NEEDS BASED CURRICULUM APPROACH
(Toward a new conception of national curriculum)

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Ladies and gentlemen

I am very glad to take part in the Australian Curriculum Studies Association Conference which is on the “farming the future.” It is also very interesting for me to talk about the curriculum problems. At first, I should say that curriculum system is established in a concentrated manner in Iran. Therefore, all the curriculum decisions are made in the central level (without considering the characteristics of different schools), and then, are sent to the local officials to be implemented honestly. However, equalized curriculum approach brings about numerous problems, mostly, because of neglecting local and school needs. In order to solve such problems, I tried to find some modified remedies and solutions based on the local needs while keeping the national curriculum framework. Due to the fact that Australia has a flexible educational policy compared with that of Iran, it seems having no difficulties in this respect; However; at the beginning of the 21st century, you are also involved in studying some interesting aspects of national curriculum.

Therefore: based on my own experiences and studies in planning and implementing of curriculum, I want to present a comprehensive and dynamic model of curriculum needs assessment as a means of keeping and also transferring the national and international human values while considering school, local and regional needs in connection with standardized curriculum.

section one: historical survey and concept definition

Recognition of Basic Concepts

Curriculum is the most challenging field of study, since after one century of its formal existence as a scientific field of study, there is not yet any agreement among the specialists and experts about the elements and dimensions and even the concept of curriculum. curriculum
needs assessment as a part of curriculum, has, also, the same problem and there is not, yet, any stable conception of this definition, in spite of its extensive application, its utilization for justification of importance and necessities of curriculum and changing needs assessment into a principle for distribution of facilities and sources in connection with different projects (Soriano, 1995, p.18)

Ambiguity in needs definition led many bias-accepted studies to fail in presentation a comprehensive conception of needs. Some of the specialists like Mattimor and Knudson san used some alternative definition such as "situation assessment", and "situation Analysis" (Packwood and Whitaker, 1988) and also, some other specialists like Kliaton believed that the term “needs” must be deleted from the literature of education. (Ibid, p.104). This reveals that how challenging needs conception may be. We can introduce, however, the most important needs - definition as following:

1 - “Needs” as a want or preference:

In the first conception, some people may believe that “needs” is the equivalent of one’s want or one’s preference. This definition of “needs” which is some times called “democratic conception,” respects the views of majority of people about a specific subject. (Suarez, 1996, p.115) None the less; this conception has been criticized because of three reasons first of all, because the people’s views are considered to be subjective, secondly, people are not aware of their real needs and thirdly since the needs concept is not the same as want concept.

2 -” Needs” as a deficit or as a problem:

In this regard, need is a kind of deficit or a kind of problem in a particular field which is innately harmful. Scriven advocates this definition which is referred as problem - approach. In this view, 'need' implies the situation in which minimum satisfactory level is not attained. The concept of minimum satisfactory level is ambiguous and arguable, since this term is used in some fields such as biology and medicine but there is no evidence in education for it (Borrow, 1991).

3 - “Needs” as a gap or as a discrepancy:

In the third and the most acceptable conception “needs” is considered as the discrepancy between the present situation and the ideal situation, for instance Kaufman (1991) defines needs as a gap between current outcomes and expected outcomes and in this kind of definition, there is a distinction between ‘needs’ and ‘semi needs’. Needs are in relation to outcomes. Where as, semi needs are in connection with the means of achieving needs and only after determining needs, one may identify the means of achieving them (Kaufman, 1991).
As a conclusion, each of the above definitions looks at the needs and needs assessment through a particular point of view. I believe that each of the definitions, depending on the situation, has effective application and one should use situational approach in connection with their application.

**History and development of needs assessment in the field of curriculum:**

To have an easier study, the development of curriculum needs assessment will be discussed in both formal and in informal periods. Informal period is any time of studying curriculum in which needs assessment is not a particular domain and in some extent is not distinct from other curriculum discussions. Formal period of curriculum is the time through which curriculum specialists can specify and identify the limitations of needs assessment compared with other domains.

