

## Impact of Education in Urban Development

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### ABSTRACT

Educating Iranians relying on holy objectives and principles of Islamic education and educating of prudent urban managers and developers will result in a fine and developed city in Iran and all over the world through creating development infrastructures and investment of domestic and foreign investors. Education along with evolutions found in human cultures and society variations manifest its important and significant appearance in urban constructions and cities' view. There is no longer need to evaluate history and sociology during different eras because the best manifestations of human culture in all aspects are completely reflected in urban development of every city and region.

**KEYWORDS:** Education, Urban Development, Iran, World

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### INTRODUCTION

Social structure of education and its accumulative characteristic cause that education especially in its official form have wide effective relations with the society and its affairs and play a role in its stabilization, enhancement or weakening. Educational system is a system provides conditions to affect or being affected by social affairs. Effective relations between educational system and social affairs is sometimes direct but sometimes occur through intervention of other systems such as cultural and economical systems. It will have a better explanatory logic if accompanied by evaluation of social thoughts and assessment of historical evolutions.

Education has some principles and follows excellent objectives. Education and Iranian unique educational methods have been really effective in all dimensional growth and development of Iran. Education methods also affect urban development and urban management. Principles of education and its technical and scientific cases in urban field will be described (Bageri, 1991).

#### -Principles of education

1. Foundations of education: it includes objectives, principles and regulations of education and is divided into two kinds:
  - a. Fixed foundations
  - b. Variable foundations

Fixed foundations are those principles and regulations do not expose to changes considering stability and durability of human talents and requirements. Variable foundations are those principles varying based on conditions.

Two following subjects are evaluated in education foundations:

- 1- Absolute and partial objectives regarded as educational objectives
- 2- Principles and regulations which are foundations of education and are regarded as essential principles for education

Objectives and duties of education

The objectives and duties followed by education include:

- 1- Reducing raw emotions and animal instincts and correcting false thoughts governing human mind
- 2- Suggesting human superior realities, ideals and values to the under education person and making them acceptable

Initially, the first objective should be fulfilled so that the second one can be realized because superior ideals and values will not be accepted by human being if raw emotions and fluctuations dependent to animal instincts are not reduced and mistakes of human mind are not corrected.

- 3- Interpreting and justifying power for human and how it can be efficiently used. It will realize when human like for him/herself what he/she likes for others
- 4- Conciliating human with him/herself. Most persons in human societies do not listen to call of their conscience, deviate wisdom and thought, and disturb human excellent emotions
2. Instructors and teachers: God is humans' first instructor and teacher. God is responsible for educating human being through assigning His prophets. God has pointed out His instructor

role to the creatures through referring to the word of “God” which has been repeated about for one thousand times. God has granted talent of acquiring knowledge and accepting growth and perfection to His creatures, on one hand, and assigned His prophets to help them to reach peak of perfection through their education and purification, on the other hand.

Discussing about teachers and instructors, it should be considered that human has three types of teachers:

**Type 1:** Some teachers only justify mechanical aspect of human being. These teachers consider human as devices and means required by powerful persons. The teachers uproot liberty feel in their learners and prevents their evolution and progress.

**Type 2:** Some teachers and instructors face persons being affected by social conditions and do not pay attention to the fact that human can stand in a superior position. They consider human as creatures with specified needs and can live satisfactorily through fulfilling their requirements. These teachers ignore human excellence and promotion. Unfortunately, most present societies consider only this kind of education.

**Type 3:** Some teachers and instructors face persons with both mechanical and super-mechanical aspects which is their spirit. They try to realize internal talents of humans hidden in their character like cultivated seeds.

