

Table 1 Classification of the fundamental value themes and subthemes in the seven selected policy documents in Islamic Republic of Iran

| Final theme | Subtheme | Policy document | | | | | | |
|---|---|-----------------|-----|------|-----|------|------|--------|
| | | IH-2025 | HCR | GSTP | GHP | BIPM | GEME | CRIPME |
| Proposed framework for fundamental values | Fundamental value Value concept | | | | | | | |
| 1. Principal values | God-centred | | | | | | | |
| | Belief in God: religious and divine belief | * | * | * | * | * | * | * |
| | Belief in existence of the other world (heaven) | | * | | * | * | | |
| | Spirituality | * | * | * | * | * | | * |
| | Sanctity of healing | * | * | | | | | |
| | Justice | | | | | | | |
| | Justice | * | * | * | * | * | * | * |
| | Health equity | * | * | | * | | | |
| | Equal opportunity | | | * | * | * | * | * |
| | Moral virtues | | | | | | | |
| | Virtues (honesty, compassion, altruism) | | * | | * | * | | |
| | Good intention | | | | * | * | | |
| | Integrity (do the right thing) | | * | | * | * | | |
| | Ethics | | | | | | | |
| | Utility (of action) | * | | | * | * | | * |
| | Ethical decisions | * | * | * | * | * | | * |
| | Respecting human rights | | | | | | | |
| | Respecting human dignity | * | * | | * | * | | * |
| | Determination of people’s right to make their own decisions | | * | | * | | | * |
| | Human rights | * | * | | * | * | | |
| | Saving human lives | * | * | | | | | |
| | Maximum health right | * | * | | * | * | | * |
| Right of knowledge acquisition | * | * | | * | | | | |
| Respect for physicians | | | | | | | | |
| Respect for mentor | | * | | | * | | | |
| Respect for intellectual rights | * | * | | * | * | | * | |
| 2. Mission values | Education | | | | | | | |
| | Education (medical, health sciences) | * | * | * | * | * | * | * |
| | Research | | | | | | | |
| | Research | * | * | * | * | * | * | * |
| | Health care | | | | | | | |
| | Health | * | * | | * | | | * |
| Care | * | * | | * | * | | | |

Table 1 Classification of the fundamental value themes and subthemes in the seven selected policy documents in Islamic Republic of Iran (continued)

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|------------------------------|--|-----------------|-----|------|-----|------|------|--------|
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| 3. Systems procedural values | Accountability | | | | | | | |
| | Social accountability | * | * | * | * | * | * | * |
| | Accountable education | | * | | * | * | * | * |
| | Responsiveness to needs | * | * | | * | | | * |
| | Efficiency | | | | | | | |
| | Efficiency | | * | * | * | * | * | * |
| | An atmosphere conducive to well being | | | | | | | |
| | Maximum use of all capacities | * | | | * | | * | |
| | Optimized (educational/patient care) setting | | * | * | * | | | * |
| | Effectiveness | | | | | | | |
| | Effective health care | | | | | | | |
| | Transparency | | | | | | | |
| | Transparency | * | * | | * | * | | * |
| | Accessibility | | | | | | | |
| | Accessible | * | * | | * | | * | * |
| | Availability | | * | | * | | | |
| | Professionalism | | | | | | | |
| | Professional ethics | * | * | * | * | | | * |
| | Commitment to professional development promoting professional skills | | * | * | * | * | | * |
| | Accepting responsibility | | * | | * | | | |
| | Promoting the values in medical education | | * | * | * | | | * |
| | Collaboration | | | | | | | |
| | Cooperation | * | * | * | * | * | * | * |
| | Shared decision-making | * | * | | | * | * | |
| | Networking (national and international) | * | * | * | * | | * | * |
| | Innovation | | | | | | | |
| | Innovation | * | * | * | * | * | | * |
| | Generating creativity | * | * | * | | * | | |
| | Cohesion | | | | | | | |
| | Trust and mutual appreciation | | * | * | * | | | |
| Social cohesion (solidarity) | * | * | * | * | * | | | |
| 4 .Implementation values | Competency-based | | | | | | | |
| | Competency | | * | * | * | * | | * |
| | Community-based | | | | | | | |
| | People-centred | | * | | * | | | * |
| | Community oriented | | * | | * | | | * |
| | Evidence-based | | | | | | | |
| | Benefit from the best evidence (in practice and education) | * | * | * | * | * | | * |
| | Workforce planning | | | | | | | |
| | Sustainability of health workforce | | * | | * | | * | * |
| | Quantitative development of medical education and producing enough human resources | | * | * | * | | * | * |
| | Prevention-based & health-centred | | | | | | | |
| | Health literacy | | | | * | | | |
| | Healthy lifestyle | | | | * | * | | |
| | Prevention (preventive medicine) | * | * | | * | | | * |
| | Health-centred medical education | | | | * | | | * |

Table 1 Classification of the fundamental value themes and subthemes in the seven selected policy documents in Islamic Republic of Iran (concluded)

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| 5. Outcome values | Quality | | | | | | | |
| | Insights for continuous quality improvement | | * | | * | | | * |
| | Safety | | | | | | | |
| | Patient safety | | | | * | | | |
| | Health promotion | | | | | | | |
| | Improving health/health indicators | | * | | * | | | * |
| | Comprehensive health | | * | | * | * | | * |
| | Scientific authority | | | | | | | |
| | Knowledge production theorization | * | | * | * | * | | * |
| | Commitment to excellence | * | * | * | * | | | * |
| | Continuous scientific effort | * | * | * | * | | | * |
| | Scientific hegemony | * | | * | * | * | | * |
| | Self-sufficiency | | | | | | | |
| | Self-sufficiency | | | | | * | * | * |
| | Self-belief | * | * | * | * | | | |
| | Independence | * | * | * | * | * | | |
| | Progress | | | | | | | |
| Expansion | | * | | | | * | * | |
| Development (progress) | * | * | * | * | * | * | * | |