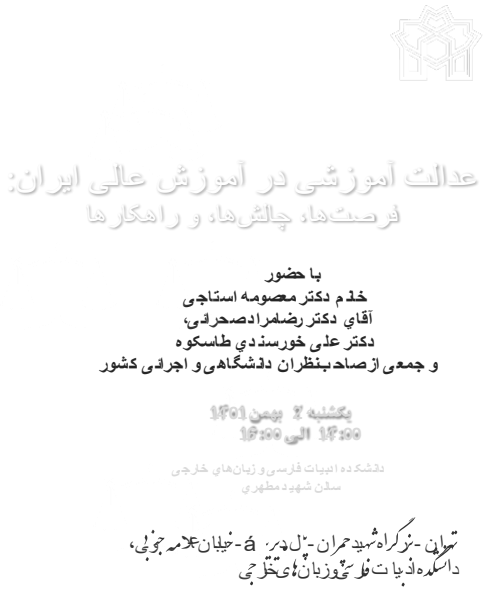
In the Name of God

The subject of the report: A meeting to help solve the country’s problems

**Educational Justice in Iran's Higher Education: Opportunities, Challenges, and Solutions**






With the help of God, the meeting to help solve the country’s problems dated 22 January 2023 from 14:00 to 00:17, titled “Educational Justice in Iran's Higher Education: Opportunities, Challenges, and Solutions”, with the presence of Dr. Masoomeh Estaji as the chair of the meeting, Dr. Reza Morad Sahraee, Dr. Ali Khorsandi Taskoh, the Board of Directors of the Faculty of Persian Literature and Foreign Languages, and a group of academic and executive experts of the country was held in Shahid Motahari Hall of the Faculty of Persian Literature and Foreign Languages of Allameh Tabataba’i University, Tehran, Iran.

The meeting started with the recitation of the Holy Quran, the national anthem of the Islamic Republic of Iran, and the university music video. Afterward, Dr. Reza Morad Sahrai, the Honorable Head of Farhangian University, welcomed and gave an introduction about the issue of educational justice in Iran’s higher education and introduced the topics of the meeting.



In the first speech, the chair of the meeting, Dr. Masoomeh Estaji, introduced the main and specialized topics of the meeting and expressed the importance of examining the issue of educational justice in Iran's higher education. She pointed out that the main goal of this meeting is to analyze the obstacles to the promotion of educational justice in Iran's higher education, to find solutions and strategies for the development of educational justice in Iran's higher education, to examine the consequences of a higher education system based on educational justice in Iran, to design a model in line with the development of educational justice-oriented goals in Iran's higher education, and to discover the future plans of the organizations whose respected officials were present in this meeting.



In the second speech, Dr. Ali Khorsandi Taskoh, a faculty member of Allameh Tabataba'i University, discussed the systemic analysis of justice in Iran's higher education. He pointed out that the question which should be asked is whether higher education is a right or a privilege and pointed out that the word justice and its derivatives are used 30 times in the Iran's constitution. He also stated that in Iran, schools are one of the main sources of providing education and public education is considered a right in Iran. However, he noted that higher education in Iran is considered a privilege.

In the third speech, Dr. Ali Baqer Taherinia, the head of Iran's Higher Education Research and Planning Institute, introduced a multifaceted model of justice in education system. He pointed out that the issue of justice is the easiest to describe and the most difficult to implement. He also claimed that justice is based on right and right has different types and has different manifestations. He raised the question of whether diversity causes injustice or it is in line with justice, and in response to this question, he mentioned that if justice means entitlement, then diversity is the same as justice, and if justice means equality, then diversity is the same as injustice. He added that education is the right of the general public and this right, which means justice, is the same as equality and is not compatible with diversity. At the same time, diversity in the field of higher education is a capacity that is in line with justice.

In the fourth speech, Dr. Gholamreza Kiani, a faculty member of Tarbiat Modarres University and the head of Iran Language Institute, gave a speech on justice as opportunities for fair growth and putting everything in its place. He pointed out that schools have the duty to enrich people's general skills independent of university in the most key years of students' personality formation. In this regard, he presented solutions such as annual ranking of schools, continuous improvement of school hardware, enrichment of teachers, enrichment of curriculum, development of creativity, social-communication skills, team work skills, and skills to develop vitality and self-confidence.

In the fifth speech, Dr. Hasan Soodmand Afshar pointed out the obstacles of educational justice in Iran, including stifling creativity and lack of development of life skills, interaction, creativity, and emotional intelligence. Other obstacles that he mentioned in this regard were higher education's not considering the main needs of the society, the lack of proper understanding of the students' demands and needs in higher education system, and the lack of acceptable and systematic criteria for measuring the professors' quality. One of the solutions that he presented in this regard was the requirement to have a meritocracy system for the professors. Another solution mentioned by him in this context was to conduct a systematic and coherent needs assessment of various educational stakeholders.

After delivering the keynote speeches in this meeting, the officials engaged in a collaborative discussion with the audience about educational justice in Iran's higher education.



Finally, Dr. Reza Morad Sahraee, Dr. Masoomeh Estaji, and Dr. Ali Khorsandi Taskoh summarized the issues raised in the meeting.



In general, in this meeting, important issues such as the definitions and conceptualization of educational justice, the challenges of implementing educational justice, and the extent of implementing educational justice in higher education were discussed. Likewise, in this

meeting, higher education officials were given an opportunity to discuss the issues surrounding educational justice and the attitudes, concepts, and needs of educational justice in Iran's higher education. Finally, in this meeting, solutions were presented for the implementation and development of educational justice in the country's higher education.

By: Dr. Msoomeh Estaji (Chair of the meeting)