



Presenting a Perception Model of Policy Making in Iran Education, by Formulating Educational Policies Based on Critical Sociological Thinking Approach

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Abstract:

Educational policy is a complex issue, inherently political, and intertwined with multiple social values. In other words, it can be said that issues that can be raised in educational policy are social constructions that understanding each of these issues, in addition to disciplinary expertise, requires the use of sociological capacity in educational policies based on social indigenous, regional and global condition. Therefore, in-depth analysis of this type of issues and efforts to resolve them and disputes in educational policies, requires the adoption of approaches that can consider the social construction of educational policy in its multiple dimensions and approaches. Critical analysis of educational policy and the usage of interdisciplinary considerations are among the theoretical traditions of methodology that emphasize the importance of examining the serious issue of educational policy within the historical, social, cultural and political context. Two approaches that their application and development in the field of educational policies are a response to the past and a sign of fundamental changes in this field. However, little attention has been paid to investment to understand the nature of this change and, more importantly, the articulation of educational policies based on two approaches of critical analysis and interdisciplinary approach in the process of educational policies in Iran. During this article, in order to fill the gap, a perceptual model based on the framework of the research method of critical analysis of Fairclough discourse based on the study of educational policy of the Fourth Economic, Social and Cultural Development Plan and the Document of Fundamental Transformation of the Supreme Council of the Cultural Revolution Provided.

Keywords: Educational Policy, Interdisciplinary Approach, Critical Thinking Approach, Perceptual Policy Making Model, Fairclough Critical Analysis

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Introduction and Statement of Problem

Educational policy analysis is the field of educational leadership studies that has long been neglected. Such neglect has led to a deep gap between curricula and the formation, preparation and formulation of educational policies, but in recent decades, educational policy and its analysis has become an important issue for policy makers and educational policy researches are increasingly considered. This attention initially relied on positivist and scientific, rational and functionalist models, which theoretically were low and promoter of traditional views on educational policy.

In other words, the educational policy-making process, as part of the field of educational leadership action, tended to work around a positivist approach. The old assumptions, norms, and traditions of the positivist approach that overshadowed most studies of educational policy have been accepted by researchers as a value-free way to study them. In fact, the analyzes performed, were a linear process with a focus on measurable facts. In this approach, educational policy analysis was performed using systems analysis, structural analysis, cost-benefit analysis and technical-political models. (Diem and Young, 2014 and 2015).

Despite the long dominance of the positivist approach to educational policy analysis, since the 1980s some scholars have abandoned traditional approaches to educational policy analysis and resorted to using critical frameworks to study the educational policy.

Ball (2015, 1994, 1993, 1991) and Stone (2002), for example, opened a new window on educational policy experts by questioning the traditional approach to educational policy.

Rist (1994) also criticized the perception of educational policy as a deliberate process in which a limited number of actors are in-

involved. As mentioned, with putting agenda of education as an important national issue, the educational policy process was also seriously considered and became one of the important fields of research in educational leadership, and due to the dominance of the positivist approach on the process of educational policy, and especially the analysis of educational policy or the satisfaction of educational experts with traditional frameworks of educational policy analysis, attention to critical frameworks and their use in educational policy research, was given serious attention and this led to this that Critical Studies questioning the normative assumptions embedded in politics and explore new possibilities. (Mattheis, 2016).

Accordingly, the critical approach advocated that educational policy is never simply implemented, but is interpreted and negotiated, and that various actors in policy-making institutions and educational settings modify its provisions; A new approach that emphasizes the plurality of educational policies in all areas of education (Ozga, 2000) and takes an interpretive, interdisciplinary and anti-positivist position in the educational policy-making process (Fairclough, 2013).

The development of interpretive and critical analysis and interdisciplinary policy in education is a response to the past and a sign of fundamental changes in the field of educational leadership.

With these explanation, the main question and problem of this article begins with the difference between the style and context of educational policy based on positivism or interpretive policy, interdisciplinary and anti-positivist and critical, and that this type of educational policy is based on which method in the field of educational policy in Iran? Because from the perspective of this research, the difference between these basic ideas in

the field of educational policies is that it constructs meaning and creates the difference between the atmosphere of our education system and the atmosphere of different worlds.

In general, the sub-world that this research addresses and intends to question is "the style and context of the educational policies of Iranian society after the Islamic Revolution and that it is about educational policies is a set of social practices formed or not?"

Guiding and guided practices that should in principle be related to a set of processes of production, presentation, dissemination and promotion of education and social institutions involved that subject educators and learners and try to identify in their favor. In other words, the discourses governing the educational policy-making process in Iran and the discourse and social practices of these discourses, which form the existing discourse order, are the subject of this research.

This research also has a critical position. In this sense, it tries to show what the hegemonic situation is in the field of educational policy in Iran and how the existing discourse order organizes the relations between the upper and lower classes and what social groups do have in connection with this hegemony from a stronger position?

Conceptology of Research

Before addressing the framework categories such as research background, research questions, methodology and research findings, it is necessary to explain the main concepts of this paper, namely analysis, critique, policy and discourse. The purpose of the analysis is to break the foundation of the subject of study. In other words, the critical analyst of educational policy has sought to break the educational policy into its main elements and understand the relationship between the broken components.

