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Implementing Cultural Policies With A View of Capacity-Building at University

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Abstract

The increase in the level of awareness and knowledge of public officials and senior managers of the community about the need to formulate an appropriate public cultural policy indicates its role and importance in improving social life. This research was established with the main objective of identifying the components of the implementation of cultural policies. The descriptive survey was used methodologically and the data collection instrument was a questionnaire with the statistical population, including experts, which was carried out using the two-step Delphi method.

The statistical population of experts included cultural managers and university professors in the field of management and policy formulation. The sampling was non-random and deliberate, with 7 interviews carried out. Based on Delphi's two-stage results, panel member consensus, and achievement of theoretical saturation, experts identified 44 components. In conclusion, the results also showed that the dimensions of "management factors" and "software" had the highest average and the dimensions of "structural factors" and "activation of cultural centers in the university" had the lowest range.

Keywords: public policies in Iran; cultural policy; Capacity building; College; policy evaluation.

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Implementación de políticas culturales con miras al desarrollo de capacidades en la universidad

Resumen

El aumento en el nivel de conciencia y conocimiento de los funcionarios públicos y gerentes superiores de la comunidad, sobre la necesidad de formular una política cultural pública apropiada indica su papel e importancia en la mejora de la vida social. Esta investigación se estableció con el objetivo principal de identificar los componentes de la implementación de políticas culturales. En lo metodológico se empleó la encuesta descriptiva y, el instrumento de recopilación de datos fue un cuestionario con la población estadística, incluidos los expertos, que se realizó mediante el método Delphi de dos pasos. La población estadística de los expertos incluía gestores culturales y profesores universitarios en el campo de la gestión y la formulación de políticas. El muestreo fue no aleatorio y deliberado, con 7 entrevistas realizadas. Según los resultados en dos etapas de Delphi, el consenso de los miembros del panel y el logro de la saturación teórica, los expertos identificaron 44 componentes. Como conclusión los resultados mostraron además que las dimensiones de “factores gerenciales” y “software” tenían el promedio más alto y las dimensiones de “factores estructurales” y “activación de centros culturales en la universidad” tenían el rango más bajo.

Palabras clave: políticas públicas en Irán; política cultural; desarrollo de Capacidades; Universidad; evaluación de políticas.

Introduction

Optimal and accountable management, and desirable and efficient organizational performance are greatly dependent on the design and formulation of objectives, missions, and schemes. Capacity-building allows for the desired results in the light of proper planning and implementation; in other words, what results in the implementation and emergence of statutory objectives of governmental and non-governmental organizations, institutions and centers, especially scientific and research centers, is capacity-building or setting an organizational setting. To clarify the role and importance of this category, definitions provided by researchers and international centers are provided.

Organizational capacity-building occurs when individuals, associations, organizations, and institutions believe in it by themselves and the key elements and factors of success in building-capacity, especially the culture

strengthen the orientation toward it. When the strategic thinking culture, continuous education, creativity and value-oriented and knowledge-based management and all software infrastructure in the organization are generalized and broadened, one can easily see the objective manifestation of its manifestations at the domestic and foreign levels. The capacity-built organization and country enjoy a strong relationship between program and action, with the strategic thinking penetrating at all levels. From the perspective of management science, the policy-making process has multi-stage cycles, including preparing the agenda, establishing the policy, implementing the policy, evaluating the policy, changing the policy, and finally ending the policy.

One of the issues encountering countries today is policy implementation; this is because the government's ability to implement its objectives hinges on the successful organization and implementation of the policies it has formulated. Policy implementation as one of the main phases of public policy-making has received special attention from thinkers and researchers in the field of policy-making and implementation since 1970 onward. Various models, theories, and approaches have emerged in the field of policy implementation, including top-down, bottom-up, and combined approaches. There is usually a perception that if a law is not enforced, it is the fault of the executors, and the policymakers will be spared of any blame/fault; But this is not the reality; this is while, many issues related to policy implementation arise during development. Therefore, the policy-maker should also consider the arrangements for its implementation when making policies (Khanifar *et al.*, 2015).

