

In the name of Allah



Comprehensive report of the CLCs in Islamic Republic of Iran

(23-27 March 2004)

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Table of the coverage of CLCs reported in this report

Row	Model of CLCs	No.	Provider of place and equipment	Type of educational services	Educational Service providers	Financial support by	Provinces under coverage	Target groups
1.	Rural CLCs	1900	LMO, literacy SSC	Various types of needed education	LMO partner organization of the SSC	LMO	All provinces	Rural illiterates and low literate
2.	CLCs with governors partnership	150	Governors and LMO	Various types of education	LMO, Partner organization of SSC	LMO and governors	Zanjan, Esfahan, khuzestan	Rural illiterates and low literates
3.	Urban schools (pilot)	75	Schools principals	Literacy, basic life skills	School principal and LMO	LMO	Seven provinces	Urban illiterates and low literates
4.	Prisons (pilot)	10	Prisons heads	Literacy and basic life skills	LMO, MOH, jail organization	LMO , Jail organization	10 provinces	Illiterate and low literate prisoners
5.	Military bases	3	Military commanders	Literacy and basic life skills	LMO	Garrisons	3 provinces	Illiterate and low literate soldiers
6.	Partnership with UNFPA	5	UNFPA	Literacy, basic life skills, income generating skills, poverty alleviation	LMO	LMO UNFPA	Ahvaz city	Non headed and ill headed women

- Literacy SSC: literacy Supreme Supportive Council

◀ **Main information sources and methods of collecting information**

The main information sources include:

1. LMO computer based statistics system
2. The existing documents



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3. Reports prepared by provinces
4. Correspondents (guidelines, practical announcements)
5. Reports of the delegation visiting to the centers
6. Researches and assessments in the provinces

◀ Process of information analysis

1. Collecting the relevant data and information through statistics bureau
2. Organizing several expert meeting with the team members for preparation of the report according to the UNESCO required format
3. After preparation of the draft of the report, the overall views of the different parts on the content of the report received and the draft revised accordingly.

Section 1: Background and overview on CLCs

◀ A brief overview on socio-economic and cultural situation in the country

The Islamic Republic of Iran is a vast country in the south Asia region. The total population of the country in 1999 accounted for 69,244,000 people, the growth rate of population has now declined to about 1.2 percent and fertility rate has declined to 2 in 2000. As regard to the population pyramid of country in 2001, 38% of population is between 10 and 25 years of age, which means the youngness of Iranian population in one side and confronting the phenomenon of the population ageing in the other side.

The first economic challenge faced by Iran is to increase the growth of the economy as a whole. The third five-year plan (2000-2004) aims to raise the growth rate of total GDP to 6 percent.

While oil is the dominant sector of Iranian economy, the majority of GDP originate from services. Investment is needed in health and education in improving social infrastructure in the production of useful goods and services.

All of the indicators that comprise human development and other related indices show wide disparities among Iran's provinces.

◀ Educational situation with particular reference to literacy and continuing education

A recent increase in enrolment, a decrease in dropouts and advancements in literacy have enabled Iran to make great strides towards universal literacy and universal primary education (MDG2).

Education indicators relating to coverage and literacy rates have improved markedly in Iran in recent years. Adult literacy has advanced steadily and in 2001 exceeded 80 percent. Literacy gaps continue to exist between men and women, between urban and rural areas and between the most and least developed provinces. The higher literacy rates are due in part to the work of literacy movement organization, but above all to raising primary school enrolment ratios.

Total government spending on education has in recent years fluctuated between 4 and 5 percent of the national income (10-20% of government budget).



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◀ Location of community learning centers supported by UNESCO and other organizations

After completing the pilot phase of the CLCs supported by UNESCO in 2000 in two provinces of Fars and Ilam, all of the CLCs in Iran is now setting up and running by LMO and other GOs and CSOs and different type of these supports mentioned in the above table.

