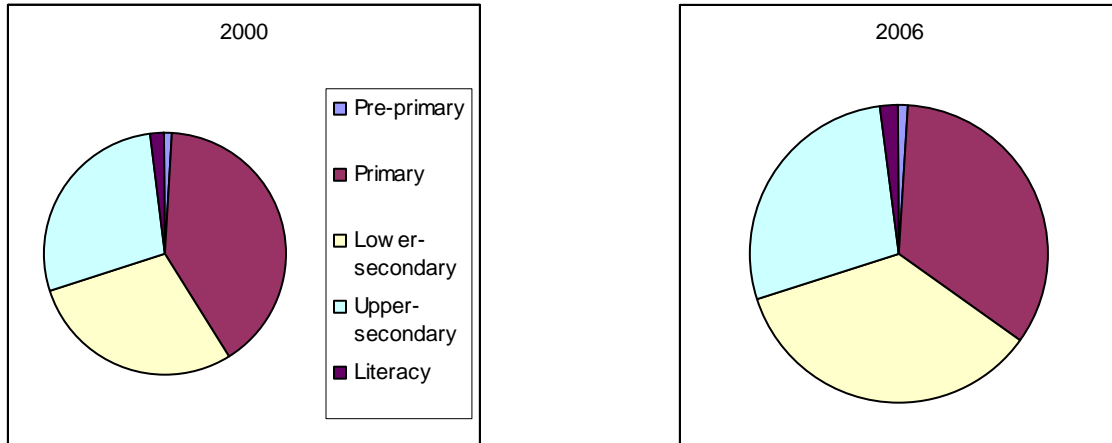


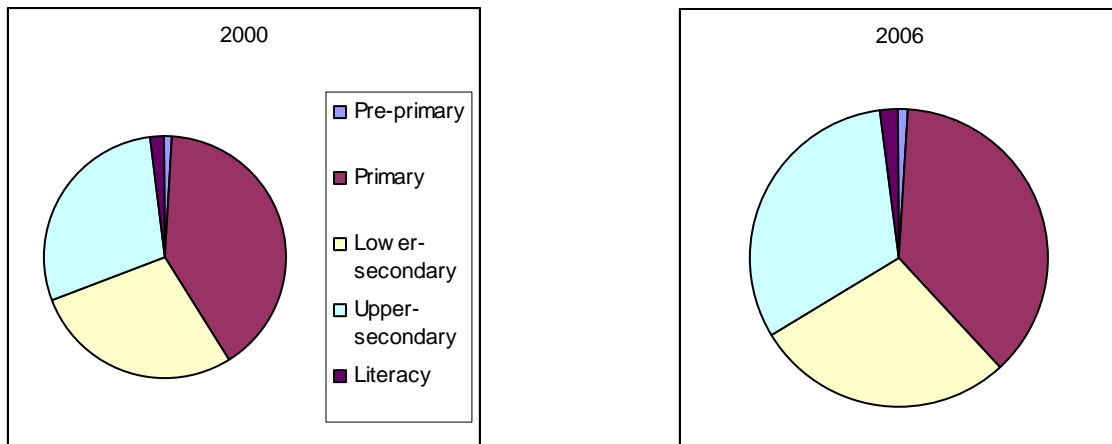
**• Share of Primary, Lower/ Upper Secondary Education from Total Public Budget, GDP & Total Expenditures on Education**

The last indicator studied in this section, is share of educational courses from total public budget, GDP and total expenditures on education. This share for the period of 2000 through 2006 is illustrated in the under pie charts:

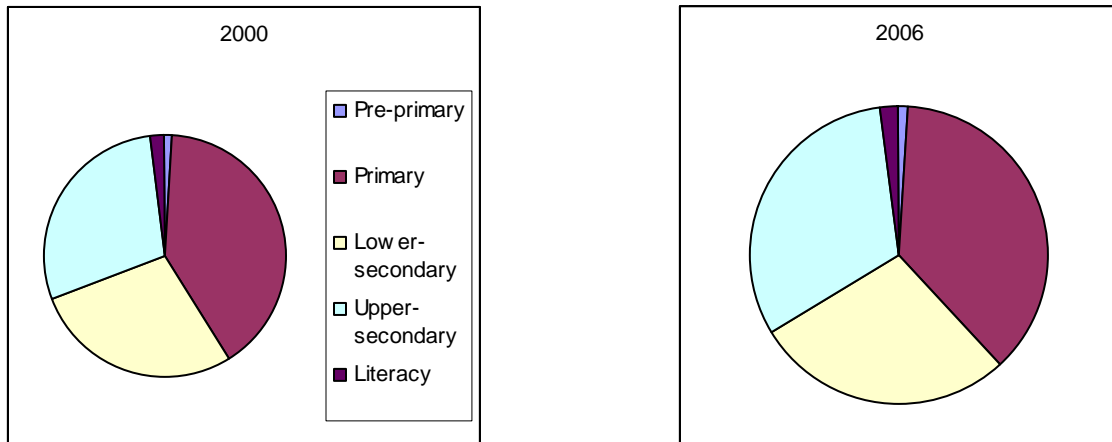
**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE**



**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF GROSS NATIONAL PRODUCT (GNP)**



**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL EDUCATIONAL EXPENDITURE**



## E. Selected Success Stories

1. During the recent years, several plans have been implemented on increasing intake and survival rates of school-age children with an emphasis on vulnerable and forgotten children, with a focus on girls' students in the less developed regions. One of the success stories is the joint project of Ministry of Education and UNICEF office in Tehran on rural girls' intake growth and quality enhancement in the less developed villages of the country. In the first phase of project, in addition to exploiting educational analysis, sociological and psychological analysis have also been used to prepare and apply a suitable model on attraction local constituents to participate as well as involvement of learners in the border villages of Sistan & Balouchestan province with the lowest intake and enrolment rates in the whole country as compared to other provinces.



The above project was implemented and evaluated in school year 2002-2003 through 2004-2005 in three regions of high priority in Sistan & Balouchestan (Dashtyari, Kenarak, and Nikshahr Nomads). The results of the project revealed that besides enhancement of girls' self confidence and local community's trust in school environment, promotion rate was also increased by an average of 8%.

Based on the results of the first phase of pilot plan, the above project was implemented in 7 provinces since October 2007, three provinces with financial and technical supports of UNICEF Office in Tehran and four other provinces with the supports from General Education Deputy Office, under supervision of EFA Coordination Management on a semi-centralized basis, aimed at adoption and implementation of a model fit for enhancing intake rate and education quality of girls' students in less developed rural regions



2. Taking advantage of the capacities of lower/upper secondary, pre-university and nomadic education centers.

Currently, the above schools play an invaluable role in preventing drop-out of graduates of primary fifth grade and lower secondary third grade and other students having no access to daily conventional schools in the deprived, under-populated and tribal regions of the country. In these schools, students are supplied with three meals, dormitory and other educational and training facilities gratuitously. Number of this type of schools has increased from 2111 to 3239 with a 53.43% growth during the years of study, and the number of students enrolled by these schools grew from 350,201 persons in 2000 to 456,591 in the last year of study (2006) with a 30.38% growth.

**3.** Development of distance learning and semi-face-to-face education centers: These centers have been established by virtue of Education Supreme Council's approval on developing more flexible curricula, so as the number of these centers has increased from 216 to 997 since the year of establishment (2003) up to 2006, in which more than 201,447 school-age population of lower-secondary, upper secondary and pre-university courses have been enrolled in 2006 only.

Distance learning and semi-face-to-face education has been taken into consideration by planners for many reasons such as: geographic dispersion of the country, impossibility of conducting classrooms under quorum due to poor financial and human recourses, impracticality of attending in conventional classrooms for a great number of students, mobile students in certain tribal regions,... Therefore, it was accomplished as one of the efficient strategies for enrolment of students.

**4.** Renting minibus and organizing central-village schools for conveyance of students; there is no precise statistics on the extent of using this plan by students, however it has brought about positive developments for students of deprived, rural and tribal regions to continue their studies. It should be mentioned that, Ministry of Education has financed part or the entire expenditures and fare of minibuses or public vehicles that displace the students of rural areas with no lower or upper secondary schools to the education centers of nearby villages or towns.