3. Under education person: Human is a flexible creature. In creation world, every creature is the same as his/her creation time all over his/her life. For example, insects do not change to eagles or no whale become lion, but human is only creature capable of high levels of evolution and variation. Teachers and instructors should know that every child in educated by them can become Ibrahim or Moses and other respectful prophets or Genghis, Noren, Yazeed, and Machiavelli through education.
4. Materials of education: Scientists of educational sciences have introduced some materials for education. Fredrick Mayer has mentioned 15 materials as follow which have been accepted by us, too.
  - i. Reasoning
  - ii. Respecting culture
  - iii. Upbringing innovation
  - iv. Importance of knowledge understanding and applying
  - v. Having contact with important thoughts
  - vi. Ethical and moral values
  - vii. Essential skills
  - viii. Occupational efficiency
  - ix. Better compatibility with family life
  - x. Effective satisfaction
  - xi. Mental and physical health
  - xii. Modifying character to profitability of being interested in knowledge and understanding realities and facts
  - xiii. Establishing stable interests
  - xiv. Peace seeking
  - xv. Continuous renovation and explaining that human being is the world’s scale ( Jafari, 2009) .

Iranians and most others are intelligent but the most important point is how to educate and enculturate these persons. Education along with evolutions found in human cultures and society variations manifest its important and significant appearance in urban constructions and cities’ view. There is no longer need to evaluate history and sociology during different eras because the best manifestations of human culture in all aspects are completely reflected in urban development of every city and region. Certainly, urban development has anciently been considered by specialists and designers all over the world as one of the most complex and tangible human science.

Mobility of human cultures flow has caused that they can live at several cultural and traditional directions during history. Culture, politic, and economy have played important role in variation of urban constructions and cities’ view. There has never been important monuments in countries had not rich cultural records, political power, and powerful economy. When a great emperorship declines, its urban development quickly destroys and it will renew if the government gain its power again. Fine city consisting of beautiful constructions and pleasing nature which is in correspondence with cultures and traditions of each region will cause that urban development of every point in the world- as heritage of human civilization- maintains its special identity and originality in every area along with ever-increasing global continuum (global village).(Mazini, 1995)

### **Economical, social-demographical, and political-organizational dimensions of metropolisation process in Iran**

Metropolisation in Iran is, in fact, a double role of cities along with developing and integration of urban establishments around their domain. Therefore, importance or realization rate of the above-mentioned role, i.e. metropolisation of a city is in relation with the mentioned integration rate, volume of qualitative and quantitative relations and mutual links between its elements and can be assessed and evaluated rather, as popularized, number of urban population introduces a city as a metropolis. Of course, it does not mean that importance of effects of city population can be ignored in its metropolisation. When population of a city increases, integration and development of mutual relations between the city and urban establishments located at its metropolis realm will remain insignificant and underdeveloped. In this case, its metropolis function will also be insignificant.

In contrary to metropolisation process in the developed societies realized through industrial revolution and, therefore, developing of relationship between cities and villages as well as straightness and development of urban network in all economical, social, political, organizational, and physical dimensions and aspects, it can be stated that metropolisation process was initially occurred under economical and political dominant conditions or, practically, through partial absence and trivial effects of industrial development in the developing countries which had mainly colonial past and have been under economical, political, and cultural dominance of west. In these countries, main pole (s) of these societies, increasing urban population were the main factors of urban development during initial stages of metropolisation. In fact, urban heral and social growth was the stimulant directed the main poles (practically, in most societies but only in capitals of these countries) toward metropolisation. Inconsistency between urban population growth and industrial development is one of the most important structural characteristics of underdeveloped societies, a characteristic known as hasty urbanization, outrunning of urbanization from industrial development, urban macrocephaly and other interpretations in underdeveloped literature of 1960s and 70s. Therefore, population growth, dynamisms, distribution and its continuous redistribution under population displacements at national realm should be considered and evaluated from all perspectives.

### **Urbanization process in world**

In 2000, urban population of the world was estimated about 3 billion or 48% of total global population. It is predicted that it will reach to 5 billion or about 61% of total population of the world in 2030. Therefore, the world urban population will have an annual growth of about 1.8% from 2000 to 2030. Within this period, average growth of urban population of the advanced industrialized countries will be very less than global average (0.5% per year), while it was 1.5% during second half of the last century. Urban population of current developed countries was about 0.9 billion in 2003 and it will reach to one billion in 2030. In contrary, growth percentage of urban population in the underdeveloped countries which was more than growth percentage of urban population of the developed societies in second half of the last century will continue with very high rate in comparison with growth percentage of urban population of the developed societies in the coming thirty years. There is very high rate of growth difference, i.e. about 95% of the world future city dwellers will be absorbed in cities of those countries which have not developed until 2030.