The second concept is criticism, which is sometimes misleading. In its common usage, it is often used to negatively evaluate a subject, person, or organization. However, in critical analysis of educational policy, critic is more in the sense of criticism, in the sense that analysis can sometimes have positive consequences or sometimes negative results. In other words, the word criticism in critical analysis of educational policy means problem finding and restructuring of educational policy. The term critical refers to the deconstruction, revelation, and visibility of discourse-textual and inter-discourse-intertextual entanglements. (Qahramani, 2013, p. 204). In Foucault's view, in criticism and critical analysis, we must look at how policy issues have been formed, what needs have been created them, and how they have changed and shifted. (Quoted from Ward, 2004, p. 13).

The third concept is politics, for which different definitions have been proposed and there is no common view on what the concept of politics is. Goldberg (2005) uses the metaphor of the intertwined web of policy to describe the concept of politics.

According to studies of critical analysis of educational policy, politics can be considered as a set of organized discourses that result from an intertwined Discursive Web.

A discourse web is a fluid arrangement of discourses at a given point in time. Politics results in conflicts between multiple discourses, which themselves are the result of multiple voices in specific contexts.

It must be borne in mind that politics does not exist statically or in a vacuum.

In considering politics as discourse (Ball, 2015), political discourses actively circulate knowledge and power and lead to the production of new constructions.

Theorists who have viewed politics as a discourse emphasize the role of power in the process of policy development. (Goldberg, 2006).

From a poststructuralist or Foucaultian point of view, politics is seen more as a diffuse form of governmentality that is a political technology for producing the discourse of subjects and citizens. (Levinson, Sutton and Winstead, 2009).

In general, it can be said that defining a policy and analyzing it is not an easy and straightforward task, but according to the analyst, these definitions will also change. (Ball, 1994; Rizvi and Lingard, 2010; Taylor et al., 1997).

Considering politics as a discourse, a clear definition of discourse must be provided in order to properly understand the meaning of politics. Various definitions of discourse have been proposed. This difference in definitions is due to differences in the views of people who have used the concept of discourse. For example, Foucault's definition of discourse differs from those given by people such as Fairclough, Van Dijk, Van Leeuwen, Laclau and Mouffe.

In sum, discourse can be seen as the active construction of reality, which is itself an interactive phenomenon and a social practice embedded within a web of power relations and the process of social change. (Goldberg, 2005). Sharp & Richardson (2001)

Discourse is considered to be a complex entity that develops within the scope of ideology, strategy, language and practice and is formed through the relationship between power and knowledge.

Foucault (1999) considers discourse as a system that shapes, constrains, and limits the way humans perceive reality. In his view, discourse is an imposed action on reality; An action that makes it possible to

talk about the world. (Quoted from Qahramani, 2013, p. 29).

The Theoretical Framework of Research

A theoretical framework or conceptual framework that is more or less synonymous - is like a window through which the researcher looks at the phenomenon under study. The existence of the word framework in this combination is derived from this fact. It is as if the researcher chooses a specific lens at the beginning of his study and looks at the phenomenon based on it and judges based on it. Accordingly, it is also called the frame of reference. Sometimes this lens is a specific theory and sometimes a set of interrelated theories that make up a scientific discourse. (Fisher et al., 2008).

Therefore, after explaining the main concepts of the article, in the continuation of the article, the evolution of critical analysis of educational policy is discussed as a theoretical-methodological approach:

- Rationalist approach as an ideal approach to educational policy analysis

The decision-making process in the field of social policy that prevailed in the second half of the twentieth century. Under this functionalist framework, educational policy was seen as a decision or the result of an objective decision-making process that aimed to actually solve educational problems. In this view, politics was seen as a text that stemmed from the decision of the governing body. The focus of educational policy analysis was more on decision-making and decision-maker with the aim of improving decision-making processes. In this view, educational policy was considered as a linear process that went through a process from formulation to implementation. In this top-down approach, it was assumed that politics is neutral in nature and that the values of policymakers do not

play an effective role in the policy-making process. Also, the educational policy analyst did not pay attention to the negative role that politics could play. This linear approach to politics, which was considered the realm of government, was heavily criticized by educational management experts, and many of them thought of moving from this approach to a more efficient one. Criticisms such as the inability of individuals to make rational and impartial decisions, the inability to obtain complete information for policy-making, government-centeredness, and the inability to identify multiple actors in the educational policy-making process were addressed. (Goldberg, 2005).

- **Structuralist approach**

An approach that emerged to correct some of the criticisms of the functionalist approach, emphasizing real-world conflicts rather than focusing on the ideal world of politics. This structural approach focused most of its attention on examining the conflicting interests of different groups in politics and the educational policy process. Nevertheless, this approach still focused on the previous approach in several areas. For example, this approach confirmed that educational policy should be a top-down approach. (Op cit).

- **Marxist approach**

Another influential approach in the field of policy and educational policy analysis that emphasizes the role of individual agency in policy conflict. The focus of this approach is more on the effects of educational policy. However, in this approach, education policy is considered as an output of government decisions. (Op cit).

Pluralist approach

A theoretical approach that modified the critiques of previous approaches in part by fo-

cus on politics as a process. This approach is based more on liberal democratic theories, emphasizing that politics is developed through agreement and negotiation, and that several actors are involved in the process of developing educational policy. In other words, proponents of this approach argue that different groups with different values and interests negotiate and compete with each other to influence the development of educational policy. Nevertheless, this approach still believed in the linear construction of educational policy. (Op cit).

- **Anti-positivist and critical approach**

An approach that has been considered in the educational policy process since the 1980s, when the conventional assumptions of rationality and truth of the positivist approach were challenged, and the critical approach of educational policy as a fundamental methodology in the sociology of education was introduced. (Rata, 2014).

