

**Analyses the current situation of education in rural schools
and providing strategies with focus on promoting connection
between school and local community**

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Abstract

This paper investigate current situation of rural education in schools and that's problems and challenges, For this purpose, based on successful experiences and valid researches, It introduces some solutions and new approaches, With focus on promoting relationship between school and community. The research method is the descriptive-analytic method that contains studding and analyzing documents and researches, after analyzing current situation, at first the problems will be identified and then categorized. The problem will be explain and reorganized by using other experiences and then the solutions will be introduced. Finally by explaining and exploring the role of school in community and its development, some approaches, such as contextualizing education, place based education and project based education will be introduced. These approaches are discussed in journals and well known in some educational systems.

Keywords: rural schools, rural education, linkage between school and community, contextualizing

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Introduction

As Azimi (2012) said the sustainability of society depends on primary education. Because the primary education is the essence of all developmental activities. This kind of education should be institutionalize the belief and interest to science in our children. It should cultivate the belief and interest to freedom in children, and also belief to work and belief to justice. This isn't the mission of education in all societies, but it is important in developing countries like Iran.

However, despite huge investment in education in developing countries, the studies about education in these countries show the low contribution, high rate of drop out of students in many situations (Taylor & Mulhall, 2001). Disadvantages of primary education include not enough incomes, limiting of facilitator conditions and support from managers, politicians, and local community members. (Taylor & Mulhall, 2001).

In educational studies in Iran, the special attention should be given to rural schools. We cannot generalize the results of educational studies to rural education. The rural studies should be developed and the experts should study the issues of rural education. The problems and conditions of rural schools in their context should be studied. And local issues and real experiences of rural peoples should be noticed. (Fazeli, 2012).

Methodology

The present research method is descriptive method, document-analytical. At the first section, with systematic review, the documents about rural education have been studied and analyzed to identify and categorize main problems and issues of rural education in Iran. Then the scientific researches and articles in other countries have been studied to find the best experiences and innovations in ideas and methods. The statistical population includes all of the valuable articles in Iran and other countries about rural schools and elementary education in rural societies. And then they were analyzed and categorized, and also extracted the best ideas and methods of rural education that adopt to Iran's condition.

Results

Our country is the country that has many problems in rural education, as high rate of academic failure drop out in rural areas. Many studies show that rural students in multi grade schools obtain low scores in their examinations in comparison with urban students. And the quality of education is very low in these areas. (e.g.Taherizade, 2014 & Aghdasi, 2014). We fund that the most mentioned problem of rural schools in researches refer to and related to curriculum and school. In this category we can see: don't connection between parents and school, don't access to instructional materials, don't relationship between content and life.

After the analyses of situation and identification of problems, to overcome the problems and to providing some solutions, three approaches to rural education presented, that they are contextualization, place-based education and project-based learning.

Discussion and conclusion

Promoting the connection between school and local community is an important issue that can be more noticed especially in developing countries. Innovative approaches that help managers in this movement and connect learning with student's environment can open new ways both in developed and developing countries (Taylor, 2003). Rural education should help rural people expand their abilities and capabilities and help them to improve the quality of their life. They should obtain skills that correspond to regional and universal needs and correlate to national development. The curriculum should be reviewed to be more responsible to local and regional needs.

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