◀ Other community based NFE programs supported by the government and other organizations such as NGOs

In our country there are many organizations which provide NFE on their field of work on the following basis:

1. **MOHME:** on the sanitation issues and community and public health training provided through TV programs and health workers for the public;
2. **Ministry of Agricultural Jihad:** Through this organization some training on improvement and promotion of knowledge of the farmers and cattle rearers and others provided through training courses, agricultural extension workers, mass media and publications and professional books;
3. **Welfare organization:** working in the field of prevention of disabilities and empowerment of disabled people and women headed families for employment and poverty alleviation;
4. **Red crescent:** First aids training and preparedness for addressing unpredictable crisis;
5. **Environment organization:** public training for preservation of the environment within the framework of NGOs;
6. **Office of Women participation:** Social training and women empowerment;
7. **Relief committee of Imam Khomeyni:** Poverty alleviation and Job creating;
8. **Technical and vocational training organization:** poverty alleviation and Job creation;
9. **Rural cooperatives:** Expansion of cooperative culture and establishment of cooperatives;
10. **Youth organization:** youth based training within NGOs works;
11. **Municipalities:** different training for public through cultural houses;
12. **Islamic Propagation organization:** providing belief, religious and moral training.

Section 2: Policy and Legislation for CLCs

◀ Policy statement and /or legislation concerning CLCs



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1. To establish and running the centers at least for 5 years by LMO and gradual devolution of CLCs to the people and CSOs;
2. To prepare the people for resolving their own problems using expansion of basic life skills training;
3. Using public facilities specially schools in non occupied times as the CLCs needed places;
4. Gradual substituting of CLCs for literacy ordinary activities;
5. Organizing CLCs in most of the villages;
6. Designing and implementing CLCs appropriate for rural people needs and rural areas social structures in a few rural schools;
7. Establishing CLCs in all of the prisons and military centers.

◀ CLCs history and trends of development in Iran

1. Establishment of four CLCs in 2001 under financial support of UNESCO of Thailand in two provinces of Ilam and Fars;
2. Organizing of 64 CLCs at the nation wide level (At least 1 CLC for every province and 24 CLCs for Khorasan province) in order to generalize CLC models throughout the country in 2002 by LMO public budget;
3. Establishment of 1570 CLCs according to the approved law by the Literacy Supreme Supportive Council (LSSC) at the country wide in 2003 by national and provincial credits;
4. Organizing near to 1950 CLCs in the villages and organizing 75 CLCs in the urban schools with a different model in 7 provinces of the country on a pilot based activity. Further that 10 learning centers of basic life skills in prisons of the country on a pilot based activity for prisoners but its primary model is the same as CLCs.

Section3: Main Activities of CLCs

Table of CLCs basic literacy target groups in 2003

	Gender		Region		Total
	Female	Male	Urban	Rural	



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Illiterates	Below 40	17887	1501	3773	15615	19388
	Over 40	8668	756	1497	7927	9424
Low literates	Below 40	50139	2721	7658	45202	52860
	Over 40	11296	803	2268	9831	12099

Table of learners' distribution in different types of training courses in CLCs

Row	Title of courses	NO. of participants	
		Urban	Rural
1	Preliminary	5270	23542
2	Complementary	3432	16982
3	Final grade	3761	21525
4	Adult fifth grade	2733	16526
5	Follow up study group(1)	1557	13612
6	Follow up study group(2)	427	4436
7	Follow up study group(3)	348	3895
8	Basic life skills and vocational skills	21978	124781

◀ Content

- Organizing literacy classes (preliminary, complementary, final and adult fifth grade) for illiterate people low literate adults;
- Organizing literacy follow up groups and providing correspondence services for interested illiterates in order to prevent their reversion to illiteracy;
- Training basic life skills including communication, decision making, self awareness, problem solving, selection;
- Training vocational skills like sewing, farming and cattle rearing and building electricity;
- Health education;
- Belief Education;
- Social education including laws and regulations, morality, election, child rearing
- Public education including environment protection, social rights;
- Income generating and poverty alleviation activities;
- Early childhood development Education: This program is implemented in 350 CLCs by UNICEF cooperation, but almost in all of the CLCs there is a child care center in order to educate and enrich the young and preprimary children free times and creating the opportunity for their parents to attend effectively in the CLCs classes, (Where possible an appropriate place inside the



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CLC or somewhere around will be considered for setting up a child care center and the CLC managers are responsible for provide the educational and logistic equipment as well as the work book and first aid packages and some standard toys and make them available for children educators.)