1 - Informal period of curriculum needs assessment:

A general historical study of education shows that in an informal period needs studying is closely related to the development of objectives and information sources. As Tanner mentioned, the emerging curriculum field was being buffeted by conflict and dispute between the traditional subject-centered approaches, based upon about adult demands and child-centered approaches in curriculum making decisions (Tanner, 1982, p415).

Because of considerable social changes, another group called, social behaviorists were added to the previous battling groups. They were the pioneers of paying attention to the society and its basic needs and they also, emphasised on the curriculum effectiveness as a means of solving life problems. (Wiles and Bond, 1993).

These conflicts which were at the maximum point in 1910s, made such a history of curriculum in which every other time one of the battling views was dominant.

The first systematic study of curriculum was published in 1902 under the title of “the child and the curriculum” by Dewey and he identified three basic learning factors such as, learner (the immature, undeveloped being), society (values and adult’s objectives) and subject matter as the main factors of educational process. (Tanner, Ibid, p415). Franklin Bobbit in 1918 wrote the book “the curriculum” considered needs studies and proposed a model under the title of “activity analysis”. Because Bobbit believed education should prepare children to be productive adults, he focused on adult life as the source of curriculum needs assessment. Based on such analysis, he produced a list of over 900 objectives, some of which were to be the starting point for the school curriculum (King, 1981, p 125).
After these views, from 1933 to 1944, a study entitled “eight years study” was conducted. Researchers in this study developed a model based upon the following three fundamental resources: 1) the social demand approach, 2) the adolescent needs approach, and 3) the specialized subject matter approach (Giles, pp22-28). The necessity of considering psychological needs, gradually, was expected in curriculum. This procedure was started with Sigmund Freud and continued with the views of William Featherston (1950), Abraham Maslow (1954), Danial Perscott (1963), and Erikson. They were the advocates of considering psychological needs in curriculum (Unruh and Unruh, 1998). Psychological needs were added to the curriculum in 1950s and, therefore, curriculum needs assessment got very complicated.

The publication of “Basic Principle of Curriculum and Instruction” by Ralph Tyler in which he presents his rational model of curriculum, brought about a new perspective for curriculum. Besides emphasizing on triple data sources (society, learner and subject matter), he makes a distinction between psychological needs and educational needs. He believes that psychological needs are not in the domain of curriculum. In the psychological needs conception, “needs” means not having equilibrium where as, the task of curricularist is considering ‘needs’ as a gap, or discrepancy on educational needs (Tyler, 1949). As it is stated up to this stage of curriculum history, though there has been many efforts in curriculum needs assessment studies, these efforts didn’t consider needs assessment as an independent domain of curriculum field. However, Hilda Taba’s work introduce needs assessment as an inevitable part of curriculum.

2 - Formal period of curriculum needs assessment:

Hilda Taba, the popular curriculum specialist, extended the Tyler’s rational and consequently, introduced needs assessment as an independent stage in curriculum process. She emphasized on seven stages of curriculum and called the first stage, “Diagnosis of needs” (Taba, 1962, p. 12).

Making a distinction between educational needs and psychological needs, in spite of Tyler’s view, She believed that one should almost consider psychological needs, and at least, psychological problems must not be considered in curriculum deeply, though the primary objective of curriculum is considering educational needs.

Feyeresein, also, for conceptualizing of curriculum stages, has discussed eleven stages that begin with the related diagnosis of needs (Wiles and Bond, 1993, p 14). From now on, in the literature of curriculum in relation to needs assessment, some independent studies were begun and some models were proposed for it. For instance, (Unruh and Unruh) discussed two different models which show the position of needs assessment in curriculum. In one conception, curriculum is started with needs assessment and, then, is followed by developing
general goals and in another model “needs study” is postponed to a stage after developing general goals.