## **F. Challenges & Concerns**

Notwithstanding many efforts to increase intake and survival rates of all school-age children at primary education, the goal is not fully materialized because of various economic, social, cultural, educational and ecological obstacles.

Studies show that the most important economic obstruction is the need of parents to the labor force of their children. On the other hand, expenditures on education is one of the last priorities in the economic basket of the household, and in case that the family is not able to afford education expenditures of all its children, usually the boys are a priority for study and the girls have to drop out education.

Certain cultural beliefs also inhibit girl population from face-to-face school; for instance, as female teachers are not able to go to arduous regions and remote spots in rural areas, and as the girls reach to adult age, they are not allowed to attend classes run by male teachers. Also in some rural regions, the necessity of education for girls is not seriously felt; and the gender identity for girls and women is defined in a way that education and acquiring reading, writing and numeracy abilities by girls are not regarded a requirement. The local girls' assimilation into their mothers' way of living is another reason for not having any ambition to study.

Fake occupations and infeasibility of continuing education to higher degrees are among social obstacles.

At present, despite primary schools being spread nationwide, not all primary teachers are equipped with vocational qualifications; therefore, and for so many other reasons, quality education is not produced, boys' repetition rate by grade and girls' drop-out rate is still a major challenge for education system.

Geographical conditions, arduous roads that are unusable during harsh winter time, severe and early torridity in other parts of the country are the main important ecological elements that hinder education.

Regardless of what has been thought and implemented, major challenges and entanglements are:

1. Lack of accurate and updated information and statistics (databank) on school-age population;
2. Educational demotion in form of repetition rate by grade (particularly for boys) and drop-out (specially for girls) and failure in full survival of enrolled students;
3. Disability in appropriately using dynamic teaching methods and information technology in primary classes;
4. Inflexibility of curricula;
5. Shortage of standard educational and training spaces and inaccessibility to safe drinking water, tap water and sanitary services, specially in the less developed rural and tribal areas;
6. Incompatibility of educational contents with students' requirements and carelessness about cultural, ethnical and regional characteristics and conditions, which results in developing identical and centralized textbooks for the whole country;
7. Absence of expert human resources with competencies needed for each program;
8. Lack of enough motivation for expert and skilled manpower to serve in the less developed regions;
9. Neglecting classes with special conditions including multi-grade classes;
10. Cultural and economic poverty of some families in certain educational districts;
11. Lack of quality education and teaching-learning process in some schools;
12. Poor data collecting and management system;
13. Dispersion of disadvantaged rural and tribal areas.

#### **G. Strategic Priorities for Achieving Goals by 2015**

1. Developing comprehensive information management system in the education system of the country; producing more flexible curricula and more compatibility of subjects and contents of textbooks with the needs and particulars of students;
2. Increasing net intake rate at primary first grade and net enrolment ratio at primary and lower secondary education, with a focus on girls of rural regions;
3. Reducing educational demotion rate (repetition by grade and drop-out rate) of students at three educational programs;
4. Enhancing quality of education in multi-grade rural classes;
5. Diversifying teaching methods;
6. Supplying local expert constituents for deprived, rural and tribal areas;
7. Extending students' guidance and consultation services;
8. Utilizing external organizational capacities like urban/rural Islamic council, NGOs and ...; encouraging parents' participation in running schools;
9. Upgrading quality of education in needy schools;
10. Financing educational expenditures of students such as clothing, stationery and... in deprived rural and tribal areas;
11. Developing and empowering teachers and students' scientific and research associations.

## GOAL 3

**ASSURING THAT LEARNING REQUIREMENTS OF THE ENTIRE ADOLESCENT AND ADULT POPULATION ARE ATTAINABLE THROUGH EQUAL ACCESS TO EDUCATION AND LIFE SKILLS PROGRAMS**

## Goal 3

**Assuring that learning requirements of the entire adolescent and adult population are attainable through equal access to education and life skills programs.**

### A. Definition & Analysis of Goal

In the development process of Islamic Republic of Iran, education is not an interrupted process, but a continuous activity provided to the target community through various programs of formal and non-formal education. In this context, skill educations are of great importance. The above educations on formal basis are planned and implemented by Ministry of Education and in other forms of education by various government ministries, organizations and institutions. Therefore, the issue has been underscored in Education For All Plan besides being regarded a national priority, emphasized in development plans and educational regulations of the country.

The skills are provided in various forms and quantity in education process. In the chain of formal education, skill educations are developed by upper secondary education in form of technical & vocational and Kar-o-Danesh (Kar-o-Danesh (work & Knowledge)) programs, aiming at training technicians who are qualified to enter job market or to continue education in technical branches of higher education after completion of upper secondary program. One of the goals of education system is to guide students of upper secondary first grade to technical & vocational and Kar-o-Danesh (work & Knowledge) branches. Furthermore, formal education system incorporates basic life skills within the context of national and religious principles and standards. Basic life skills are goal-based skills instructed through formal or non-formal education, aiming at promotion of life quality, accomplishment of individuals' social role, efficient social communication, and behavioral skills development, controlling risky behaviors and upgrading job skills. Education of basic life skills are developed through different educational programs, incorporated within approved curricula. The key behavioral goals relating to these educations are: knowledge on social life, awareness of right of citizenship, individual and social health, identification of risky behaviors and ways to prevent them, effective relations with others, mental health and enhancement of social skills, education of moral values and virtues based on teachings of Islam and the Holy Prophet and saint Imams.

Besides Ministry of Education, non-formal education system conducts basic life skills through Literacy Movement Organization for new-literates. Religious teachings and their application in individual and social life, family relationship, health, social rights and social life approaches are among subjects developed in literacy campaign aiming at target groups. Mass Media, particularly I.R.I. Broadcasting Organization, are one of the key authorities that provide basic life skills for all social classes through non-formal educations.

The last, but not the least, form of skill trainings of education system of I.R. of Iran is non-formal technical and vocational educations. This type of educations is attributed to the activities that are developed out of formal education system, designed to prepare person to achieve a job, occupation and business, to enhance his qualifications, or to develop skills in order to reduce costs of life and to enhance living quality.

Non-formal educations are recognized as various activities conducted by different ministries, organizations and institutions. The first type of education develops technical educations designed for creating required skills in order for the job applicants to succeed in their search for an occupation or upgrading technical abilities of workers in industry, services and agriculture sectors. In the second type, vocational educations are planned and carried out to enhance vocational skills of civil and non-civil staffs.

Skill educations include a vast variety of target groups. In formal education, target population consists of students in various educational courses (6-14 age group) for basic life skills and students of Technical & Vocational and Kar-o-Danesh (work & Knowledge) programs (15-16 age group). All illiterate or less-literate enrolled in educational courses of Literacy Movement Organization receive basic life skills in the form of non-formal educations and literacy programs, mostly for group aged 20-50. This type of educations, known as Non-formal Education, includes the entire society and various addressees from different community groups in terms of age, social class, and cultural background. Technical & Vocational Educations cover various occupation groups of governmental and non-governmental sectors in the field of skill and job ability educations and cover age group 18 to 40 in the field of technical educations.

## **B. Background of Goal**

With regard to the importance of skill, technical and vocational as well as life skill educations in the educational process of Islamic Republic of Iran, and their interaction with other types of education provided, various policies, rules and regulations are adopted to back up these educations such as:

### **B-1- Upper Secondary Formal Technical & Vocational Education**

- Article (10) of Law on Goals & Duties of Ministry of Education approved by Islamic Consultative Assembly on taking necessary measures to enroll all school-age population at various educational programs;
- Approval of Cultural Revolution Higher Council on revising education system of the country on provision of adequate means and facilities for enhancing quality upper secondary educations ( Theoretical, Technical & Vocational and Kar-o-Danesh (work & Knowledge)), quantitative development of such educations proportionate to economic, social and cultural needs, generation of productive descent employment, and continuing education at higher level.