Viewing the culture as one of the main domains of development and the possibility of cultural management to think in cultural elements and to achieve predetermined goals as well as pay attention to the role of governments in cultural planning, have created a good groundwork for the formation of the cultural policy formation. Cultural policy is a kind of formal agreement and consensus by officials and administrators to identify, determine and formulate the most important principles and priorities critical in cultural activities and will be a guide and instruction for cultural managers. A study of many countries across the world show that many countries have explicit or semi-explicit cultural policies, while there are few ones having a completely implicit or unwritten cultural policy. Of course, it is worth noting that the level, structure and objectives of these policies (in different countries) involve many commonalities and differences.

Some are very modern whereas others are more traditional and dependent. Given the rapid trend of changes across the world, these policies require continuous reviewing and updating. Few countries (such as the United Kingdom and Scotland have obliged their countries and even counties (even rural areas) to provide their own local cultural strategy

(tailored to local facilities and conditions but in accordance with the national cultural strategy). The interesting point to mention is that many countries have combined their cultural policies and cultural strategies and compiled them all in the form of a “comprehensive cultural policy” or “cultural development plan” (Ahmadpour and Ebrahimian, 2013).

In fact, in new governments, there are many barriers to successful policy implementation, e.g., shortage of qualified human resources, lack of political guarantees for executives, insufficient guidelines and lack of clarity on all aspects, lack of adequate supervision and monitoring of executives, deficiency of sufficient capital and support to advance programs and implement policies, resistance to the policies themselves, corruption and social disorder. Some structural barriers to policy implementation include bargaining, shortage of investment, changing priorities, multiple goals, and weak parliamentary supervision.

Cultural policy-making in higher education is a concern for scientists and politicians. Policy making is defined as “the field of action of the government and the public sector, both do’s and don’ts” and the institutions of science and academia cannot be ignored by those in power and thought because of their significant and plurality of functions they have today. Strengthening and expanding leadership thinking in the cultural management and planning field requires a proper understanding of the relationship between culture and the institution of science.

According to the above, this research was established with the main objective of determining the components for the implementation of cultural policies by looking at capacity-building the university and prioritizing their dimensions.

1. Theoretical Research Basics

Cultural policy has two theoretical and practical areas. Its theoretical domain is related to studies in the cultural policy field, which is followed by scholars in various fields. In contrast, the area of action relates to the actions by statesmen. Theoretically, the history of the study on cultural policy goes back to the third generation of cultural studies, led by Tony Bennett. This school of thought claims that cultural studies should entangle itself of studying the past and instead study everyday life. Cultural studies must engage itself in policies and procedures that influence effective daily life and evaluate policies with different approaches, whether critical or corrective, introducing alternatives as far as possible (McGuigan, 2009).

In practice, as we learn, the establishment of nation-states in Europe in the fifteenth century is the beginning of a general policy in its modern

sense. Although the nation-states inevitably interfered in cultural affairs (such as identification measures such as the official language), it may be more appropriate to claim the establishment of the Ministry of Culture in France in the mid-twentieth century to be considered the beginning of cultural policy in the modern sense (Ayoubi, 2010). The objective of cultural organizations is to apply proper and effective management in cultural changes and variations. The presumption for the cultural organizations' performance is that cultural affairs have evolved over time to lay the grounds for innovation and modernity in terms of internal elements of culture, which we call the dynamic elements of culture; therefore, according to the important presumption, any inefficiency in the cultural organizations' affairs is considered to arise from the lack of management or inefficiency of cultural organizations.

In other words, whenever culture is invaded or does not respond to creative cultures in the face of foreign cultures or economic and social developments, it is necessary to search for the barrier to the formation of a dynamic culture in the cultural organizations' lack of efficiency. In general, an investigation of the cultural policy typology is a methodological strategy for identifying what and how of policies. Also, many researchers state that capacity-building is actually a timely activity and performance that strengthens the key competencies within organizations. Capacity-building is an abstract term that has a wide range of meanings and includes various areas of knowledge and resources such that governmental and non-governmental organizations must work to establish efficiency and improve productivity (Connolly and Strengthening, 2003).