This approach examines how decisions are made and how power is exercised in educational policy processes and provides methods for analyzing it. With the continuation and dominance of this approach in the field of educational policy, which was mostly influenced by approaches such as critical theory, critical realism, social constructivism, postmodernism, poststructuralism and feminism, the movement towards critical analysis of educational policy began. With the beginning of the 1990s, critical analysis of educational policy entered a new field that considered educational policy as a socio-historical reality and considered it to be full of the values of its formulators. Accordingly, since then, critical education policy analysts in developed countries have focused more on understanding the complexi-

ties of policy-making and its context, especially its discourse context. (Khorsandi Taskooh, 2014).

Considering the evolution of the critical education policy analysis approach, the educational policy analysis procedure can be divided into two areas: educational policy analysis and analysis for educational policy. (Goldberg, 2005; Bell and Stevenson, 2006; Heck, 2004).

Analysis for educational policy, which is carried out by internal analysts with the support of policymakers and within the bureaucratic structure, seeks to examine the policy process and make suggestions for policy making improvement. Somehow in this approach, the analyst seeks to strengthen the policy process and support policymakers and formulated policies. Monitoring and evaluating existing policies are another goal of this area of policy analysis. (Matisse, 2016).

In the educational policy analysis approach that is considered by the academic

community, the analyst seeks to disclose the sources of domination, examine the role of power mechanisms in the policy-making process and why policy-making at a particular time. In other words, in the analysis for educational policy, the analyst seeks to strengthen the position of the dominant groups and maintain their hegemony in the policy-making process, while the analyst who uses the approach of educational policy analysis is more seeks to empower non-dominant groups and critically analyze the values and ideologies embedded within policy texts. (Gupta, 2014).

Azga (2000) argues that analysis to policy limits policy research to policy agenda and practice, while policy analysis or analysis into policy, examines analysis of the policy process away from policy-making and bureaucratic constraints. (Quoted from Khorsandi Taskooh, 2014).

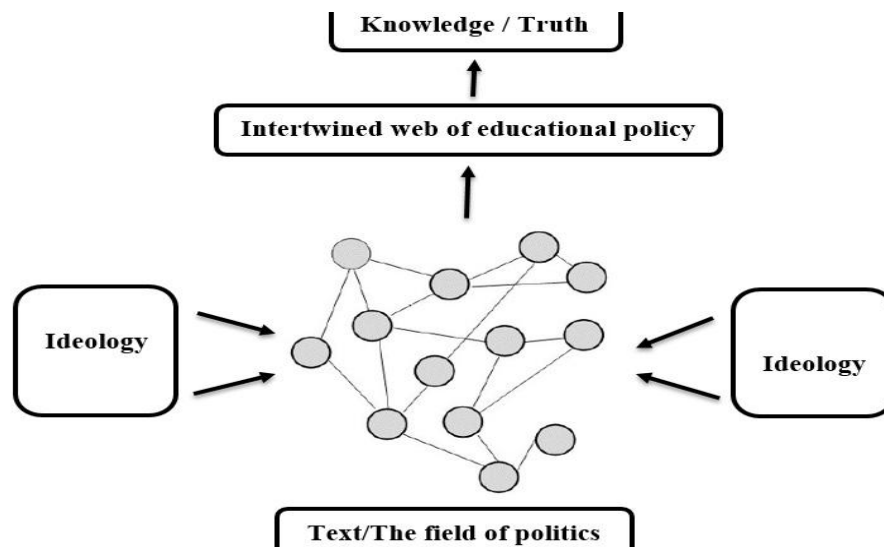


Fig 1: Conceptual model of educational policy analysis (Goldberg, 2005)

Conceptual Model

A conceptual model is a representation of a system that is used by a combination of con-

cepts to help understand a subject. In other words, the conceptual model represents the skeleton of research. (Delavar, 2004, p. 112).

A model is a view of reality that arises in the mind of a scientist - like a sociologist - and surrounds it with a dimension of reality. From another point of view, a model refers to a material or mathematical or logical set that implies the basic constructions of a reality. The general model refers to the whole of reality, and the partial model refers to a part of reality. The scientific model can be divided into two broad groups:

- Descriptive models that are realized by describing what is under conditions that are often unrealistic - but certainly correct.
- Imperative models that try to express the true truth.

Descriptive models have long been used by Malthus in demography.

Cohen defines model as: "The model can be thought of as a model similar to reality or an interpretation of reality, not reality itself." Elsewhere, he points out that the model is the concept of drawing a group of phenomena on the basis of a logic whose ultimate purpose is to organize the terms and relations, that is, the propositions of a formal system, which, if validated, becomes a theory. Then:

The model is similar to reality or an interpretation of it, not reality itself;

- Although the model is not the same as reality, it is related to it and in this case it expresses reality.

Models have eventually become theories, and are appropriate tools in theorizing, explaining theories. The model for theory is the basis for prediction. Cohen thinks the model for theory is like skeleton. The model moves with a suitable structural design to produce the theory. A model can only be judged in terms of its usefulness or not, in terms of its help in determining the validity or invalidity of a theory. Models are also used in reviewing, evaluating information, and forecasting. Model; shapes the structure, and the structure of theories; and because it seeks to describe facts, it is linked to method; because the method also follows steps to reach the answer to the unknowns. The model forms the framework of the theory and establishes a relationship between cause and effect or "variables". (Iman, 2009: pp. 50-52).