### **B-2- Education of Basic Life Skills**

Since a major part of basic life skills is conducted through non-formal education, most of the related policies are set by Policymaking High Councils in form of regulations. Besides those tasks stipulated in the Law on the Goals and Duties of Ministry of Education for students' cultural and behavioral enhancement through planning appropriate curricula, certain regulations on education of basic life skills in other levels are as follows:

- Approval of Health Policymaking High Council on teaching healthy conducts
- Approval of Public Culture High Council on teaching cultural beliefs and social life
- Approval of Persian Knowledge, Language & Literature Academies on right application of the words
- Approval of Literacy Logistics High Council on developing community learning centers and integrating General Educations with skill and vocational trainings

### B-3- Non-Formal Technical & Vocational Educations

#### ▣ Education of Civil Staffs & Employees

- Article 54 of the 4<sup>th</sup> Development Plan on assigning administrative organizations to allocate a percentage of their budget to design and implement personnel's in-service educational courses in proportion to their tenure
- Para (D) of Article 95 of the 4<sup>th</sup> Development Plan for designing special programs on employment, empowerment, attraction of community participation, teaching job skills and life skills

#### ▣ Non-Formal Technical & Vocational Education

With regard to the importance of non-formal technical & vocational educations in development of country's job market, various policies and rules have been adopted on this educational domain as follows:

#### Legislations on Technical & Vocational Education

	Subject	Approving Authority	Year of Approval	Components	Summary
1	Law on Training	Former Senate Former National Consultative Parliament	May 16, 1970 May 18, 1970	23 Articles and 10 Notes	Including definitions (trainee and its applicability, training contract, training centers) and executive mechanisms (Education Supreme Council, Training Fund, Training Committee)
2	Articles of Associations of Training Fund	Former Senate Former National Consultative Parliament	Feb 14, 1971 Feb 20, 1971	17 Articles and 1 Note	Subject of Article 8 of Training Law including Fund constituencies, duties and authorities of Education Supreme Council and other issues
3	Law on Establishment of Technical & Manpower Education Organization	I.R. of Iran Revolution Council	July 6, 1980	Single Article	Merging and integrating Vocational Education Labor Dep., Vocational Training Centers, Training Fund, training centers and units concerned in manpower studies and employment of Ministry of Labor in Technical & Manpower Education Org.
4	Amendment of Law on Establishment of Technical & Manpower Education Org.	Cabinet of Ministers	Jan.27,1982	-	Amending name of Technical & Manpower Education Org. to Technical & Vocational Organization
5	Guild System Law	Islamic Republic of Iran Revolution Council	July 1980 with the latest amendments and annexes of 1989	Article 16 Article 25	To bind guild constituencies lacking technical qualifications to obtain technical employment certificate from relevant authorities. To facilitate education in industrial, vocational and art fields of activities of guild constituencies, independently or supported by public and/or private organizations, with collaboration of Ministry of Labor & Social Affairs.
6	Law on Collecting Certain Government's Revenues & Allocations in Certain Cases	Islamic Consultative Parliament	March 19, 1995	Article 61	To authorize Technical & Vocational Org. to organize examination and provide special educational and technical services as per regular and current training programs.
7	Law on Unemployment Insurance	Islamic Consultative Parliament	Sep. 17, 1990	Executive By-law Note 2 of Article 9	To assign Technical & Vocational Education Organization of each district to train unemployed insured person liable to Unemployment Insurance Law as per reference letter of Labor & Social Affairs General Offices or branches of Social Security Organization (based on existing provisions)



	Subject	Approving Authority	Year of Approval	Components	Summary
8	Labor Law	Expediency Council	Nov. 17, 1990 November 1990	Article 107 Article 108 Article 110 Article 111 Article 118	To oblige Ministry of Labor & Social Affairs to supply education facilities for productive employment and enhancing technical knowledge of labors. To oblige Ministry of Labor & Social Affairs to develop training centers. To oblige industrial, producer and services enterprises to enter into partnership in training required skilled and semi-skilled workers. To authorize establishment of open technical and vocational school for training a special craft or occupation by legal or real entities upon acquisition of permit from Ministry of Labor & Social Affairs. To oblige training centers to supply educational means and equipments according to education standards of Ministry of Labor & Social Affairs.
9	By-law on Establishment & Management of Azad Schools (Non-governmental)	Islamic Consultative Parliament	Approval dated Nov. 16, 1991	Latest amendment of 2006 including 45 articles	Provisions and regulations on establishment and management of Azad schools
10	Law on Civil Engineering and Construction Control Council	Islamic Consultative Parliament	Approval dated May 12, 1995	Article 4 Note 1 & 2	To assign Ministry of Labor & Social Affairs as the single authority to issue technical skill certificate for construction and urban development employees
11	Law on Mandatory Technical & Vocational Educations for Employment	Islamic Consultative Parliament	June 1, 1997	Single Article	To bind employers of industrial, producing, services and guild business units to obtain technical skill certificate from concerned authorities and to make required arrangements for promotion of their unskilled, skilled and semi-skilled labor forces
12	Law on 4 <sup>th</sup> Economic Social Development Plan Law	Islamic Consultative Parliament	Sep. 2, 2004	Article 53 (enactment of Article 151 of 3 <sup>rd</sup> Plan) Article 55 Article 101 (Para F)	Establishment of Technical & Vocational Education Coordination Headquarters upon dissolution of Training Supreme Council, Scientific-Applied Educations Higher Council, Technical & Vocational Education Coordination Higher Council in order to coordinate policies on technical and vocational educations, either formal or non-formal; to appoint Technical & Vocational Education Org. in charge of short-term non-formal technical and vocational educations. To prepare and implement suitable mechanisms (on structures of decision making, execution, training, standard & evaluation system, human resources, supporting private sector) for technical and vocational education system. Development of skill technical and vocational education as required by job market, goal-based flexible educations for entrepreneurship educations, collecting and analysis of job market data, full linkage and conformity of education and employment.

## **C. Executive Programs for Implementation of Goals**

### **1- Technical & Vocational and Kar-o-Danesh (work & Knowledge) Upper Secondary Education**

Upper secondary is the third formal education program in the Islamic Republic of Iran and one of the most effective programs in education system of country because:

- It links General Education to higher education.
- It is a transitional course of study from three aspects: transition from general and non-technical education to technical university education; transition from an educational environment to work and living environment; and transition from childhood that personal needs are satisfied by others to adolescence and puberty during which person reaches to age of independence and responsibility. Combination of these three transitional elements doubles the importance of this course of study.
- Upper secondary education is considered the main resource of skilled and semi-skilled manpower; hence, it positively affects economic-social development plans.

Due to the importance of upper secondary educations, the executive programs for materialization of pre-set goals of this course are planned and implemented. The programs and activities of technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary education of I.R. of Iran education system should be accomplished for the following reasons:

- To create flexibility for conducting employment-oriented upper secondary educations and continuing to higher educations
- To define fields of study in terms of national requirements and personal interest and talent based on conditions and facilities as well as scientific and technical advancements
- To promote quantity and quality of technical and vocational educations
- To break the path for optimum utilization of social feasibilities to conduct upper secondary educations, to organize out-of-school educations, and to develop such educations encouraged and supported by various organizations at national level

The above orientations have been predicted in educational legislations, national development rules and annual budget rules within framework of two executive programs of "Technical & Vocational Upper Secondary Education" and "Kar-o-Danesh (work & Knowledge) Upper Secondary Education". For each executive program, various activities are accomplished, some of which are as follows:

- Development of technical schools for agriculture, art, industry and services sectors
- Development of technical schools annexed to industrial and manufacturing plants
- Development of agro-technical schools based in pilot farms

- Development and encouragement of service-purchase plans in manufacturing, industrial, service and agricultural centers
- Quantitative development of fields of study at technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary educations
- Equipment of workshops in technical & vocational and Kar-o-Danesh (work & Knowledge) schools
- Implementing programs for skill and knowledge enhancement of instructors at technical & vocational and Kar-o-Danesh (work & Knowledge) programs.

## 2- Education of Basic Life Skills

The approaches for adoption and conducting programs on basic life skills are: enhancing quality of life, fulfillment of social roles, effective social relationships, development of behavioral skills, controlling risky behaviors and enhancing general skills.