Table 1 : Different models of needs assessment position in curriculum unruh and unruh 1984, p186)  

Wiles and Bondi proposed a model that advocates the above model ‘B’ (unruh and unruh). This model includes the stage of establishing the philosophy, formulating goal and objectives of needs assessment and so on (Wiles and Bond, 1993, p 140). On the other hand, the model proposed by Kanfman and English, advocates the model ‘A’ and gives priority to needs assessment compared with other activities of curriculum (Witkin, 1984).

Studing the development of needs assessment curriculum, one can conclude the followings:

1 - There is no agreement on the position of needs assessment in curriculum, particularly, the question that whether needs assessment is the first step of curriculum or it is an approach that takes place after developing the objectives.

2 - all the proposed models share needs assessment at the stage of curriculum development. All the above mentioned models, accompanied with basic variables of data sources are to drive objectives and develop other elements based on such policies. However, some recent studies, also, prescribe considering needs assessment at the stage of implementing curriculum. For instance, those modes that rejects linear sequences, avoid any preparation for curriculum, and made curriculum decision through student-teacher participation process in the classroom and through student interests, all advocate this theory. For instance, Macdonald view, depending on Emergent curriculum advocates the necessity of studing curriculum problems including needs assessment at the implementing stage (Macdonald, 1973). As a consequence, one can consider the procedure and historical development of curriculum as a static phenomenon and considers need assessment at the developing stage. However, this situation questions the dynamic state of this scientific domain and, therefore, it is necessary to consider needs assessment at the implementation stage.
3 - History of curriculum shows numerous ideological conflicts in connection with basic data sources and each of the sources has particular advocates, whereas the Tyler’s rational (assembling sources in curriculum studies), is dominant in curriculum. It seems one should follow more innovative approach in using data sources and it is not enough to value, equally all the three data sources originating from different ideological conceptions.

4 - The distinction between psychological needs and educational needs, also, brings about a sort of ambiguity, however, some specialists put emphasis on psychological needs whereas some others emphasize on the educational needs. Furthermore; needs assessment participants, needs assessment mechanisms and methods, the way of utilizing needs assessment outcomes and some other things are not, yet, obviously stated.

In the following parts, a particular model will be presented to response the above posed questions and deals with the ambiguity, moreover, it can be a suitable guidance for implementation of needs assessment analysis in the curriculum framework. The model will be presented in three sections as following:

- Models principles and hypotheses.
- Introducing the dynamic and comprehensive curriculum needs assessment model.
- Practical implications of model.

Section two: the dynamic and comprehensive curriculum needs assessment model.

A- Models principles and hypotheses:

This model is based on the following hypotheses and principles.

1 - curriculum needs assessment is a dynamic process:

In spite of the common procedures in the literature of curriculum, in this paper, curriculum is considered such a dynamic process in which needs assessment is not limited to development of curriculum (but includes) the curriculum implementation.

There is enough evidence to accept such a fundamental principle that confirm the curriculum implementation, whether it is as a document including some decisions about what to teach (Beauchamp, 1982, Sowell, 1994, Tanner and Tanner, 1995, Zais, 1976,
Posner, 1994, Fullan, 1991, Scheirer, 1988) or it is as a system which includes some subsystem such as: developments, implementation and evaluation or it is as a field of study in which one of the frequent and various domain is curriculum implementation (Beauchamp, 1982, Sowell, 1997, Connelly, 1991; Smylie, 1994, May, 1991), each of them can be discussed in curriculum. Therefore, needs assessment curriculum is a dynamic process, including stages of curriculum development and implementation.

2 - Curriculum ‘needs assessment’ is a pluralistic process.

Pluralistic characteristic of system means that the authority of making decision is distributed among all the interested groups (Robertson, 1995), since in curriculum at the national level, one dealing with different local needs that are impressed by belief values, and in general, with sub-cultures (Bary, 1996). Curriculum decision opportunity must be shared at all the levels and this opportunity should include the participation of all the groups.

3 - Curriculum needs assessment is a flexible process.