Accordingly, due to the main concepts of the present study, which were briefly mentioned above, it is necessary to provide a conceptual model of the relationship between these research concepts as a default:

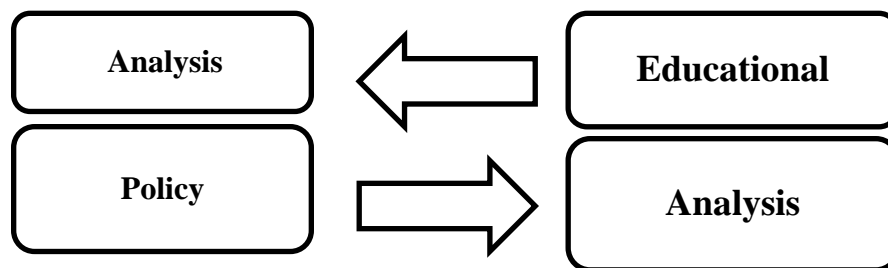


Fig 2: Conceptual Model

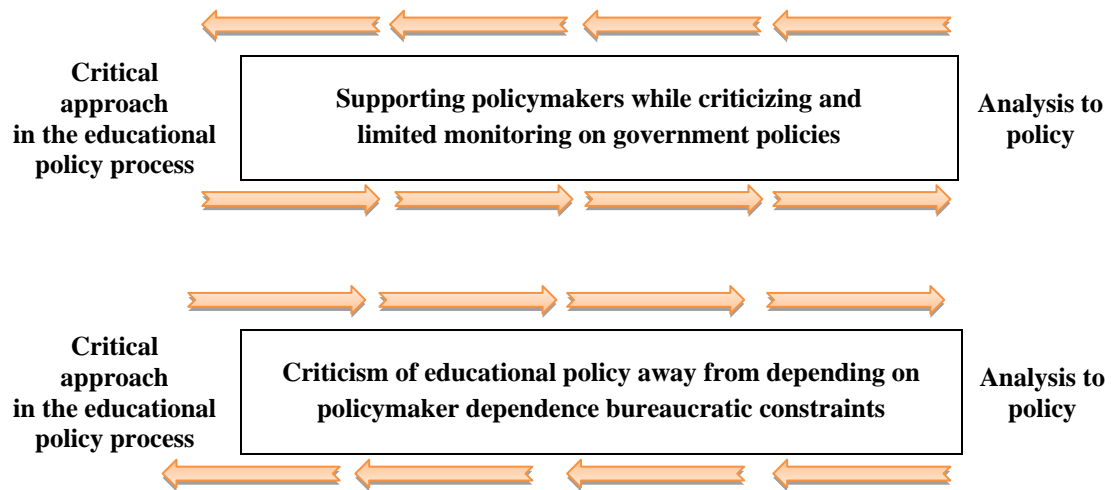


Fig 3: Critical Approach

Research Objectives

The General Objective of the Research

The main and general objective of the research is directly derived from the main problem of the research, and in fact, it is the answer to the research question that determines what the research pursues? (Khaki, 2005, p. 29)

Educational policy is a complex issue, inherently political and intertwined with multiple values. Issues that can be raised in educational policy are social constructions that understanding each of these issues, in addition to disciplinary expertise, requires the use of linguistic and sociological capacity based on local, regional and global conditions. Language plays a central role in the creation and dissemination of these structures.

Therefore, in-depth analysis of this type of issues and efforts to resolve policy issues and disputes require the adoption of an approach that can consider the social structure of educational policy in its multiple dimensions and approaches. Critical analysis of educational policy is one of the theoretical-methodological traditions that emphasizes the importance of studying educational policy within the historical, social, economic, cultural and political context.

Critical analysis of educational policy has the ability to reveal missing values and unheard voices. Critical analysis of educational policy is rooted in those theoretical traditions of which Apple, Giro, Azga, and Ball are the most prominent figures.

The development of critical policy analysis in education is a response to past conditions and a sign of fundamental change in this area. However, little attention has been paid to investment to understand the nature of this change and, more importantly, to articulate critical analysis of educational policy. Therefore, the main and general purpose of this article is to fill the desired gap.

The Specific Objectives of the Research

The specific objectives of the research originate from the general objectives and can also be called a separated research problem. By stating these goals, the researcher specifies what is done and what is not done in the research. (Seif Naraghi et al., 2006, p. 16)

In principle, according to the specific objectives of the research, the researcher can determine and collect the data. (Sarmad et al., 2008, p. 35)

The Present Study Pursues Dual Specific Objectives:

- Examining the importance and position of interdisciplinary approach to the principles of educational policies in Iran and the importance of sociological knowledge in order to link educational policies with individual and social needs through the development of interdisciplinary educational programs
- Examining the importance and position of reasoning skills and thinking skills, especially critical thinking, in order to improve the quality of education.

Research Questions

The problem of research in qualitative studies can be expressed in the form of questions. The question form of the problem statement is often reference. Because it is simple and straightforward and in terms of simplicity guides the researcher to create a plan that answers the question. (Sarmad et al., 2008, p. 86).

Based on this, among the most important questions of qualitative research can be mentioned the following:

1. How is the discourse of "educational policy" or the practice of educational discourse in Iran articulated?
 - 1.1. What are the postulates of this discourse and how does it serve?
 - 1.2. What are the signifiers used in this discourse and how are they used?
 - 1.3. What metaphors and classification systems does this discourse use?
 - 1.4. In this discourse, how are the provisions of educational policies

represented in the context of the country's educational centers?

- 1.5. What social institutions and activists in the field of society and culture have led to the formation and strengthening of this discourse?
- 1.6. What are the control mechanisms of this discourse?