The following orientations provided the basis of the following programs and activities:



- General programs on education of national and religious beliefs through curricula of different educational courses
- Provision of consultation services and mental health for students of different educational courses, particularly lower secondary and upper secondary educations
- Inclusion of subjects on education and development of basic life skills in teachers' professional manuals
- Designing sentimental-social skill educations in approved curricula of different educational programs
- Planning and implementing smart radio and TV announcements for various age groups
- Planning and implementing packages on subjects such as education-health, culture, social behavior, civil rights and... in form of various educational methods (face-to-face, semi-face-to-face and media)
- Development of community learning centers and upgrading level of skill and vocational educations.

## 3- Education of Civil Staffs & Employees

With regard to approaches directed into administrative development and quality enhancement of services predicted in development plans of country, the executive programs relating to this sub-goal are designed and implemented through "Islamic Republic of Iran Civil Staffs Comprehensive Education Plan" covering various administrative levels. The educational requirements of all job ranks at different administrative levels have been included in this plan.

#### 4- Non-Formal Technical & Vocational Education

Technical & Vocational Education Organization, established through merger of some institutions<sup>1</sup>, conducts skill educations by strength of Article 3 of Training Law to enhance skills of workers, to teach new skills to workers who wish to change their occupation and to inexperienced younger adults to enter job market. As per Article 3 of Unemployment Insurance Law, besides teaching skills to industry labor force, the above organization is in charge of teaching unemployed insured workers liable to the mentioned law who are introduced through a reference letter by Labor & Social Security General Offices and/or branches of Social Security Organization.

Furthermore, the "Technical & Vocational Education Development Program of the 4<sup>th</sup> Economic, Social & cultural Development Plan of I.R. of Iran" gives the priority to education of women, disadvantaged regions, villagers and farmers as one of the primary orientations of technical and vocational education.

Based on the above legislations, Technical & Vocational Education Organization carries out its educational programs in the form of 1 to 18 month courses through education by stationed centers<sup>2</sup>, mobile teams<sup>3</sup> (teaching villagers and district population), garrisons<sup>4</sup> and industries<sup>5</sup> to train skilled and semi-skilled labor force for various economic sectors (industry, agriculture and services).

Also, by virtue of Article 111 of Labor Law and By-law on Establishment & Management of Open Technical & Vocational Schools, the above organizations has been authorized to enter into partnership with private sector in establishment of open technical and vocational schools under management of open training institutions.

The mentioned organization trains crafts masters and instructors at "Instructor's Training Centers (ITC)" to ensure educational staff required by industries and technical and vocational education centers.

Completion of the programs and passing skill evaluation test will result in obtaining of skill certificate by trainees, which is classified into three degrees in terms of their technical knowledge and qualifications.

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<sup>1</sup>- The bill on Establishment of Technical & Manpower Education Org., approved by I.R. Revolution Council in 1980 and its amendment was approved by Cabinet of Ministers in 1981.

<sup>2</sup>- The center is based in a stationed location, equipped with workshops and special machineries for basic and technical educations.

<sup>3</sup>- Mobile education units have been designed to compensate shortages of main education centers in remote areas where investment on school construction is not cost effective. Each mobile unit has an instructor in various fields of study, a vehicle, a tent, caravan and educational equipments. It is dispatched from center to the region or village with sufficient number of trainees, and after conducting its programs, it leaves for another area.

<sup>4</sup>- Technical & Vocational Education Organization, with the collaboration of Armed Forces, as per agreed standards with the garrison's education department, conducts training courses for soldiers in the place of garrisons for them to obtain qualifications for employment after completion of military service.

<sup>5</sup>- Education of industries are developed in the centers annexed to workshops (with independent educational facilities from production line), as inter-workshop centers (between two manufacturing units) and as in-service education (real time-in-place education) to train industry labor force to improve their skills proportionate to modern technologies.

Certificate of Skill Level (2): It indicates acquisition of part of qualifications needed for an occupation skill. Beginning trainees are recognized as 2<sup>nd</sup> degree labor force upon completion of primary course based on approved standards and passing the test.



Certificate of Skill Level (1): It indicates acquisition of full qualifications of an occupation skill. The certificate is conferred upon those trainees who have achieved completion of the course based on approved standards, passed the test and gained certificate of skill level 2. The holders of this certificate are known as 1<sup>st</sup> degree labor force.

Certificate of High Skill Level: It indicates acquisition of full qualifications of an occupation skill and some minor skills for job enrichment. The certificate is awarded upon completion of 18-month long-term technical educations (2800 hours) for obtaining technical knowledge and experience needed for fulfillment of one or several tasks in a given career and its technical jobs. The educations are designed based on an agreement between the above organization and Union of Industries of Germany in 1985. The least educational degree for attending these courses is a diploma in the fields of technical education, or mathematics and physics. The holders of the certificate are known as skilled labor force with distinguished degree.



#### **D. Achieved Goals & Examining Indicators at National & Provincial Levels**

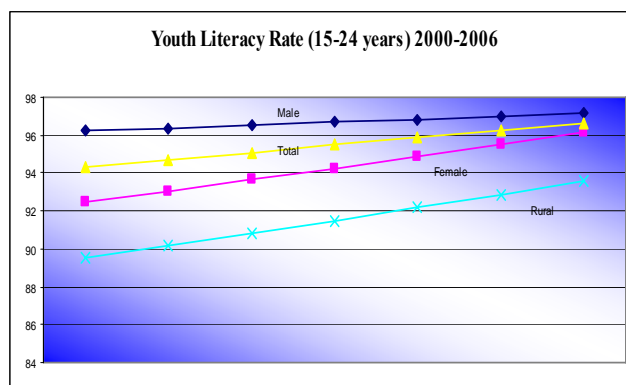
In this section, the achievements of the goal are displayed by main indicators (literacy rate of population aged 15-24, gross enrolment ratio at technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary programs, transition rate from primary to lower secondary course and transition rate from lower secondary to upper secondary education). For more clarification, certain indicators associated with non-formal technical and vocational education are also presented.

##### **❑ Literacy Rate of Population Aged 15-24**

In the Islamic Republic of Iran, literacy-related indicators are of great importance due to their linkage with development issues (social-economic equity). It is still more crucial in group aged 15-24 because of importance of this age period by itself as well as being classified in school-age population for upper secondary and higher education, since it proves success of education system in enrolment and promotion of school-age groups on the one hand and provides educational planner with supplementary and alternative curricula options for out-of-school population on the other hand.

In the Islamic Republic of Iran, literacy rate of the youth aged 15-24 had an increasing trend during the past years in line with quantity improvement of educations and community literacy. This rate has increased from 94.3% in 2000 to 96.7% in 2006. The status of rural population was also as promising as national trend. The literacy rate of rural youth aged 15-24 increased from 89.5% in 2000 up to 93.6% in 2006.

year	Literacy Rate of Population Aged 15-24				Gender Parity Index
	Boy	Girl	Total	Rural	
2000	96,23	92,43	94,33	89,49	0,96
2001	96,39	93,02	94,71	90,14	0,97
2002	96,54	93,63	95,09	90,80	0,97
2003	96,69	94,24	95,47	91,48	0,97
2004	96,84	94,87	95,86	92,17	0,98
2005	97,00	95,50	96,25	92,89	0,98
2006	97,15	96,14	96,65	93,62	0,99