In developing a national curriculum program and with accepting pluralistic characteristics, one can not consider needs assessment and its divisions as a top-down process. In such a situation, the different levels of decision making and all the persons involved in each of the levels (Officials, organizations and different groups.) should be considered. Since interests, traditions, attitudes and conditions are different at each of the levels and because of the basic needs at the designing and implementing curriculum, it requires negotiation element at different levels of decisions making.

4 - Curriculum needs assessment is based on unequal attention principle.

This principle refers to curriculum and data sources. Although as an ultimate analysis, one deals with three factors such as, learner, society and subject matter, and he should consider all of them in curriculum-decisions, the extent of emphasis on each of the sources depends on the particular level and specific stage in which curriculum takes place. It is stated that at every level of needs assessment, one or two sources are more important than others.

5 - Curriculum needs assessment is an incremental process.

Regarding different levels of decision-making, (local, regional and national) needs don't receive equal specification. The more one moves from macro-levels to micro levels (regional), the more obvious needs, increasingly, will become. For example, it is stated that
though some national determined needs may, also, be applicable in a specific province, but on the other hand, there are some specific needs as the characteristic of that particular province.

6 - Needs assessment is a proactive and reactive process.

These two concepts show two different views in curriculum. The view in which curriculum is considered reactive is believed that needs assessment is the only way to specify and the only way to determine some expected objectives. It is, also, believed that only after determining the objectives, one can design needs assessment in curriculum. In contrast, however, by proactive view, one believes that objectives are determined based on the needs assessment. In the present model, the emphasis is on this part that needs assessment is both reactive and proactive. So, it is the needs assessment level that determines the prior or posterior element of the objectives and needs assessment.

7 - Products stability of needs assessment differs in various levels:

Though we are faced with a phenomenon such as ‘product instability’ in needs assessment due to needs-continuous changing, the degree of stability and instability of products is not the same at different decision-making levels. The more one moves from general and broad macro levels (national) toward micro-levels, the more unstable needs assessment may become.

B - Introducing dynamic and comprehensive model of needs assessment.

To introduce curriculum needs assessment model, one must, at first, explain two basic dimensions. The first one is the decision-making level in connection with needs and the other one is basic variables that are obvious at each of the levels differently and uniquely.

* Decision making - levels regarding needs assessment.

Using the works of curriculum scholars (Klien, 1991 and Goodlad, 1994) I selected the following decision-making levels for the model.

1 - Macro level subject Free Needs Assessment (MLSFNA).

At this level, needs are studied at the national level and in the curriculum framework and needs assessment is not confined to a specific subject matter.
2 - Macro Level Subject Specific Needs Assessment (MLSSNA).

Needs assessment is carried out at the state or national level, and is focused on specific subject matter.

3 - Micro Level Regional Needs Assessment (MLRNA).

Needs assessment is at an educational, regional or provincial level.

4 - Micro level Institutional/Classroom Needs Assessment (MLI/CNA)

Needs assessment is also carried out at a classroom or school level and is, thoroughly, focused on a specific subject matter.

In a national curriculum framework, MLSFNA and MLSSNA levels are usually in the developing or designing stage of curriculum, whereas, MLI/CNA or MLRNA levels are at the implementation stage of curriculum.

The following table shows the levels graphically. The most important characteristics of these levels are as followings:

- Although needs assessment is carried out at the developing and implementing stage of curriculum, evaluation includes all the needs assessment stages.

- In the following circle, various levels differ from each other and also include levels, different from each other and also, each level includes its lower levels.

- There is an interactive relation between the levels. Therefore, curriculum decisions are not sent to the lower levels in a linear way, however, the arrows show that the model has a flexible capacity for decision making at the different levels. The following figure shows this characteristics clearly:

EVALUATION
**Basic Variables**: we can consider at least ten variables in relation to the above decision making levels. Each of the variables has a different nature in the different levels and makes that level unique.

1 - Geographical Coverage: Geographical coverage is the place in which needs assessment takes place.

2 - Needs Assessment Scope: Needs assessment scope is the extent of being near or far from decisions regarding curriculum or subject-matter.