Capacity-building refers to the process of individual and organizational learning in which skills-building, networking and performance in order to increase knowledge, leads to the productivity of the organization and the progress of the people working there (Blumenthal, 2002). Capacity-building denotes improving and developing the ability to measure and evaluate, as well as responding to the needs of the country through a proper understanding of development policies and models (United Nations Conference on Environmental Development, 1992).

According to the definition provided by the United Nations Development Program, capacity-building is a continuous and prolonged process in which government, non-governmental agencies, scientific-specialized associations and other academic centers participate in the framework of the law to develop human resources and management systems and to establish a capable environment with a transparent policy (United Nations Conference on Environmental Development, 1992).

Capacity building also refers to improving and correcting organization's ability to present desirable performance and to achieve pre-designed results over a period of time (Georgiadau, 2001). Williamson and colleagues posit

that capacity building has different meanings and interpretations, and that depending on who is dealing with it and in what social context, it could entail multiple meanings. This issue has become more widespread in recent years, both institutionally and organizationally and is relatively close to higher education, professional training and human resource development (Williamson *et al.*, 2003).

In a study entitled Future Research in Public Policy Making with a Systematic Approach, (Mohammadian *et al.*, 2018), first provided the definitions and objectives of public policy making in the form of a theoretical background, especially in the field of culture and future research, then referred to various models of both in the experimental background forms. In the end, the role of future research in cultural policy-making with a systemic approach as well as the models provided in this regard were investigated.

Salimi and Ghaffari (2016) investigated the need for cultural policy-making in the mass media. The research method in this study was descriptive and data collection was done using content analysis method. The findings suggested that cultural policy-making and implementation and evaluation of programs related to cultural affairs can play an essential role in creating and institutionalizing constructive cultural values across the country where the significance attached to cultural values can play a role in behavioral patterns and ultimately in improving behavior and public interest. In society, it can prohibit from many social anomalies, and sustainable development cannot be expected unless cultural policy is addressed in the mass media as a strategic program.

In a study entitled “Cultural Policy and Cooperation in the Artistic Molo Area in Seoul”, Hartley (2018) stated that experimental findings through a framework that focus on three dialectics are: economics, policy and culture. Governments, while trying to collaborate, provide one single limited way for artists to influence politics. (Arocen *et al.*, 2015) addressed knowledge and university policies in developing countries. In this study, they investigated the systems of innovation and social participation concerns of universities. In this research, using exploratory factor research method, they showed that universities can play a significant role in resolving problems and creating development. University systems cannot operate in isolation. Rather, there must be a direct relationship between social goals and academic activities.

Numerous cases were investigated in the area of policy research. According to some of the results in the past research, we attempt to implement cultural policies with a view to building capacity in the university, in the present study by combining the relevant factors, which is as follows:

Table 1- Dimensions and components of the cultural policies implementation with a view to building capacity at the university

	Dimensions	Components	Sources
Factors implementing cultural policies	Human factors	Developing and selecting managers	Ghorbanizadeh <i>et al.</i> (2017); Haji Mollamirzaei (2016); Pourzad <i>et al.</i> (2013).
		Effective training	
		Job enrichment	
		Human resources management	
		Effective and comprehensive manpower	
	Managerial factors	Participatory Management	
		Jihadi look	
		Thinking rooms	
		Leadership method	
		Obligation	
		Organizational Culture	
		Inadequate power distribution	
	Structural factors	Manpower shortage	
		A structure for access and management	
		Cultural and administrative departments	
		Outcomes of organizational chart	
		Socio-cultural-corporate structure	
		Financial and economic structure	
	Strategic factors	A structure based on the objectives of the center's position in the government	
The effectiveness of executive programs			
Goal-setting for cultural factors			
Executive Programs (Executive Processes)			
		Documentation of cultural programs	
Capacity building	Hardware	Technology exchange and transfer in the hardware sector	Mousavi Movahedi <i>et al.</i> (2005); Blumenthal (2002); UNCED (1992); Georgiadou (2001).
		Providing infrastructure such as facilities in the hardware facilities	
		Effective and active participation in advancing science and technology in the hardware sector	
		Continuous interaction with scientists in the hardware sector	