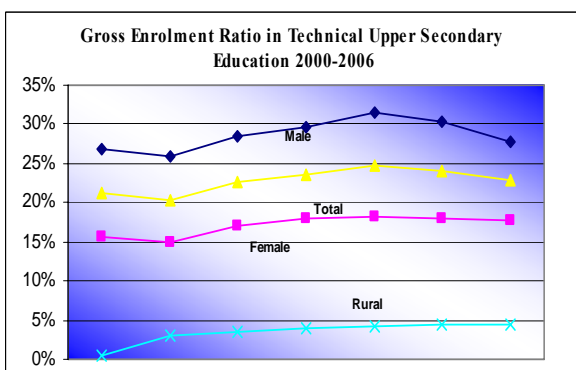


## ▣ Gross Enrolment Ratio at Technical & Vocational Educations

### 1- Gross Enrolment Ratio at Technical & Vocational and Kar-o-Danesh (work & Knowledge) Programs

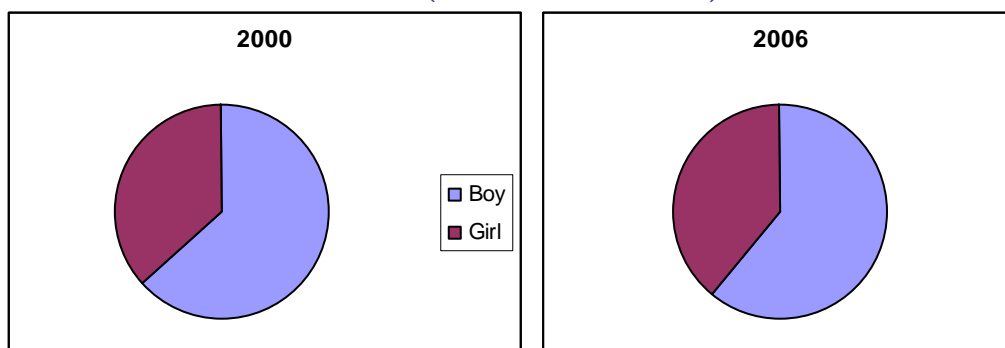
As put it earlier, upper secondary education in I.R. of Iran consists of one common school year and two separate years in Theoretical, Technical & Vocational, Kar-o-Danesh (work & Knowledge) and Art Branches. Based on existing information, about 21.2% of enrolments in 2000 have been carried out in upper secondary education for technical & vocational and Kar-o-Danesh (work & Knowledge) branches. Despite arrangements and programs predicted for guiding upper secondary students towards technical branches, rising trend of the indicator has been slow and with an annual average growth of 1.26%, reached to 22.9% in 2006. However, the trend significantly increased for rural students. In the year 2000, since the facilities for upper secondary education, specially for technical & vocational and Kar-o-Danesh (work & Knowledge) branches, have been rather insufficient in rural areas, the gross enrolment ratio was only 0.4%; however, through planning, the indicator improved up to 4.4% in 2006. Gender parity index has also increased from 0.59% in 2000 to 0.64% in 2006.

The following table and chart shows the progress of the indicator during years of study and gender parity index in 2000 and 2006.



Gross Enrolment Ratio at Upper Secondary Technical & Vocational and Kar-o-Danesh (work & Knowledge)					
year	Boy	Girl	Total	Rural	Gender Parity Index
2000	26,7	15,7	21,2	0,4	0,52
2001	25,8	15,0	20,4	3,0	0,59
2002	28,4	17,1	22,7	3,6	0,60
2003	29,6	17,9	23,7	4,0	0,61
2004	31,5	18,2	24,7	4,3	0,58
2005	30,4	18,1	24,1	4,5	0,59
2006	27,8	17,8	22,9	4,4	0,64

**GPI FOR GROSS ENROLMENT RATIO AT UPPER SCNDARY TECHNICAL AND VOCATIONAL & KAR-O-DANESH (WORK & KNOWLEDGE)**



## 2- Non-Formal Technical & Vocational Education

Besides technical and vocational upper secondary programs that are conducted through a formal curriculum in the I.R. of Iran, a part of the above programs are organized in a non-formal basis by Technical & Vocational Education Organization affiliated to Ministry of Labor & Social Affairs to make job hunters qualified and to enhance technical and skill degree of employees at various sectors. Although the indicators of formal education are not applicable to this type of educations due to its non-formal and flexible nature of these educations and variety of its target population, the volume and size of these educations along with other information are explored in this section.

Non-formal technical and vocational educations are conducted within two general forms of General Educations and non-government schools (supervised by Technical & Vocational Education Org.). What has been emphasized in this field is how to improve the share of open schools' trainees as shown in the following Table:

**Table 1- No. of Trainees under Technical & Vocational Education Organization**

Year	No. of Trainees	Men's Share	Women's share
2000	1,025,222	59.1%	40.9%
2001	1,327,614	53%	47%
2002	883,704	58.2%	41.8%
2003	562,401	60.4%	39.6%
2004	457,350	68.5%	31.5%
2005	364,356	71.1%	28.9%
2006	699,890	61.8%	38.2%

Table 1 shows the number of organization's trainees during 2000 through 2006 in terms of gender. It reveals that volume of activities by organization had a descending trend with 1,025,222 trainees in 2000 to 364,356 persons in 2005. In other words, within a period of 6 years, the number of trainees decreased to one third. The reason of such decline in number of trainees is transferring level-free and inexpensive educations to private sector and leading general educations toward skill programs with high level and costly educations. In high level

skill educations, fewer trainees are enrolled due to extensive curricula. Number of organization's trainees reached to 699,890 persons in 2006 with a 92% growth rate as compared to its previous year as a result of improving educational capacity of organization.

During the entire years of study, share of men's education has been more than that of women. Within the first 6 year, share of men has increased from 60% in 2000 to 71% in 2005; however, it declined to 61.8% in 2006.

**Table 2- No. of Trainees at Non-governmental Technical & Vocational Schools**

Year	No. of Trainees	Men's Share	Women's share
2000	741,475	32.2%	67.8%
2001	1,141,033	30.7%	69.3%
2002	1,295,936	29.7%	70.3%
2003	1,304,074	29.7%	70.3%
2004	1,165,955	29%	71%
2005	1,225,250	27.4%	72.6%
2006	1,805,460	29.5%	70.5%

As shown in Table 2, number of trainees at Non-governmental schools has been doubled in 2006 as compared to the year 2000. Share of women from total private educations has always been more than that of men with a growing trend during the years of study.

**Table 3- No. of Educated Trainees at Public & Non-governmental Sector**

Year	Governmental Share	Non-Governmental Share	Men's Share	Women's Share
2000	58%	42%	47.8%	52.2%
2001	54.6%	45.4%	42.9%	57.1%
2002	40.5%	59.5%	41.2%	58.8%
2003	30.1%	69.9%	39%	61%
2004	28.2%	71.8%	40.1%	59.9%
2005	22.9%	77.1%	37.4%	62.6%
2006	27.9%	72.1%	38.5%	61.5%

As shown in Table 3, performance of organization (public sector) in conducting non-formal technical and vocational education proved its superiority over non-governmental sector (private schools) in the year 2000 so as 58% of these educations were developed by public sector. But in 2006, the share of public sector decreased to 28% of educations in question.

The above information reveal that despite the superiority of women's share over that of men in both public and private sectors through all these years, this share has increased with a growing trend from 52.2% up to 61.5% during the years of study.

**Table 4- No. of Educated Trainees at Public Sector in Terms of Location of Education**

Year	Share of Stationed Center	Share of Mobile Units	Share of Garrison's Education	Share of Education by Industries
2000	58.4	21.3	3.4	16.9
2001	59.2	24.3	3.2	13.3
2002	62	18.5	3	16.5
2003	58.7	14.5	2	24.8
2004	60	9.5	1.5	29
2005	58.7	6.6	1.2	33.6
2006	50.5	23.3	1.2	25



Based on Table 4, more than half of educations by organization (public sector) are conducted at stationed centers. In 2006, education by industries and mobile educations accounted for one fourth of these educations each. The least portion of educations by organization has been presented in garrisons and to the soldiers (about 1% to 3%).

However, the share of education in stationed centers and mobile units has been decreased in favor of education by industries during the years of study so as the share of stationed centers declined from 58.4% to 50.5%, whereas, share of industries increased from 16.9% to 25%. Mobile education shows the most fluctuation in a way that in 2005, it reduced to the least rate of 6.6% of total educations; but it increased to 23.3% in 2006 after implementation of Hejrat Plan.

It should be mentioned that although most trainees of educations by industries and garrisons are from men population and the number of male trainees in stationed centers exceeds to more than 50% during all years of study, more and more trainees at mobile units and Hejrat Plan are women. In fact, education by mobile units and Hejrat Plan are conducted in line with the goals of the 4<sup>th</sup> Development Plan to prioritize education of women, villagers and disadvantaged regions.