2. What are the social practices¹ leading to this discourse?

It should be noted that the questions of the present study are designed based on the model of critical analysis of Fairclough discourse. The first question and its sub-questions reveal the first layer of this pattern and the second question reveal the second layer of this model.

Further explanation of this model and definitions of each of the concepts are described in the section on research narrative (research methodology).

Research Methodology

Methodological research is the application of scientific methods in solving a problem or answering the main question of a research. (Delavar, 2004, p. 28).

The methodological framework of this research is critical analysis of Fairclough discourse. The choice of this framework is on the one hand because the researcher from the beginning tended to take a critical position. On the other hand, this approach was more operational than other methods. This type of discourse analysis seeks to first understand and analyze the linguistic features of the text by discovering hidden ideologies in the text (legal approvals in the field of educational policy in Iran), with a three-layer model,

1. Social practice (power relations at institutional and social levels)

namely text, discourse practice and social practice. What empirical, relational and expressive features does the text contain?

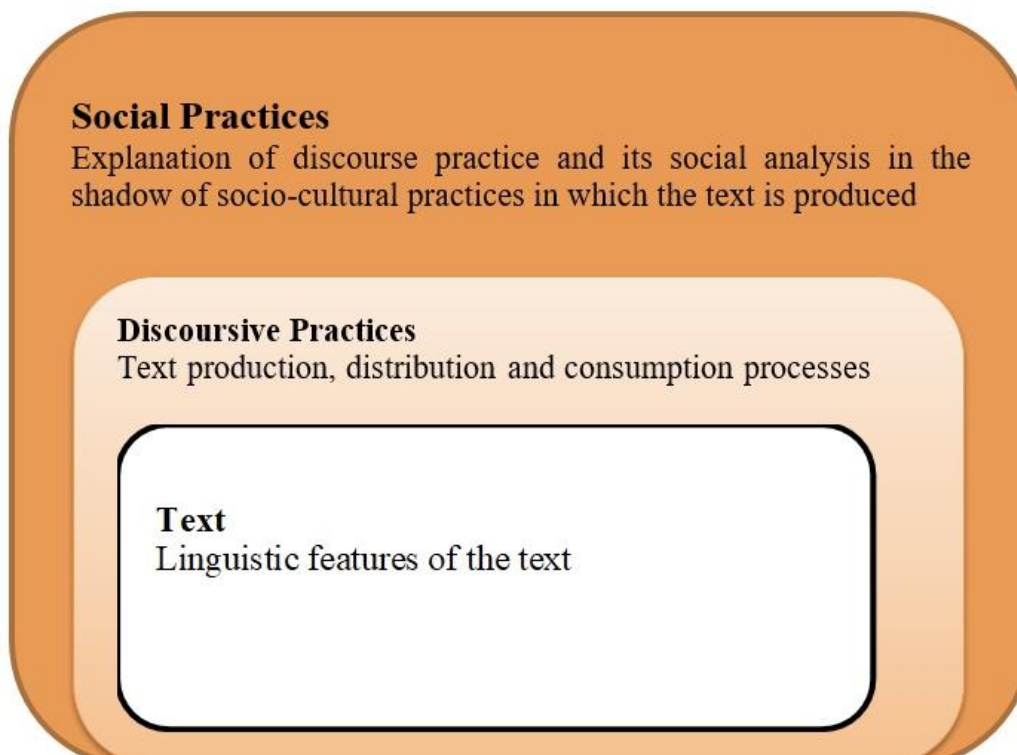


Fig 4: Fairclough's three-dimensional critical discourse analysis model (Jorgensen and Phillips, 2010)

In this research, the main focus is on all three layers, namely text features, discourse practices and social practices. The key terms used in this research are as follows:

Discourse: The term discourse refers to a particular view of language and its application. Discourse is an element of social life that is intertwined with its other elements (Fairclough, 2003, pp. 1- 4).

In other words, discourse is a specific way to represent a part of the (material, social, psychological, etc.) world.

There are usually alternative or complementary discourses used by groups of peers in different social situations.

Discourse practices vary in how they represent social events, how they exclude or accept something, how they represent abstract and concrete events, and how social actors represent the time and place of events (Fairclough, 2003, p. 17).

In the present study, at the level of interpretation or part of discourse practice, I was looking for an answer to the question, what kind of discourse do educational policies produce?

At the level of social practice, I was looking for an answer to the question of what kind of power relations have been going on at various institutional, social and situational

levels in shaping the dominant discourse of Iran education?

Postulate: Postulates or presuppositions are those obvious facts that are left unsaid in the text but have an implicit existence (Fairclough, 2003, p. 55).

Signifiant: Signifiants are abstract or real persons, concepts, expressions and symbols that indicate specific meanings in specific discourse frameworks. The meaning and instance that a signifiant implies is called signified (Paskin, 1998, p. 259). The central signifiant is a distinctive sign around which other signs are regulated, and other signs derive their meaning from their relation to the central signifiant.

Vector: methods, procedures, customs, rules and practices, methods of organizing and using space and tools in a specific field that is generally accepted. On the one hand, practices regulate behaviors and actions, and on the other hand, they differentiate that field from other fields.

To conduct this research, the legal approvals of two of the main authorities in the field of educational policy in Iran, based as the main source for identifying the source texts:

- Provisions of educational policy of the Fourth Economic, Social and Cultural Development Plan,
- The provisions of the educational policy of the document of the fundamental transformation of education of the Supreme Council of the Cultural Revolution

In addition, related keywords were searched in Persian databases, including the National Library, the website of the Supreme

Council of the Cultural Revolution, the High Council of Education, Normagz, and so on.