	Software	Technology exchange and transfer in the software sector	
		Providing infrastructure such as facilities and software	
		Effective and active participation in the advancement of science	
		Technology in the software sector	
	Skills	Continuous interaction with scientists in the software sector	
		Improving and developing competencies for assessment and evaluation	
		Developing human resources and management systems	
		Establishing a capable environment with a clear policy within the framework of the law	
		Developing sustainable skills and organizational structure	
	Policy making implementation	Holding a cultural ceremony	
Symposiums with cultural figures			
Holding jihadi cultural camps			
Activating cultural centers at the university		Broadcasting documentaries recognizing multiple cultures	
		Cultural Associations at the University	
		Cultural magazines at the university	
Holding and sending students to Olympiads and conferences		Weekly Culture-identification Circles	
		Holding annual conferences at Payame Noor Universities	

(Own elaboration based on the research objectives).

2. Materials and methods

The present research is applied in terms of purpose, exploratory in terms of data and cross-sectional in terms of nature of survey involving a two-stage Delphi analysis method. In the present study, first the main factors and characteristics of the components influencing the implementation of cultural policies with the view of capacity building at the university were extracted from the depth of research literature and theoretical foundations and exploratory interviews on the subject and then the dimensions and components of the consensus of experts were identified and then ranked and scored by the help of two-step Delphi technique, by using the cultural managers' views and academic professors in the field of management, policy-making. The statistical population included cultural managers and university professors in the management and policy-making field, which was finally done with seven interviews. Excel statistical analysis software, SPSS24, was used for analysis and research information.

3. Delphi method

When speaking about collective consensus among experts on a subject, the Delphi method can be used. Therefore, Delphi method is thought to be one of the main techniques in designing and developing the model of this research. Some prominent features in Delphi technique are:

1. Lack of familiarity of people with each other
2. People not being influenced by each other
3. Repetition of questionnaires (from two to ten rounds)
4. Adaptability
5. Feedback

Here are the benefits of predicting using the Delphi method:

- Delphi method creates a vision for the future (Dalkey, 2002)
- Delphi is the most widely used method for short-term and long-term forecasts (Okoli, 2004)
- Delphi technique as prediction instrument (Rowe, 1999)

Selection of Delphi panel members: Since in the present study, prediction about the phenomenon and consensus of experts is intended

and it is important to understand the current situation, the Delphi method is thus applied, and in the meantime, the Delphi panel method with experts via considering the possibilities facing it, is the most appropriate way to extract the different perspectives of experts and specialists, as well as to establish “convergence” and “integration” of ideas, solutions and other factors.

Research validity: Because the questionnaire was the best tool for collecting information and measuring variables in the present study, so measuring the validity of the questionnaire was also significant because the validity of the research indicated the compatibility of the questionnaire with the research objectives. There are several methods for determining the validity of measurement tools, the most important of which are construct validity, convergent and divergent validity, content validity, internal validity, formal validity, criterion validity, and empirical validity. Although the validity of construct is the most important criterion for measuring the validity of instruments, three methods of content validity, structural validity and formal validity were used in the present study to increase the validity of simultaneous research tools.

- 1) At first, a wide-ranging study was carried out in the field of literature. Then, the main and important sources in the field of auditing were identified and studied more carefully so that we could measure the main concepts and variables in the organization, while extracting them, and we could design appropriate questions. (Construct validity)
- 2) After the desired dimensions of the research were clarified, questions appropriate to the subject, objectives and variables of the research were prepared and designed according to the studies. (Construct validity)
- 3) The initial questionnaire was provided to respected professors, supervisors and consultants to be corrected and approved. (Face validity)
- 4) Concerning the content of the questionnaire, the first step was to delimit the research. (Formal and content narrative).
- 5) The design of the questions was brief and an attempt was made to use clear and unambiguous expressions as much as possible. In designing the questions, an attempt was made to design the questions more objectively by observing the principle of openness (formal validity).
- 6) The questionnaire was designed with a combination of closed-end and open-end questions to investigate the opinions and views of the respected members of the panel, so that they would be free to express their thoughts. In a way, at the end of the first stage of Delphi, we were faced with new ideas.