**Table 5- Vocational Educations Developed by Stationed Centers in Terms of Skill Level**

Year	High Skill Level Educations (18 months)	Skill Level (1) Educations	Skill Level (2) Educations
2002	0.6%	8.9%	90.5%
2003	1.7%	10.1%	88.2%
2004	2.1%	10.9%	87%
2005	2%	68.3%	29.7%
2006	1.4%	66%	32.6%

Study on vocational educations by stationed centers as per skill level (Table 5) shows a shift in organization's policy to diminish skill level 2 educations in favor of high skill level educations so as the former reduced from 90.5% by stationed centers in 2002 to 32.6% in 2006 versus the skill level 1 educations that increased from 8.9% to 66% and high skill level educations from 0.6% to 1.4% of total rate of educations.

**Table 6 - Educational Performance of Stationed Centers in Terms of Economic Sectors**

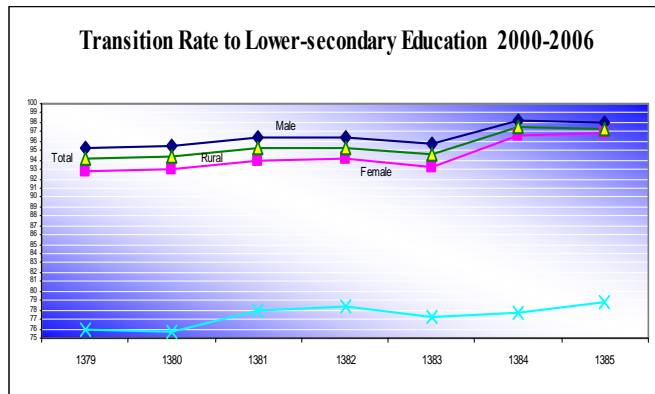
Year	Share of Industries	Share of Services	Share of Agriculture
2002	35.6%	61.2%	3.2%
2003	40.6%	55.3%	4.1%
2004	47.2%	49.3%	3.5%
2005	44.5%	50.4%	5.1%
2006	39.7%	54.5%	5.8%

As per information on the above table, educations of service sector has decreased in favor of industrial and agriculture sectors during 2002 through 2005 so as this period witnessed an increase in the share of industrial sector from 35.6% to 44.5% and in share of agricultural sector from 3.2% to 5.1%, whereas, the share of service sector has decreased from 61.2% to 50.4%; however, the share of industrial sector decreased in 2006 in favor of service and agricultural sectors.

## ❑ Transition Rate from Primary to Lower Secondary Program

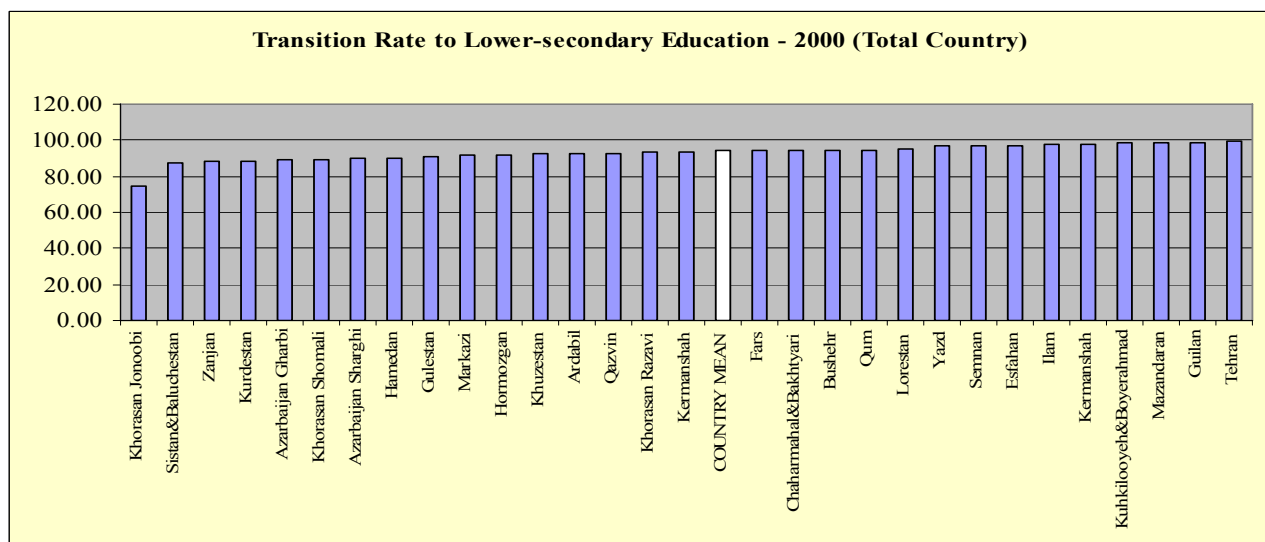
Transition rates are so crucial in educational planning of I.R. of Iran since they are highly effective in assessment of success of policies on survival and promotion of students and the information on these rates helps stakeholders to plan for educational guidance and conducting priority programs.