Finally, a list of related documents was prepared and the full text of the sources was prepared. (230 text) For easier coding in XMAXQDA 2018 software, all documents were typed in Word file and submitted to the software. Each document was named with a six-digit identifier that indicates the date the document was published. If the release dates of the two documents were exactly the same, two digits were added to the document code to distinguish the two documents.

In the first round, all resources were read and each document received a minimum of one and a maximum of three codes.

At the end of this step, each code was named a discourse. Then, the documents coded under the discourse of "analysis for educational policy and analysis into educational policy" were separated (35 texts). In the second stage of coding, the concepts of each document were placed in one or more discourse elements according to the designed framework (figure below) (223 pieces of text). In the third stage of coding, similar concepts included in each discourse element were categorized and named. Coding went so far as to collect enough data to describe all the components of the selected discourse, and the researcher was able to arrive at a logical relationship between the data.

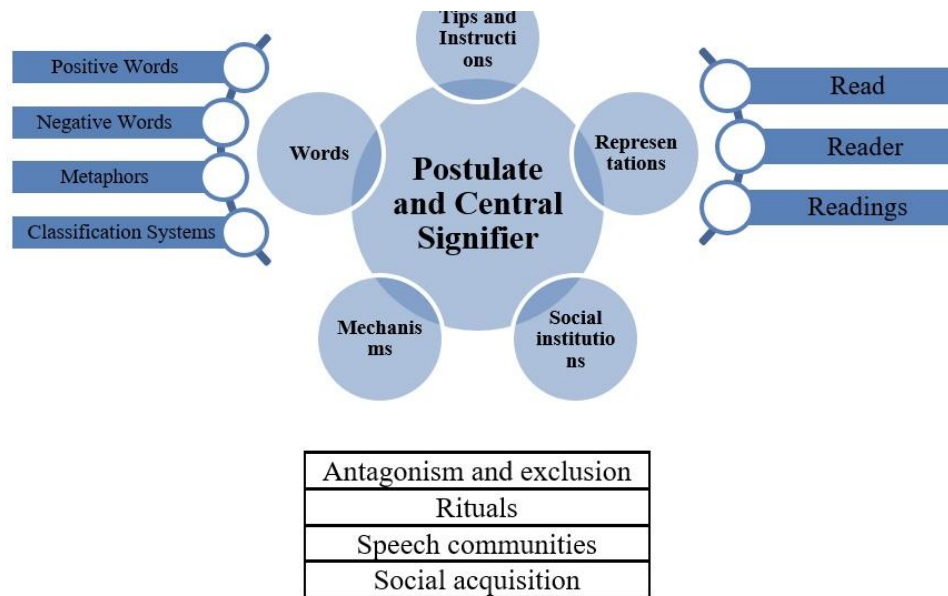


Fig 5: Text Coding Framework in The Second Step

Research Findings

Description of the discourse of educational policy in Iran

To describe the discourse, it was necessary to specify the components of the discourse and how to articulate these components, in the following order:

- Postulate: The discourse of the present study is based on the premise that "the principles and laws of the country's educational policy should be in the form of analysis in the policy process and not just analysis for such policies." However, according to a review of the 230 texts (approvals of the two areas of educational policy) in the Fourth Economic, Social and Cultural Development Plan and the document on the fundamental transformation of education of the Supreme Council of the Cultural Revolution, factors have gone hand in hand.

And "The educational policy-making process in Iran has become completely dependent on the policy-maker and the limitations of the bureaucracy system. Analysis is for policy making. In other words, based on 230 texts (approvals in the field of educational policy in the Fourth Economic, Social and Cultural Development Plan and the document of fundamental change in education of the Supreme Council of the Cultural Revolution), it was determined that in 219 of these texts, the phrase " Relevant institutions involved in the field of educational policy "is limited to groups within the organization under the supervision of government agencies, and only in 11 texts (implicitly), in consultation with influential factors in educational policy, including sociologists It has been pointed out with a critical approach and dissident thinkers.

However, in the dominant view of the discourse of these two Iranian educational policy-making institutions, the propositions of efficient and inclusive education are emphasized. Accordingly, however, because this pervasiveness and efficiency does not occur in practice, or even vice versa, the imposition of innumerable bureaucratic restrictions and prescriptive and unilateral policies within the government is quite evident in the 219 text studied, the researcher Regarding the educational policy-making process in Iran, he uses the term "policy-making crisis and inflexibility of the dominant share of legal assumptions of educational approvals.

" In other words, the argumentative process that takes place in this discourse is such that this discourse, while addressing the details of the texts (approvals of the field of educational policy in the Fourth Economic, Social and Cultural Development Plan and the document of fundamental change in higher education) Cultural Revolution), while explaining the situation by using the statistics of the country's educational policy approvals, tries to show that the educational policy crisis has occurred in Iran and through this reasoning process, recommendations have been provided to overcome this crisis. In other words, the researcher tries to show the crisis by identifying the educational approvals of these two excellent institutions in the field of educational policy, and to identify the causes and suggest solutions to get out of this situation.

- Signifiants: This discourse is organized around the central signifiant of the "educational policy crisis" and the rest of the signifiants are arranged around this signifiant, which has been relied on in all descriptions and arguments.