A measure called the reliability coefficient was used to measure reliability. The range of reliability coefficient was from zero to +1. Zero reliability coefficient represents the unreliability and one reliability coefficient represents the full reliability, though the full reliability is really rare.

In this research, SPSS software (version 24) was used. Also, after calculating the alpha, the mean, variance and standard deviation of the responses, as well as the reliability of the indicators were calculated by estimating the Kendall coefficient and ranking among the responses.

Consensus scale: In this study, Kendall’s consensus coefficient was utilized to determine the level of consensus among panel members. Kendall’s Coordination Ratio indicates that people who have grouped several categories based on their importance have basically used the same criteria to judge the importance of each category and agree with each other in this connection.

Table 2- Interpretation of different values of Kendall coordination coefficient

Interpretation	W value	Confidence over the order of the factors
Very weak consensus	0.1	Does not exist
Weak consensus	0.3	Low
Medium consensus	0.5	Medium
Strong consensus	0.7	Much
Very strong consensus	0.9	Very much

(Own elaboration based on the research objectives).

4. Findings

An examination of the collected data showed that the highest frequency distribution of respondents was in terms of gender, i.e., male (91.7%); in terms of the age range between 40-50 and 50-60 years (41.7%); of education, PhD and above (66.7%); of the status of the relevant field of study (100%); of the work experience of people with a history of 20-25 years (41.7%); of the work situation of the university faculty (66.7%); of the academic status of associate professor (33.3%); of executive responsibility of middle manager (50%).

In the present study, to determine the level of consensus among panel members, the Kendall coordination coefficient was used. Based on this, in

order to analyze the data of the qualitative part, a two-step Delphi method was applied. The findings of the first and second rounds of Delphi included 44 components as listed in the third table.

Table 3- Summary of two-step Delphi results

Components	First Delphi stage		Second Delphi stage	
	Mean	Mean rank	Mean	Mean rank
Technology exchange and transfer in the hardware sector	4.29	20.64	4.43	19.79
Providing infrastructure such as facilities and hardware facilities	4.57	25.29	4.71	25.71
Effective and active participation in advancing science and technology in the hardware sector	4.43	22.29	4.57	22.86
Continuous interaction with scientists in the hardware sector	4.14	20	4.43	19.86
Technology exchange and transfer in the software sector	4.14	18.86	4.29	19.29
Providing infrastructure such as facilities and software	4.43	22.64	4.57	22.79
Effective and active participation in the advancement of science and technology in the software sector	3.86	14.79	4	10.57
Continuous interaction with scientists in the software sector	4.14	18.36	4.29	16.79
Improving and developing competencies for assessment and evaluation	4.43	24.57	4.71	26.07
Development of human resources and management systems	4.29	20.93	4.57	22.79
Creating a capable environment with a clear policy within the framework of the law	4.43	23.14	4.57	22.71
Developing sustainable skills and organizational structure	4.57	25.29	4.86	28.93
Empowering individuals and organizations to actively participate and optimize program efficiency	4.57	25.5	4.71	25.79
Developing and selecting managers	4.57	26.14	4.57	22.93