- In order to create diversity, enrichment and refreshment of the centers environment and at the meantime creation of motivation and encouraging the programs' audiences the following activities are planning and implementing within cultural, religious, scientific and sport programs as follows:

- 1) Organizing contests on prayer, Islamic rules, recitation and memorization of the Holy Qur'an according to the current guidelines;
 - 2) Preparing the ground and organizing pilgrimage and sightseeing tours for learners;
 - 3) Organizing special ceremonies on different occasions;
 - 4) Implementation of sport activities according to the learners specifications;
 - 5) Organizing scientific, cultural and book reading contests;
 - 6) Development of daily or weekly wallpapers by learners themselves;
 - 7) Holding exhibitions of learners and Instructors works and innovations for introducing the center activities;
 - 8) Marketing for selling the products of learners.
- In four CLCs training of ICT is offered for the people and has been welcomed especially by youths.
 - For more information the list of some educational books on different areas provided in the annex.

Section 4: Effective implementation of CLCs

◀ Community participation

In every CLCs in Iran there is an executive committee responsible for establishment of CLC, development of the village profile, needs assessment, planning and management of the activities of CLCs. The above committee consists of the following people and duties:

Composition of the Executive committee members:

- 1) The head of Islamic council (head o committee)
- 2) Director of the CLC (secretary)
- 3) School principal (Where there is more than one school in the village, one of the motivated principals will be selected)
- 4) Representative of the LMO in that town
- 5) Agriculture extension worker of the village
- 6) The village health worker
- 7) The village clergyman
- 8) The head of mobilization base
- 9) The representative of the Instructors
- 10) The representatives of the service provider institutions if available.



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◀ The tasks of the committee

- Monitoring the CLC activities within the framework of the goals of CLC
- To examine the programs proposed by director and educational council to the committee
- Appropriate planning for needs assessment and prioritization of needs and prediction of relevant education based on needs
- Identifying local influential people and inviting them for providing needed services
- Planning for creation and expansion of cooperatives

◀ Resource mobilization

CLCs infrastructures:

1. Educational human resources

- The director of CLC
- Instructors, Basic life skills facilitators and vocational skills trainers
- Experts and specialists of the CLCs partners

Educational human resources working in CLCs in 2003

Title	Urban		Rural	
	Female	Male	Female	Male
Instructor/ Facilitator	922	77	5360	339

2. Executive, logistic and planning resources of CLCs

- The members of CLCs supportive committee
- The members of CLCs Executive committee
- The members of CLCs educational council
- The volunteer members of CLCs

The volunteer people cooperate with the CLCs based on their capabilities and interests to the management of the classrooms, libraries, and study groups and child nursery. These people are selected among the religious people, trustworthy people, retired persons, health workers, institutions experts, the council members, teachers, educators, indigenous people, neo literate people and learners.

These people working on the following areas:

- Cooperating with directors, Instructors and facilitators in different areas
- Helping to get participation of the people and institutions in CLCs supplement and management
- Working to address the defects and problems including administration and education problems
- Working for cooperatives formation, holding exhibitions and marketing...



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3. Equipment and facilities

For establishment of a CLC the facilities of LMO local offices, the partner institutions including MOE and the other organizations working for CLCs will be used as follows:

- Supplements as classroom furniture for the learners, facilitators and director.
- Expendable and non expendable office equipment
- Educational and teaching aid materials, audio- visual devices, materials and equipment needed for basic life skills training and vocational skills training, shelves and book of CLCs libraries.
- Stamp and paper, add board of CLCs, label of CLC and first aid package for the center and childcare center.

The educational place will be provided through following procedures:

- 1) Using the non schooling and free time of the schools
- 2) Using the building owned by other organization
- 3) Donating the building by people
- 4) Renting the building upon LMO expediency. The expenditures of rented buildings are payable through LMO credits in the provinces.