3 - Type of Needs Assessment: In this model, based on the nature, approach and objectives of needs assessment, different types of needs assessments are considered.
**Directive N.A:** Directive needs assessment is aimed at identification of general directions in order to develop other curriculum elements.

**Specifying N.A:** the primary purpose of specifying needs assessment is the specification of needs assessment products at the previous levels to develop curriculum elements.

**Compleitive N.A:** The primary purpose of compleitive needs assessment is additional data collection to comple data regarding previous needs assessment.

**Diagnostic N.A:** This type of N.A is aimed at adapting curriculum with Implementative conditions.

4. **Final products:** It means the final product of every level.

5. **Products stability:** This variable also refers to the products of needs assessment in different levels and shows the extent of every level stability.

6. **Orientation to time:** This element is also, in relation to the process of needs assessment product. Orientation to time can be ‘future’ (when needs assessment is at the designing or developing stage. More over; orientation to time can be “present” (when needs assessment is at the implementation stage).

Data Sources: This variable shows the dominant data sources at each of the N.A levels. In the present model in order to make the task easier, data sources are divided into two parts: The first part is the one that its studying will be led to educational needs (society and subject matter), and the second source is the one that its studying will be led to psychological needs (learner).

8. **Dominant type of data:** The present model considers three types of data: 1) Normative data that are originated from values and ideologies; 2) Quantitative data that are presented in static form and are used for comparison and measurement; 3) Qualitative data that makes clear the state of an individual or a group and is rather subjective and needs interpretation. At all the levels, one should collect the above three types of data and analysis them, however, depending on the conditions and the necessity of each level, one of the data may be more needed than others.
9. Need assessment responsibility: It determines that at each level what person(s) should take the needs assessment responsibility and what organization should be established for needs assessment.

10. Implementative procedures: This variable is divided into three sub-variables as the followings:

   Implementative stages: they are the basic steps of needs assessment at every level.

   Participants: it is in connection with those who take part in needs assessment.
   Needs assessment methods: there are the methods which can be used at every specific level. Needs assessment methods are divided into the following categories:

   - Consensus-oriented: They are based on the definition of needs as a want or as a preference and they also study the person’s views about the basic needs.

   - Problem-oriented: They regard needs as a deficit or as a problem and try to modify the basic problems in the performances.

   - Goal-oriented: They regard ‘needs’ as a discrepancy between the present situation and the ideal one and try to make clear the gaps (objectives and functions). The following table shows the needs assessment framework in curriculum as the above ten variables and the combination of needs assessment levels:

<table>
<thead>
<tr>
<th>Implementative procedures</th>
<th>Need assessment responsibility</th>
<th>Dominant type of data</th>
<th>Dominant data sources</th>
<th>Dominant data to time</th>
<th>Reduct stability</th>
<th>Inal products</th>
<th>Type of needs</th>
<th>Cope</th>
<th>Geographical coverage</th>
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Table one: Framework of needs assessment curriculum.

Now, I will explain needs assessment at every level of curriculum decision making.
1. Macro Level Subject Free Needs Assessment

As it is shown in the table 2, MLSFNA covers all the country and also the scope includes all the curriculum sub systems. The purpose of need assessment (in this part) is the identification of curriculum ideologies. Curriculum-ideologies mean the collection of views, belief and specific values in connection with education and curriculum that are inspired by values, ideologies and attitudes, dominant in the society (Lamm, 1991), and they determine objectives and methods of curriculum in various educational levels, and some of the curriculum subjects receive legitimacy and validity (Barrow, 1990). Since the final product (ideologies) receive the least fundamental changes and are used in the various curriculum cycles, They have high stability.