Effective training	4.14	20.21	4.29	21.21
Job enrichment	4.43	24.57	4.71	25.79
Human resources management	4.71	28.29	4.86	28.93
Effective Manpower	4.57	26.14	4.71	26
Participatory Management	4.14	18.64	4.43	21.36
Jihadi look	4.43	23.79	4.71	26
Thinking rooms	4.29	20.86	4.29	16.64
method of leadership	4.14	18.07	4.29	16.79
Obligation	4.43	23.36	4.57	23
Organizational Culture	4.29	21	4.57	22.71
Inadequate power distribution	4.43	23	4.43	19.57
Manpower shortage	3.86	14.57	4.14	13.71
A structure for access and management	4.29	20.86	4.57	22.93
Cultural and administrative departments	4.29	20.36	4.57	23
Outcomes of organizational chart	4.71	28.07	4.86	28.86
Socio-cultural-corporate structure	4.43	23.36	4.57	22.79
Financial and economic structure	4.57	25.79	4.57	22.57
The structure based on the goals of the center's position in the government	4.14	19	4.43	21.57
The effectiveness of executive programs	4.57	26.14	4.71	26
Goal-setting cultural factors	4.29	22	4.43	19.79
Executive Programs (Executive Processes)	4.57	26.14	4.57	22.64
Documentation of cultural programs	4.57	24.93	4.71	26.36
Symposiums with cultural figures	4.57	25.93	4.71	26
Holding jihadi cultural camps	4.43	23.14	4.57	22.64
Broadcasting documentaries recognizing multiple cultures	4.57	26.14	4.71	26
Cultural Associations at the University	4.14	19.64	4.43	21.07
Cultural magazines at the university	4.14	19.64	4.43	21.07

Weekly Cultivation Circles	4.43	23.79	4.57	24.14
Holding annual conferences at Payame Noor Universities	4.29	21	4.43	12.07
Active participation in international scientific conferences	4.43	23.14	4.57	22.93
Cronbach's alpha	0.914		0.876	
Kendall coefficient	0.101		0.736	

(Own elaboration based on the research objectives).

The third table summarizes the statistics related to the reliability analysis of the first step. According to the results of this table, the reliability value of the questionnaire indicators is 0.914. The alpha value indicates that the model indicators enjoy a high degree of reliability via the opinion of experts, in other words, they have a high internal consistency to measure these indicators. The average value obtained for each question indicates that most respondents have chosen high and very high options, so the questions have a low standard deviation. This statistic shows that the questions are in fact acceptable from a reliability point of view.

The Kendall's Ranking Test measures the ranking of respondents. In this test, each respondent is considered as a judge or rank assessor, and any question serves as a variable, and then the average rank is calculated for each of these variables. In addition to significantly differentiation or lack of distinguishing among the average rank of evaluations; Kendall's test also prioritizes them. In other words, this test shows in which index the respondents' evaluation is more positive and in which areas it is more negative. To achieve this, the average of the components of "Human Resource Management" and "Consequences of Organizational Chart" is the highest value according to the third table (4.71) and the component "Effective and active participation in the advancement of science and technology in the software sector" and the "manpower shortage" has the lowest value (3.86). There is also a "very weak consensus" among the panel's respected members on the components in question, given the result of the Kendall's test (0.101).

As can be observed in the third table, the two components of "human resource management" and "outcomes of the organizational chart" have the greatest impact in terms of participants in the first round. According to the results in the third table, the standardized reliability value is also stated in the second stage of Delphi. The level of standardized alpha indicates that experts believe that they have a high degree of reliability, in other words, internal consistency. The mean value obtained for each question suggests that most respondents have chosen high and very high options. In fact, the

questions have an acceptable reliability and there is an agreement between the respondents' evaluation of the desired variable.

The Kendall W test is also ranked second, indicating that the Kendall W test is 0.076, which denotes that respondents can rank. There is “strong consensus” among the respected members of the panel in the second stage. Therefore, according to the results of the two Delphi rounds and the consensus of the panel members and the achievement of theoretical saturation, the number of 44 components were identified by experts. Regardless of the changes observed in the ranking of concepts, in fact, it can be summed up that even if the distribution of questionnaires is repeated N times, the same results will be obtained.