4. Educational materials

In order to provide training on the functional skills. Life skills and vocational skills training as well as giving information and expansion of social and cultural information of the educators and learners in CLCs; following educational resources are available in every centre:

- Text books of different courses of literacy
- The materials and books of follow- up study groups
- The booklets used for correspondence and media education
- Books of reading within family project
- The materials relevant to the educational, cultural and other areas and learners' need based materials
- The book and pamphlets of “basic life skills training program”
- The books relevant to the vocational skills training
- Teaching guide books of different courses
- The materials prepared by other CLC partners
- Other materials like videos, CD, audio visual tapes and magazines and newspapers, half page of Neo literate newspaper
- Extra textbooks materials

5. Financial resources

The Clcs budget will be prepared through follwing way at the national and district level:



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◀ The costs which is paid by provincial education organization and LMO provincial directorate includes the following items:

The wage and salary as well as human resource training is paid from LMO budget at the provinces as regard to the relevant regulations and policies as follows:

- The salary of CLC directors
- The remuneration of the Instructors and facilitators
- The rental payments if needed
- ◀ The costs paid through national credits:
 - The costs for teaching items and educational aids
 - Teaching fees of vocational and basic life skills
 - Expenditures of equipment purchasing for newly established CLCs
 - Other side expenditures like:
 - Needs assessment study costs
 - Incentives
 - Receptions
 - Expendable items for office work and educational aids materials
 - The costs for cultural, social and scientific activities of the center

The amount of 40,000,000,000 Rls of national credits and more than 60,000,000,000Rls of provincial budget have been spent for CLCs activities in 2003.

◀ Capacity building of CLC personnel

- All of the personnel of CLCs including LMO directors in provincial offices, relevant deputies, Head of LMO town offices, educational experts in provinces will be briefed and oriented on the CLC activities during national and district workshops.
- All of the instructors and facilitators and CLC directors participates in a week long workshop to be familiar with the regulations and goals of the CLCs and participatory teaching –learning methodeand basic life skills and the needed materials will be provided for their use.
- The executive agents and experts and partner organization authorities as well will be oriented in a 1-day gathering.

◀ Establishing linkages and networking

For processing and institutionalization of CLCs and the involment of the other governmental organizationsa very good networking have been established according to the following process:

Literacy Supreme Supportive Council

The above council is presided over by the vice president of the I. R. of Iran and the membership of the following people. The sessions of the committee is held every six months for better coordination among the members and possible expansion of Centers:

1. The head of LMO as the secretary of the council



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2. **Minister of Education**
3. **Minister of Higher Education**
4. **Minister of health**
5. **Minister of Islamic culture**
6. **Minister of labour and Social affairs**
7. **Minister of Agricultural Jihad**
8. **Head of Management and Planning Organization**
9. **Head of IRI. Broadcasting**

The Supportive council of the provinces and towns

The above council is composed of the representatives of the relevant organizations in the provinces as follows:

- **Director general of Social affairs of governor general as the head of committee**
- **Head of organization of Education in province level**
- **Director of LMO provincial office as the secretary**
- **Head of agricultural Jihad**
- **Director of technical and vocational training of the province**
- **The deputy of health ministry**
- **Director- General of IRIB**
- **Main department of cooperatives**
- **Director general of culture and Islamic guidance**
- **The head of Management and planning organization**
- **Director general of natural resources**
- **Director General of environment organization**
- **Director general of welfare organization**
- **Other organization and departments if needed and based on previous invitation.**

There is another council like this one at the town level.

Executive committee of CLCs

This committee is organized at the place of CLC and the members are selected from among the local officials, local people and executive people of CLCs. The above committee is presided over by head of village Islamic council or one of the community council members or one of the community trustworthy people and the mandate of this task is given by governor general or district holder.

Instructors' council

For discussion and exchange of views as well as coordination on the educational and training affairs and skills and administration affairs of CLCs; also expansion of facilitators' role in promotion of CLC activities; the above council is organized. Literacy instructors and facilitators of basic life skills and



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vocational skills are the members of the council, which is under supervision of the director in each center.

