehensive situation and with the necessary executive guarantee.

Given the social factors to parents, teachers and policymakers are suggested to take steps to improve their education in order to promote and value education.

Cultural factors also played an important role in politics, according to which, educational policymakers are suggested to pay special attention to this important factor which plays an important role in organizational success, and organizational culture in the view of experts. Because education is originally the starting point of culture.

According to belief and ideal factors, and since one of the main goals of education is the goal of belief and ideal, and these goals are determined by worldview and philosophy dominating societies, the authors of textbooks, educational policymakers and teachers are suggested to pay attention to these factors in compilation of textbooks, policy-making and teaching.

Given the political factor and since the only institution that exerts irreparable injuries to the economy and culture of the country if politicized, educational policymakers are suggested to think appropriate ways to prevent politicization, and hold training courses of outcomes and consequences of politicization in education for them.

One of the third millennium characteristics is to focus on the characteristics of philosophy and educational goals that policymakers, principals, authorities, authors of textbooks and teachers are suggested to focus on its role, when policy-making, designing, preparing textbooks and teaching.

The characteristics of the curricula were another important dimension of the third millennium, based on which, educational principals and policymakers, authors of textbooks and teachers are suggested to pay special attention to the components of educational programs to facilitate and accelerate the transition from traditional schools to new schools and access to a coherent framework.

Given the characteristics of the educational system, principals and policymakers are suggested to hold courses to understand and recognize these characteristics in order to enhance the quality of the educational system.

According to environmental characteristics and educational space, policymakers, planners, designers, principals and deputies of education and schools are suggested to pay attention to these qualities due to the importance and role of space and the environment in the learning and attractiveness of school and take actions to change and improve educational environment based on them.

Another dimension of the third millennium is the characteristics of teachers, based on which the policymakers, planners and principals are suggested to arrange to participate in classes to learn and apply them given the role and importance of the characteristics of teachers.

Regarding the characteristics of principals and policymakers and their importance in improving the situation of the education system, managers and policymakers are suggested to take an effective step towards promoting the position of the educational system by studying and participating in classes of improving managerial and policy-making skills.

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