At present, 74% of populations of the developed countries dwell in cities and it will reach to 82% in 2030. While, urban population of the developing countries which is 42% of total population of these societies will reach to 57% in 2030.

Percentage of the population living in megacities (urban complexes with population more than 10 million) is about 4% of total population of the world. This is while over than 25% of total population of the world live in cities with more than 500,000 population.

Tokyo urban complex, with 35 million residents, is the most crowded urban complex of the world and then Mexico (18.7), New York (18.3), Saopaulo (17.9), Bambah (17.4) occupy the next positions (Reported by Nation Organization, New York, 24 Mar., 2004, Department of Economical Development and Social Affairs).

Although growth percentage of urban population of the developed countries is now more than that of the developing ones and will further increase until 2030, high volume and growth of urbanization in the developing countries mainly resulting from inconsistency found between real development and urbanization volume in these societies, sometimes encounter conditions where, in spite of underdevelopment of the society, percentage of urban population to total population will be more than the developed countries. In 2000, for example, percentage of urban population to total population was 76% in France, 67% in Italy, 77% in United States. Percentage of urban population in Brazil was 81.23% of total population of the country in the same year.

Considering the conditions governing urbanization process in the world and main structural differences between urbanization process of the developed countries and that of the developing ones, it

can be stated that urbanization in Iran suffers from the same unbalance observed in underdevelopment countries, i.e. inconsistency between development rate and volume of urbanization.

The important problem which should be considered from all aspects is that at present, metropolises of Iran as well as all establishments related to economical, social and demographical activities tend to focus in metropolises especially Tehran. Since development has not sufficiently realized, phenomena including centralizing of establishments in the main poles, suburbanization, being polar, separation and isolation of the urban society has become essential elements of this stage of development. Considering these facts, it was observed that policy makings, planning, and designs prepared in this regard are often in inconsistency with realities and running processes. For this reason, they intensify the problem instead of solving or even mitigating it.

Considering outcomes of the situation for future of these metropolises, there is no need to prove that Tehran is the main target of population and activities displacement at present. For example, during statistical decade from 1986-1996, total number of immigrants resided in their final target, i.e. positive difference between entered immigrants from exited ones was 1948602 all over the country. Out of them, 1429896 (more than 80%) resided in Tehran metropolis (entered and exited immigrants of every province: 1986-1996, Iran Statistics Center).

#### **Approach or general course of policy makings:**

Considering the approaches of reducing centralized as well as mitigating house crisis, the part of the approach which is regarded as task and limitation of the spatial-physical planning, i.e. directing how the space should be organized, cities developed, and establishments formed, main objectives and priorities should be determined in a way that space and physical structures be in service of development needs and requirements so far possible. Regarding such a definite and clear objective, developing facilities to completely accelerate the economical, political, physical and communicational integration of inside of metropolis, on one hand, and preferring this facility development in the inter-metropolises relations or preferring the structural development of the country metropolises network, on the other hand, are in priority. It means that centralizing trends should be accompanied and equipping of intra- and interrelations between main metropolises should be prioritized instead of focus on whole country as prescribed by typical interpretations of common logistical planning of the country. It should be aimed to promote inter-metropolis integration, integrate establishments found inside the metropolis realm (in case of Tehran, for example, its metropolitan area) which finally leads to enhancement of its efficiency, stabilization of work ecology and reduction of problems such as suburbanization, polarity, separation and isolation of metropolis society. (Behmanesh, 2010)

#### **Conclusion**

Education, as one of the most important factors of ideal life, may have many effects including urban development and urban management in the present society, if conducted appropriately. There will be fine, desired, and pleasing cities with organized population and cultured and educated citizens as a result of ideally educating the urban developers and urban master managers by university professors and experienced persons. Identity and originality observed in the spirit of every urban work is, in fact, the soul granted to lifeless body of a sculpture known as building by the urban developers. Therefore, in addition to paying attention to functional, technical, psychological, and aesthetical subjects, designer should differently focus on superior issues including culture, religion, mysticism, philosophy, identity and originality of every area, and human superior values which should be considered in designing constructions, cities, and urban development regulations so that our urban development can return to its summit and progress more.

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