MLSF NA is future oriented, since on one hand all the N.A activities in this level are at the curriculum development stage and bring about some guidance for next stages, (particularly implementative stage) and on the other hand ideologies act so that curriculum implementation and curriculum development must be in its direction. Regarding data sources, though all the three sources are used, since dominant values and belief of society play an important role in determination of ideology, studying society and its values receive specific priority and, so, essential data are normative ones. For analysis and collection of this type of data, one should use the methods that are consensus oriented that study the views and belief, due to the fact that the source of society and its data play an important role in acquiring needs assessment products, dominant needs are also educational needs. Table 2 shows the detailed data of procedures.

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<thead>
<tr>
<th>Implementation procedures</th>
<th>Needs assessment responsibility</th>
<th>Dominant data</th>
<th>Dominant needs</th>
<th>Data sources</th>
<th>Conceptual level</th>
<th>Final product</th>
<th>Type of N.A</th>
<th>Geographical coverage</th>
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<td>Participants implementing stages</td>
<td>Needs assessment responsibility</td>
<td>Dominant data</td>
<td>Dominant needs</td>
<td>Data sources</td>
<td>Conceptual level</td>
<td>Final product</td>
<td>Type of N.A</td>
<td>Geographical coverage</td>
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<td>Needs methods</td>
<td>Participants implementing stages</td>
<td>Needs assessment responsibility</td>
<td>Dominant data</td>
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<td>Data sources</td>
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<td>Final product</td>
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<td>Implementative stages</td>
<td>Needs assessment responsibility</td>
<td>Dominant data</td>
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<td>Conceptual level</td>
<td>Final product</td>
<td>Type of N.A</td>
<td>Geographical coverage</td>
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Table 2: MLSFNA Framework

2 - Macro Level Subject Specific Needs Assessment

As it is shown in the table 3, MLSSNA can be implemented at the national level or at the state one, and it dependents on the decision-making structure of educational system. It is, so, at this level that emphasis is put on a specific subject-matter to identify curriculum framework. Curriculum framework is a document in which the objectives of a subject-matter gets clear. At the same time, the proposed content is so flexibly presented, that at the next levels, the possibility of modification be kept. Therefore, Needs assessment at this level is specifying and its direction is toward future. Needs assessment is future-oriented due to the fact that needs assessment at this level is at the designing stage of curriculum and its products will be used at other stages, particularly, implementing stage.

Other characteristic of this level is that product stability is relative. The reason is that on one hand, decisions at this level are not certain and will be modified at other levels and on
the other hand, because the legitimacy of curriculum framework is as a result of previous ideological-oriented level, it has so, relative stability. Since subject matter may be the best data source for development of curriculum framework specialists and views should be collected for analysis (quantitative data) and because the main emphasis of data source is on subject-matter, so the educational needs are the dominant ones.

At this level, it is proposed that needs assessment should be conducted by needs assessment committee and under the supervision of specific subject matter group, and for data collection, one should use consensus-oriented and problem-oriented methods. Other needed data for implementation of needs assessment at this level are presented in table 3.

Table 3 shows the characteristics of MLSSNA.

<table>
<thead>
<tr>
<th>implementation procedures</th>
<th>needs assessment responsibility</th>
<th>dominant data</th>
<th>dominant needs</th>
<th>dominant data sources</th>
<th>dominant orientation to time</th>
<th>product stability</th>
<th>final product</th>
<th>year of N.A</th>
<th>cope</th>
<th>geographical coverage</th>
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<td>A methods</td>
<td>participants</td>
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consensus-oriented and problem-oriented experts and specialists, governmental officials, professional associations, interested groups, mass media.

Table 3: MLSSNA Framework

3- Micro Level Regional Needs Assessment

The most obvious characteristic of MLRNA is that it is related to the curriculum implementation since at the previous stage national curriculum framework has been developed and was sent to regions for implementation. At this level needs assessment is also concentrated on specific subject matter and is to improve regional proposed curriculum framework in order to complete needs assessment. Product stability is also relative at this level and at the same time all the decisions are made considering implementative conditions in order to be applied immediately in relation to curriculum; Therefore, time-orientation in MLRNA is present.