Learners' council

In order to create a reciprocal communication and interaction between learners and CLC stakeholders also raising their self-esteem, self-confidence and self-concept, and also feeling responsibility by learners and finally their participation in the CLCs activities the learners council was established.

◀ **Monitoring and evaluation**

The monitoring and assessment system of the centre is mostly conducted in self-evaluation mode and the instructors, learners and CLC participants evaluate their work and during a continuous process they assess their work.

At a level higher than self-assessment, one of the executive committee task is CLC performance evaluation which is often done by them and necessary reforms included in the the programs. For monitoring the trend of CLC activity, there are a systematic evaluation of the activities by LMO educational supervisors who evaluates and monitor the the activities and give their written feedback to the responsible persons in charge.

Also the representatives of CLC partner organizations paying visit to the CLCs and provide the nessary guides for CLCs stakeholders and facilitators.

The national evaluation plan of CLCs is on the way in 2004.

◀ **Systematic documentation and dissemination**

Due to the diversity of the training, audiences and CLC partners in establishment and management of the center, documentation is a very important process. Therefore creation, collection, classification and keeping the information and documents in diferrent level of the organization would be as follows:

- At the district, province and central level
- 1. Collecting and keeping the data and reports s well as produced materials on the basis of local, regional and national levels.
- 2. Production and distribution of educational films
- 3. Production and collection of documentary and story films
- 4. Keeping the reports of the meetings, gatherings and workshops and annual reports as well
- 5. Preparing the annual reports
- 6. Keeping the information and reports of the activities as analysis
- At the CLC level
- Creating an archive with the following titles:
- 1. Correspondences



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2. List of properties
3. Educational daily programs(primary basic education, basic life skills education, vocational skills training, CLC partners experties, ceremonies and soocial occasions, tasks and responsibilities) for one year
4. Executive committee and educational groups reports
5. Educational materials of thecourses
6. Partnership preceding documents
7. Books and bookreading lists
8. Film demonstration
9. Data and performances
10. Produced materials in the center (manuscripts,copies and printed materials)
11. Photo albumof activities and visits
12. Preparing notebooks for visits and surveys reports.

Section 5: Strengths and future challenges

◀ Impact of the CLCs at the grassroots and national level

As regard to the newness of the program and encompassing diversified educational programs and its participatory modes of the management have been faced with a remarkable success in attaining a decent place for itself, so that many villagers, governors and district holdersdoing a lot of correspondendts for establishing a CLC.

Reduction of the average age of the learners, increase of the average number of the learners participated in the classes, reduction of the absentness and dropouts are the Signes of the CLC sucessfulness in Iran. In some of the CLCs people have organized cooperatives or have been able in launching income-generating activities or form the loan funds for savings and giving micro credits to the needy persons.

◀ Main challenges encountered by theCLCs at the grassroots and national level

1. Lack of financial resources
2. Monitoring and sustainability of the centers
3. Meeting the various demands and interests of the people with diferrrent level of knowledges and experiences
4. Providing appropriate educational place
5. Providing the equipments and new educational technologies like computer and other equipments which is greatly demanded by people.

◀ Possible solutions to overcome the challenges

1. Mobilizing all of the existing resources in order to reduce dependence to the government resources
2. Creating income resources for CLCs
3. Absorbing more supports of international agencies and donors



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◀ Any concrete plans to strengthen CLCs as part of national EFA strategies

- 1. To strengthen and expand teaching –learning participatory methods**
- 2. To prepare and develop various educational materials**
- 3. To exchange of experiences among different countries**

◀ Suggestions for UNESCO and other UN agencies

- 1. Create the ground for exchange of experts among the countries**
- 2. Financial support to the pilot projects in seeking for new solutions**

◀ Lessons learned

- ◆ By giving responsibility to the people the outcomes will be increased**
- ◆ People more need to the life skills than knowledge and in cases that it is provided fundamentally people welcome to the program**
- ◆ The educational programs will be more successful when it is based on learners needs and interests**
- ◆ Where there is no innovation or creativity, there is no success in the program.**