Based on the coding and grouping of the signifiants, in addition to the mentioned central signifiant, 10 other signifiants form the basis of this discourse, which are: "Lack of independence and self-government of institutions in the field of educational policy", "Lack of institutionalization capabilities of science elites" Social in the field of educational policy ", " Lack of belief in the formation of critical institutions and extra-organizational think tanks ", " Coalition building based on distributional policies ", " Elite decision-making based on semantic and structural systems accepted by the government ", " Lack of "Strengthening the expertise of the educational bureaucracy", "Applying rent-seeking attitudes in educational policies", "Lack of capitalist, developmental and forward-looking views in the provisions of educational policies", "Adopting distributive policies from Towards educational decision-making institutions, instead of growth-oriented and development-creating policies "and" purely religious and Islamic nature, the predominant provisions of educational policies, instead of being secular and secular ".

In addition, a brief comparison of the legal provisions of the field of educational policy in Iran with other countries provides a basis for argumentative processes in this discourse.

- Conceptual metaphors: Like many discourses in Iranian society, the most important metaphor used by

this discourse is their metaphor of "Islamic laws as effective." In this metaphor, Islamic laws in the field of education are interpreted as efficient laws, and the argumentative process based on this metaphor is such that a distinction is made between two types of Islamic and non-Islamic laws in the field of educational policy.

Good Islamic approvals in the field of education promote the Islamic culture and religious themes of the learners, and laws that do not comply with Islamic teachings are considered unhealthy and destructive and are removed from educational policies.

One of the most important features of this metaphor is the full attention of the country's educational policy makers to distinguish good, appropriate and Islamic laws from bad, secular and non-Islamic laws. Thus, the institutions involved in the field of educational policy-making must always be individual and careful to distinguish between these dichotomies.

Therefore, when reviewing and analyzing the texts of the selective provisions of educational policy, we can often use metaphors such as "educational system based on Islamic principles", "Islamization of educational texts", "preservation of religion and commitment and practice of ideals" and Islamic values ", laying the groundwork for the country's educational system for the realization of a good life" and the focus of educational provisions on Islamic ideology, instead of nationalist ideology, etc, which have a great impact and application in the discourse governing the educational policy-making process in Iran.

- Classification systems: The most important classification system in the dominant

discourse of educational policy in Iran is the dual good policy / bad policy. In a sense, a good book is any book that can be focused on centralized, prescriptive, and closed educational foundations, provided it is "Islamic." In this regard, laws and legal approvals that do not fall within this framework and classification system of this discourse are deemed useless, inefficient and harmful, and their adoption and implementation are prevented. The limit of this goodness is that the audit system prevents the adoption of laws and the dissemination of non-Islamic, critical and secular teachings among the people of the society, especially the students.

- Representation: Representation means that the social world of any society is an arena of multiple discourses that compete with each other in stabilizing their discourse space. In the discourse of Iranian educational policy, acting in the form of Islamic teachings and government package, and lack of critical spirit and creative thinking, is considered a kind of "duty" or "right" that is necessary for "acquisition of knowledge and intellectual growth." A discourse that, in the long run, is intertwined with the "commodification" and "capitalization" of teachings in line with Islamic standards. In this way, an agreement is formed between the legislature and the educational policy-maker and the implementers of such laws in the educational centers on good education and bad education.

- Institutions: In this discourse, several institutions work together to control legal enactments in the field of educational concepts and to reach maximum power. The way these institutions operate is that the publishers themselves and the publishers' union start a dialogue about the

crisis of educational policies in Iran, and they act mainly in the form of negative and audit-positive actions.

- Control mechanisms: In this discourse, eleven regulatory mechanisms are used to establish the discourse of Islamic policies and teachings in the field of education, which is constantly by comparing the humanization of the Iranian education system with other countries, or Different social groups have addressed different groups through "instilling a sense of humiliation and frustration arising from the Western lifestyle" and expressing "regret over the current situation in Western countries" and the favorable situation of the structure of the country's education system, which is based on the teachings. It is Islamic and Quranic. In this way, not enacting non-Islamic laws and not enforcing them in the next place puts individuals (whether at the level of legislators, law enforcers, or educational subjects) in a position of rejection. On the other hand, to control organizational and individual performance, a system of "elected and government elites" is formed who are responsible for determining the good laws / bad laws and good teachings and thoughts / bad teachings and thoughts.

Speakers of this discourse often put themselves in the "position of the right questioner" and address the people with a kind of reproach. On the other hand, to control actors with relative power, negative and positive mechanisms begin to work simultaneously: Positive audit institutions, with the promise of a flourishing education system, allow them to be implemented, thus reducing the burden. Responsibility for their negative action in order to form a creative, critical and open

educational system, automatically encourages the country's educational channels towards the prescribed and desired resources of the power system.

Conclusion

The changes that have taken place in contemporary social life involve changes within educational fields, especially educational policies, and consequently changes in the methods of educational policy analysis.

As noted in the introduction to the discussion, critical approaches to educational policy as a whole, contrary to traditional and positivist views, which regarded educational policy and optimal and constructive educational policy analysis exclusively as authoritative written decisions in the formal channel. They consider actions, mechanisms of power, conflicts and agreements and group actions and interdisciplinary studies. Thus, from the perspective of critical approaches, educational policy is complex, inherently political, and intertwined with values that are power-oriented in nature. In other words, political texts and discourse are always reflected in its discourse contexts and ideological assumptions.

Critical analysis of educational policy, which results from this critical view of the category of educational policy, recognizes the importance of studying educational policy within the historical, social, economic, cultural and political context and emphasizes that educational policy issues, like the real world, are social constructs. And critical discourse and creative thinking play a vital role in creating and disseminating these constructs. Therefore, the main purpose of critical analysis of educational policy is to challenge inequalities, dogmas and lack of critical spirit by understanding the role that policies play in producing and maintaining them.