In the following, we have listed the dimensions of Table 1 in the theoretical foundations section. To achieve more accurate results, we have ranked the dimensions for implementing cultural policies by viewing the capacity-building process at the university using the Friedman test, which is described below. The results are as follows:

Table 4- Friedman test Dimensions of cultural policies implementation with a view to capacity building at the university

Variable	Dimensions	Mean rank	Rank
Factors implementing cultural policies	Human Factors	5.1	7
	Management factors	6.62	1
	Structural factors	4.59	10
	Strategic factors	5.4	5
Capacity-Building	Hardware	5.93	4
	Software	6.16	2
	Skill	6.13	3
Implementing cultural policy	Holding a cultural ceremony	4.92	8
	Activating cultural centers at the university	4.8	9
	Holding and sending students to Olympiads and conferences	5.37	6

(Own elaboration based on the research objectives).

According to the results of the above table, the “managerial factors” and “software” dimensions have the highest mean and those of “structural factors” and “activation of cultural centers at the university” have the lowest rank.

Conclusions and Suggestions

The implementation of cultural policies and the strengthening and expansion of positive cultural influences in the Islamic society is one of the important objectives of the Islamic Republic of Iran. This issue is quite evident in the statements by the Supreme Leader and senior officials of the government, so that the year 2014 was called “the year of culture and economy with national determination and jihadi management” in the statements of the Supreme Leader of the Islamic Republic of Iran. The subject of culture is so vital that even today, various economic approaches in the world have cultural roots. Implementing the country’s macroeconomic goals and strategies requires careful and appropriate cultural policy-making and the formulation of cultural appendices for projects.

In the few researches done about the cultural activities of the country, one of the main reasons for the non-actualization of programs and objectives in the field of culture is related to the poor performance and management of cultural organizations. On the other hand, the policy-making process includes policy-making development, implementation and evaluation, and an effective policy-making is the one that enjoys the ability to implement and evaluate. Many experts believe that policy-making is a prerequisite for the success of government directors in the successful implementation of policies; to this end, in the literature of the science world, policy implementation has received serious attention and several articles were compiled about it. On the other hand, organizational capacity-building occurs when individuals, associations, organizations and institutions believe in it and strengthen the key elements and success factors.

When the strategic thinking culture, continuous education, creativity and value-oriented and knowledge-based management and all software infrastructure in the organization are generalized and expanded, it is easy to see the objective manifestation of their manifestations at the domestic and foreign levels. The capacity-building organization and country enjoy a strong relationship between program and action, and strategic thinking penetrates at all levels. This research was performed with the main objective of identifying the components of the implementation of cultural policies by looking at capacity building at the university and prioritizing their dimensions. Based on the research from which the components and indicators were prepared and in the view of the experts surveyed, the indicators were approved, so it can be said that the indicators used in the present study are consistent with the research mentioned in the above tables.

Other results also showed that the dimensions of “managerial factors” and “software” have the highest average, and the dimensions of “structural

factors” and “activation of cultural centers in the university” have the lowest rank. In line with the results obtained, it is recommended that due to the fact that the duties of human service providers are very difficult; this is because the raw material, or the client, both act as the customer and play the role of an active partner in the relevant processes. The client plays an important role in determining what the desired outcome should be and how the goals can be achieved, and this integration of the client’s role and the target community is clearly manifested by organizations that utilize service delivery technologies.

A relatively new approach to analyzing results is proposed to adapt to best practices, which, by investigating successful and unsuccessful policies, is selected to determine influential factors and analyze their results to improve the policies. The lack of trained staff and the limited time of political and administrative institutions and other institutions cause the evaluation work to be left to organizations outside the organization. The assumption that the passage of laws and the allocation of resources to implement them will inevitably lead to the full or partial realization of the objectives of the policy is not correct. In reality, while evaluating the policy, a distinction must be made between the output of the policy and its effect or outcome. Therefore, any scientific research, in addition to fulfilling its mission, necessarily requires to lay the ground and suggestions on the subject of the study rather than a guide for other interested people who may have followed that path in the future or used the results.

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* Although the regulations for the authors of this journal require the full names of the authors to be added to this list of references, unfortunately in some cases the source of origin only places the initial of the name. For this reason, in some cases only the initial of the name is added.

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