To collect data at this level, besides using all three data sources, the more emphasis is on the student and social characteristic of region and not only should one concentrate on
psychological and educational needs simultaneously, but he should collect quantitative data to make clear statistic analysis in connection with available quantitative documentation at the regional level. Qualitative data reveals, also students psychological characteristics.

At the present model it is proposed that MLRNA should be implemented under the supervision of education board (council) and the implementative procedures must concentrate on the association and contribution of local community members and educational psychologist. For data collection one can use both goal-oriented and problem-oriented methods.

<table>
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<tr>
<th>Implementation procedures</th>
<th>needs assessment</th>
<th>dominant data</th>
<th>dominant needs</th>
<th>dominant data sources</th>
<th>orientation to time</th>
<th>product stability</th>
<th>type of NA</th>
<th>cope</th>
<th>geographical coverage</th>
<th>variables</th>
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<td>A methods</td>
<td>participants</td>
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Table 4: MLRNA Framework

4- Micro Level Institutional / Classroom Needs Assessment

Finishing the curriculum framework at the regional level, it is sent to schools for implementation. Curriculum literature advocates such a view that schools should have enough freedom considering the related limitations of curriculum framework (Lewy, 1991, p 8) and schools may have better educational quality if they have more independence in curriculum (Sowell, 1990, p 28) The reason of this is also due to different variables in the educational environment in connection with all the individuals.

Developed curriculum at the regional level is not yet specific enough and is not in accordance with school environmental needs and then MLI/CNA is essential due to unique characteristics of teachers and students of school regarding their previous learning interests and their abilities and even classroom teacher-attitudes.
Needs assessment, now, is conducted in a specific subject framework and it is at the school or classroom level. The primary goal of needs assessment at this level is the improvement of prescribed framework in the previous level (regional) and book selection. At this level, school/teachers compare curriculum objectives with student needs and make the essential adoption. Therefore, orientation to time is ‘present’ and is concentrated on the specific student and its products are not applicable for other schools and classrooms (low stability of needs assessment products). At this level, due to student-qualitative data and their psychological needs, MLI/CNA can be implemented by teachers needs assessment committee on a specific subject at a school level (department or it can be done by a classroom teacher). However, it is essential to study views of teachers, staff, parents and students using goal-oriented and problem-oriented methods.

<table>
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<th>implementation procedures</th>
<th>needs assessment responsibility</th>
<th>dominant data</th>
<th>dominant needs</th>
<th>orientation to time</th>
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Table 5: MLI/CNA Framework

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<th>Model and Practical Implications</th>
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What implications does curriculum needs assessment-model have for curriculum scholars? I think this model presents the following messages for those who implement and develop national curriculum in their countries:

1. Making commitment at all levels of curriculum decision making for needs assessment. Studies show that the possibility of every program or design depends thoroughly on administrators' commitment and their responsibility. In other words, the most important message of this model is that ‘needs’ are not ‘establishable’ but they are ‘detectable’. Therefore
instead of taking decisions by a few people about curriculum objectives and needs, it is wise to use all of the data sources as a clarification of needs and fundamental elements on therefor; internal responsibility in people in relation to needs assessment application help one meet this need.

2. The necessity of different individuals and group contribution at the school, region, and provinance levels:

In connection with national curriculum, unfortunately, in Iran people think that regions and local communities should only implement the curriculum, whereas one should prepare and pave the way so that contribution of all the levels be considered in curriculum needs assessment curriculum.

3. Human resources preparation for N.A activities at different decision-making levels: The term "human resources" refers to two main sections: The first is central staff of education that should be able at need assessment activities and the second is teachers who must have enough pre-services education. Therefore the main message of this model is human resources development and getting them prepared before starting the work based on needs assessment, and curriculum also needs workshops for teachers and staff.

4. The necessity of textbook publications at local level and gaining the private section contribution in this respect:

If one considers various textbooks for national curriculum and brings about enough varieties in educational activities, it will help national curriculum to be in accordance with local needs. Moreover, if advisers network be established at regional levels, it will help the needs assessment process.

Thank you for listening to me patiently.

References