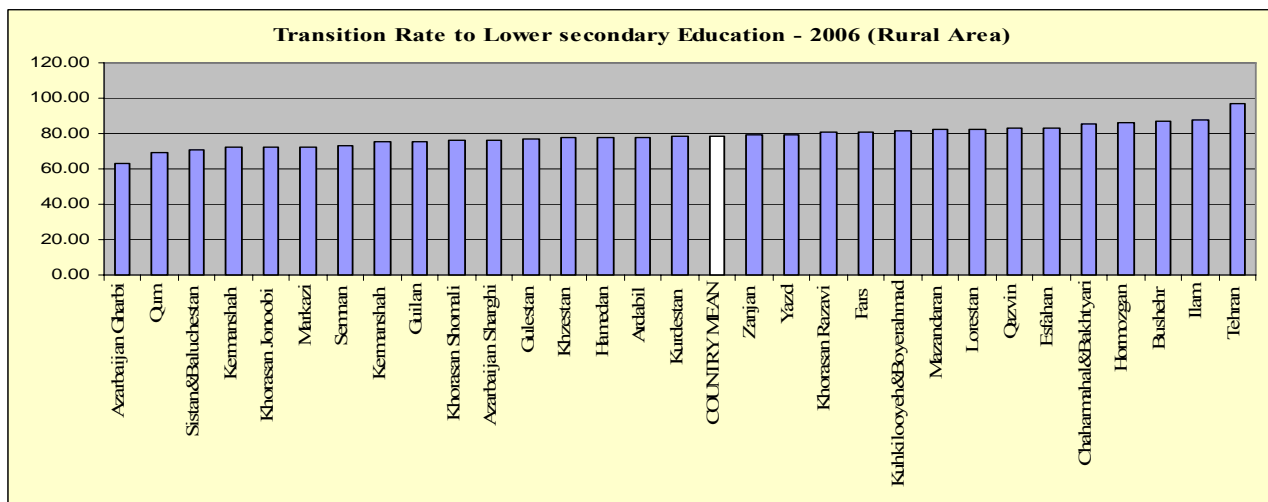
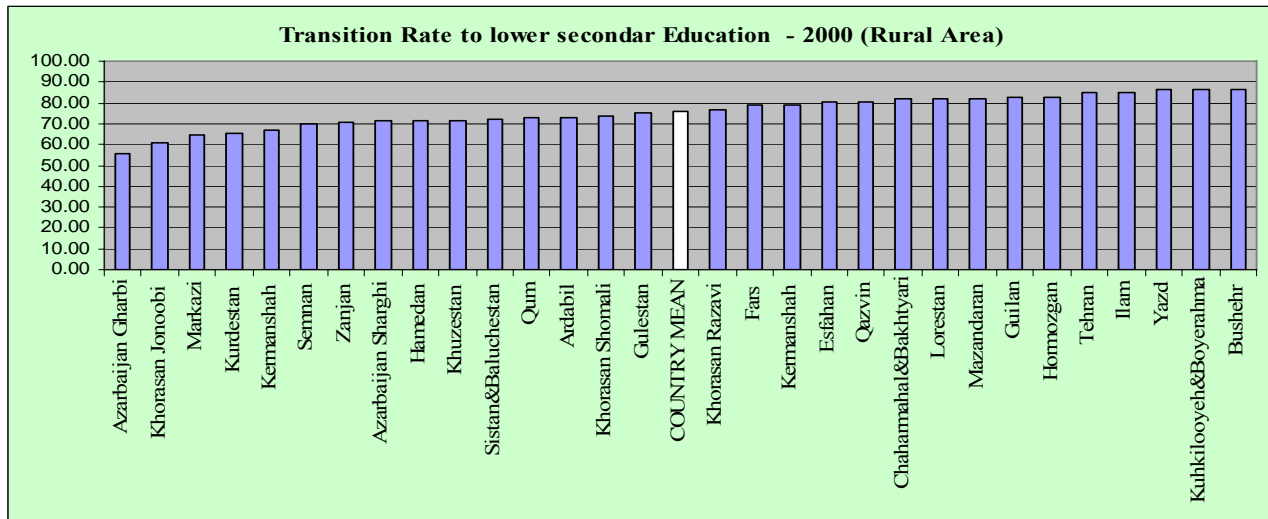
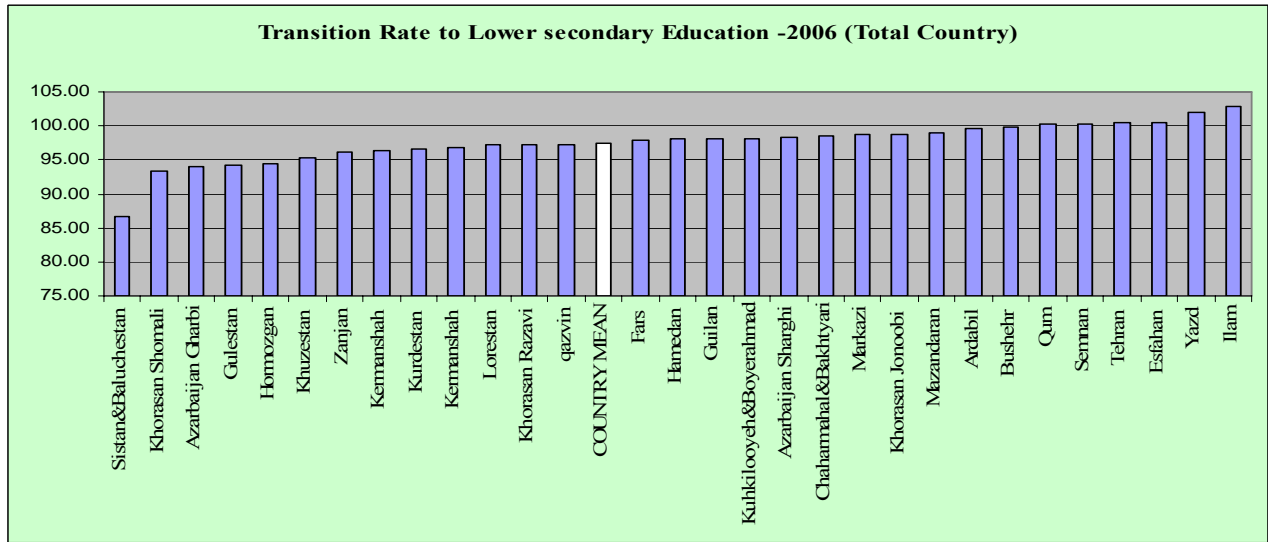
In education system of I.R. of Iran, technical and vocational educations are not included at lower secondary programs, but transition of students from primary to this course, and later to upper secondary programs, completes student cycle and guides them through for receiving technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary educations (programs discussed on this report). Transition rate from primary to lower secondary shows an increasing trend due to its importance and its frequency in compulsory educations of the country as well as systematic plans that caused the growth of this rate from 94.1% in 2000 to 97.4% in 2006. This rate has increased from 75.9% to 78.8% for rural areas during the period of study.



year	Transition Rate from Primary to Lower Secondary				Gender Parity Index
	Boy	Girl	Total	Rural	
2000	95,28	92,80	94,11	75,92	0,97
2001	95,44	93,06	94,31	75,78	0,98
2002	96,31	93,91	95,17	77,97	0,98
2003	96,34	94,09	95,27	78,27	0,98
2004	95,79	93,35	94,63	77,20	0,97
2005	98,20	96,57	97,42	77,71	0,98
2006	98,00	96,75	97,40	78,84	0,99

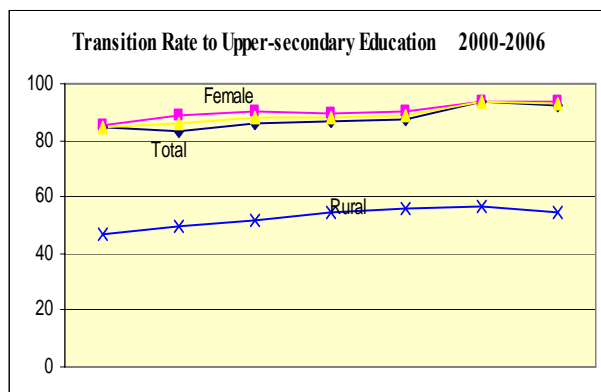
## Status of Provinces on Transition Rate from Primary to Lower Secondary Education in 2000 & 2006 at National and Rural Levels





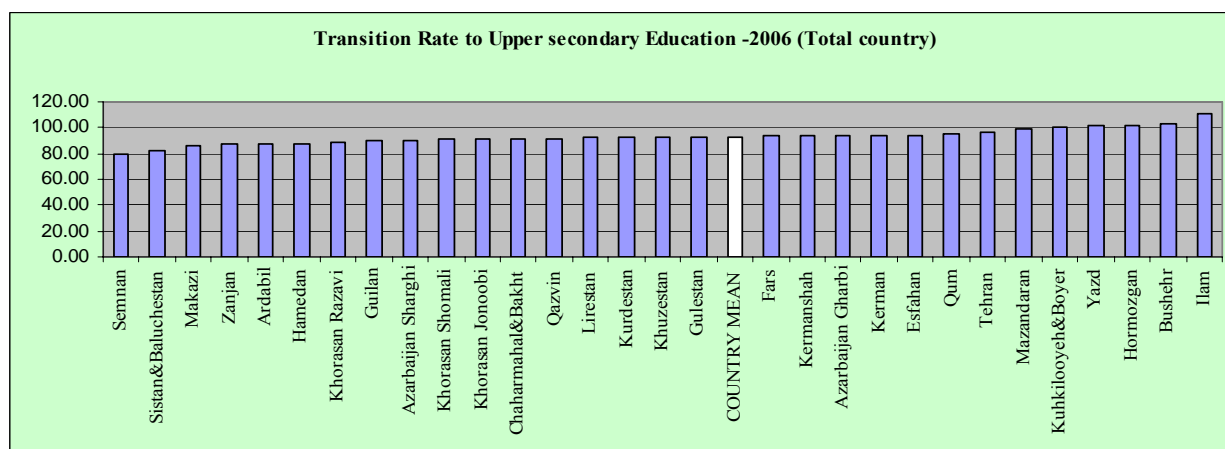
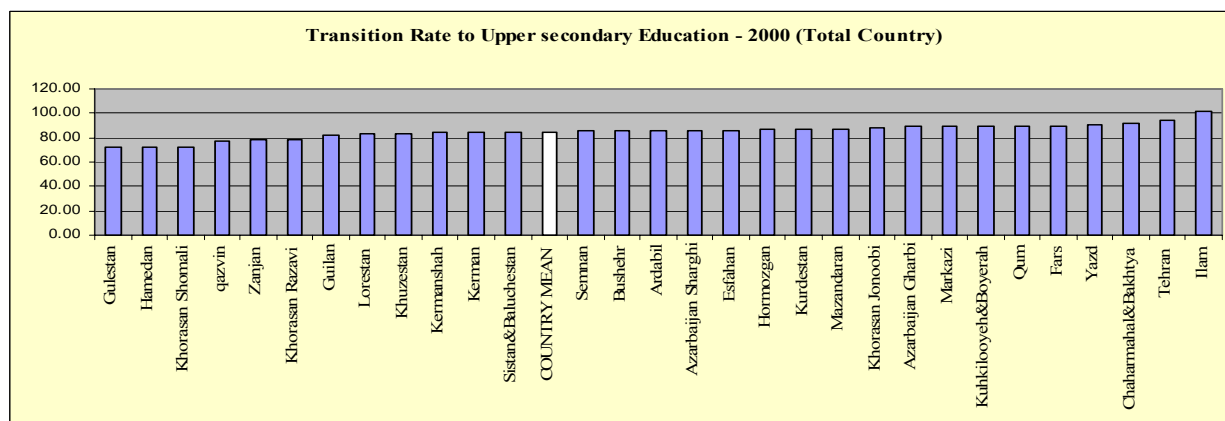
## Transition Rate of Students from Lower Secondary to Upper Secondary Education