Hence, social science analysts and elites outside the ranks of influential government institutions, who have creative thinking and critical spirit, must constantly follow their critical approach to educational policies and seek answers and provide solutions to questions such as:

By whom is educational policy proposed and what is the purpose of raising it and what does it have to do with flows of power, interests and values of individuals and groups?

In the end, it should be said that only by following such a thoughtful and critical methodology can we see the promise of a fundamental movement to address marginalized discourses in educational policy and to empower marginalized elites whose voice has not been heard in educational policy, which can be seen by identifying the missing values within educational policies and the emergence of fundamental changes in the environment of educational institutions in the country.

Discourse practices and social practices affecting its formation in the discourse of educational policy crisis, acting according to prescriptive and closed policies, is considered as a practice for acquiring knowledge-oriented action. This is due to the fact that it is less dangerous for the promoters of this discourse.

On the one hand, action-oriented science is accepted as a social value and is supported by foundations such as the Academy of Arts and the school. On the other hand, action-oriented science is less exposed to the scrutiny of regulatory bodies. Audit and censorship is one of the factors reducing the profit of publishers as the main spokespersons of this discourse.

Wherever in the discourse of the crisis of desirable educational policy, the idea of science turns to action deviates, areas of

grammatical and prescriptive educational foundations are suggested as alternatives. This is due to the government's public attention to the issue of controlled knowledge and teachings, and has passed through the so-called government filter.

These discourses work alongside non-partisan and governmental discourses and critics of educational policies, and set the evaluation criteria in such a way that good and bad educational teachings are organized in line with the desirable topics of this discourse, and each Annexes or anything that conflicts with the nuclear concept of good laws / good teachings in this discourse are rejected in the form of "secular elite views" and "Western and anti-Islamic scientific standards."

The power system formed in this discourse is a combination of an audit institution (negative mechanism) that encourages promoters and executives (as positive mechanisms) to become part of the proponents and speakers of this dominant discourse.

With this description, prescriptive and closed and positivist mechanisms act as one of the most important mechanisms of this discourse. This is exactly where Taylor (1997) argues, based on the fact that Fairclave discourse theory expands the scope of critical analysis of educational policy, and the most obvious effect is to focus on policy documents as text, and from the perspective of discourse theory, policy-making.

Education is a scene of conflict over content, so the process of developing educational policy in Iran should be given more attention. In other words, the educational policy-making process in Iran should be reviewed in line with the theory of political discourse, which is the arena of conflict between opponents over different goals, ie where language or more specifically discourse is used techni-

cally. Located and reconstructed in accordance with current anti-positivist methods.

Policy Recommendations

Anderson (2011) cites the following five-part process as the dominant imperative pattern of public policy, especially in closed countries:

- Agenda setting: To draw policy-makers' serious attention to some of the many public issues,
- Policy formulating: Developing a range of appropriate and acceptable proposed solutions to address a public issue,
- Policy Legislation: Creating support and developing support for a specific proposal to approve and legalize it,
- Policy implementation: the implementation of policy by the government's executive machine,
- Policy Assessment: The government's supporter attempt to determine whether or not the policy has been successful, and why?



Fig 6: Simplified Framework (Anderson, 2011)

In this simplified framework, the formation and implementation of policies has been viewed from a purely political perspective, because within them, there is conflict between individuals and groups, government employees and institutions, each of which has interests. Have conflicting values and information about policy issues, because Anderson believes that policy-making is "political"

and includes "politics." That is, its characteristics include strife, the exercise of power, bargaining and compromise, and sometimes obscene acts such as deception and bribery. There is no good reason to resist accepting or denying this result, nor is there a plausible reason to follow those who use terms such as "this is nothing but politics" to condemn policies they do not like. However, it is some-

times implicitly or even explicitly stated that if enough analysis was done, if enough facts and data were collected, all "benevolent" people would think about the right way to deal with a problem. They agreed, but it must be admitted that this is not the way they run the world. Well-meaning people can also disagree on policy issues because of their different interests, values, and affiliations. Politics is the solution of a democratic society to resolve such differences.

Now, based on this fact proposed by Anderson and according to what has been mentioned, it can be said that the best way to restructure Iran's educational policy system is to present a perceptual model of educational policy, considering the approach of political analysis based on thought components. It is creative and critical, as shown in the image below:

Finally, based on the assumptions of critical education policy analysis, it is necessary for the social science elite, along with key actors and legislative stakeholders in the field of educational policy, to have a continuous and constructive presence because of the need for their participation in The educational policy process is one of the main requirements of leading education in the 21st century.

Accordingly, efforts should be made to turn the social science elite, along with key actors and legislators and decision-makers in the field of educational policy, not only into unconditional actors in the educational policy development process, but also into critical analysis tools. Equip educational policy to critically analyze educational policies, regardless of bureaucratic constraints and factional affiliations, and, if necessary, pursue other policy options to improve learning and education and to promote social justice in education.

**To the extent that, according to Vido-
vich (2001), we not only see the continued presence of social science elites in the field of educational policy, but also the encouragement of a wide range of people to engage in educational policy research → And remove participation from the policy-making process from its lofty position, arguing that politics can be found, not only at the central government level, but everywhere in the field of education, for the general public as a subject of study and let's turn a researchable field into an achievable and tangible thing, which is Neil This action and cooperation and participation in it and its obvious feature in the face of politics and the policy-making process is the democratization of education.**

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