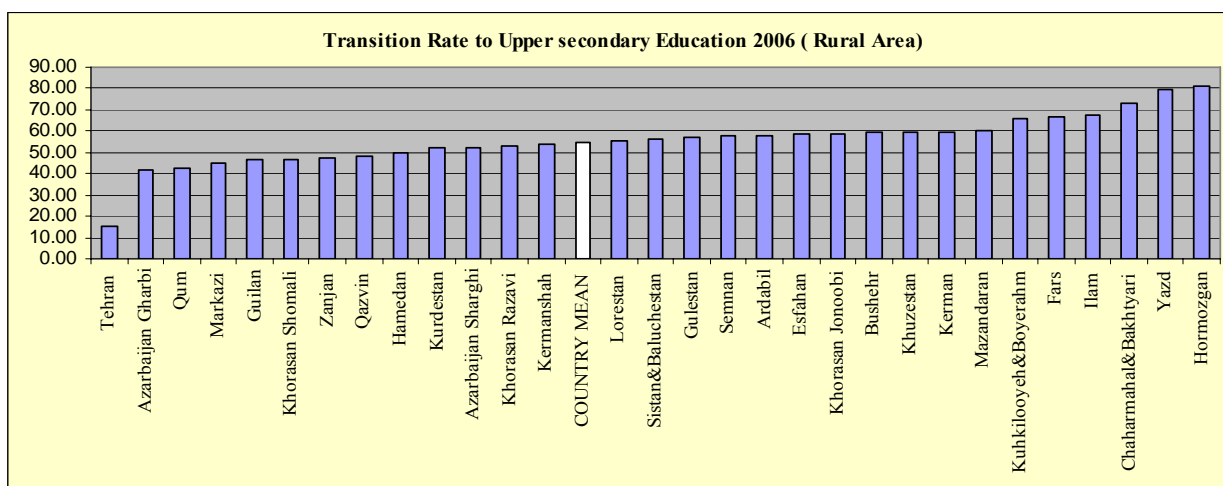
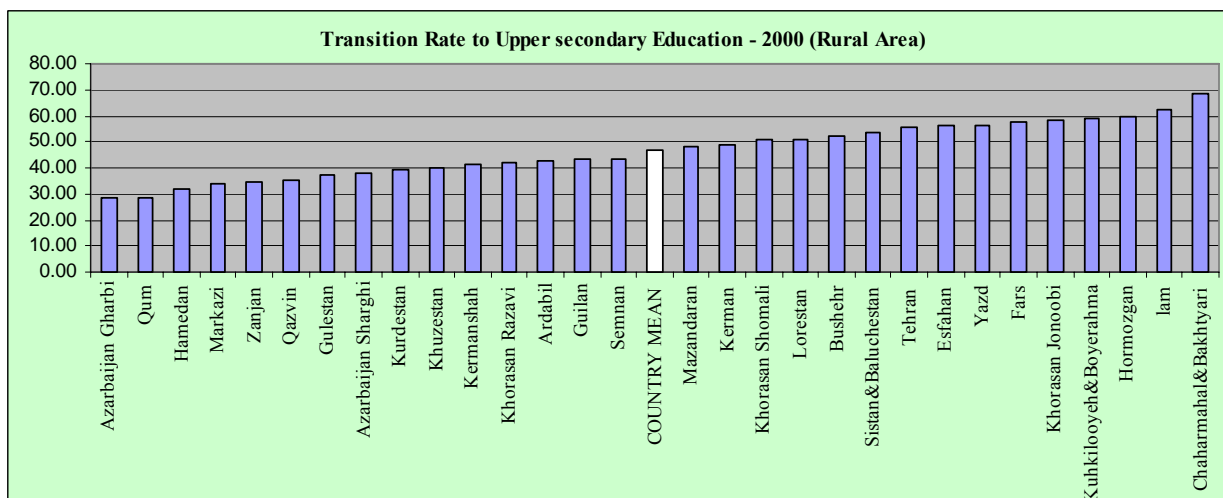
Transition rate of students from lower secondary to upper secondary education increased from 84.8% in 2000 to 93% in 2006 with an average growing trend of 1.6% per year. This rate for rural students has increased from 47.08% to 54.5% with the same growing trend. Reviewing gender parity index of this indicator shows the superiority of girls over boys. Although this rate had been identical for the first and last years of study (1.01), it declined from 1.06 to 1 during 2001 through 2005. It is predicted that the indicator would be placed at a more balanced situation in terms of share of boys and girls through ongoing programs and future policies.



year	Transition Rate from Lower Secondary to Upper Secondary Education				Gender Parity Index
	Boy	Girl	Total	Rural	
2000	84,35	85,25	84,78	47,08	1,01
2001	83,37	88,69	85,81	49,34	1,06
2002	85,82	90,38	87,91	51,94	1,05
2003	86,97	89,81	88,27	54,23	1,03
2004	87,46	90,48	88,87	55,80	1,03
2005	93,42	93,77	93,59	56,54	1,00
2006	92,41	93,67	93,00	54,55	1,01

**Status of Provinces on Transition Rate from Lower Secondary to Upper Secondary Education in 2000 & 2006 at National and Rural Levels**





## Concluding Achievements

Study on general trend of main indicators in this goal shows an improving trend in terms of overall situation, balance in urban/rural areas, and gender parity. The orientations of Development Plan on this sector along with schedules on implementation of EFA Plan and their sustainability at upper secondary education have created a conducive environment for materialization of this goal. The only concern is to enhance enrolment ratio at technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary program with more accurate planning and attention, hoping that it will be realized in the future achievements. As a result, it is predicted that by 2015, no major obstacle would exist on the path of EFA Plan.

## E. Selected Success Stories

It is not an easy task to differentiate Success stories from policies, programs and activities that have been planned and implemented for achieving third goal because the chain of executive programs complete the whole system of executive methods due to the nature of technical and vocational educations at formal and non-formal levels and leave their impacts

on education system. However, certain experiences that have been more effective on the third goal are shared here. Final view on this domain requires expert assessment based on scientific methods.

### **1- Literacy Rate of Population Aged 15-24**

Some of Selected Success Stories in this domain are implementation of Literacy Mobilization Plan, enforcing policies on compulsory general education to the end of lower secondary education, and accomplishment of programs on full enrolment in order to intake a higher percentage of school-age population to education cycle.

### **2- Gross Enrolment Ratio at Technical & Vocational Courses**

In technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary programs, appealing educations and effective interaction between education with industry and job market are among main factors for proper guidance of students from upper secondary first grade to the above programs. Some success stories are development of technical schools annexed to manufacturing workshops and pilot farms, purchase of educational services from industrial sector, and creation of interesting technical and vocational courses for the youth.

As of non-formal technical and vocational educations, key elements in development of activities have been transferring educational responsibilities to private sector and development of Azad technical and vocational schools ((Non-Govenmental).

### **3- Transition Rates from Primary to Lower Secondary Programs**

Explanatory Assessment Plan has been extremely efficient in activating self-promotion mechanisms, quality enhancement of teaching methods, and teachers' professional upgrading.

## **F. Challenges & Concerns**

Since skill educations constitute core elements of this goal, major challenges and entanglements of this goal associate with quality of education, effective interaction with job market and study of requirements in adopting curricula, particularly for education of basic life skills. Therefore, the following issues should to be taken into consideration:

- The increase in number of trainees at Technical & Vocational Education Organization has a direct relation with the decrease of education quality during the years of study. Despite the growing number of trainees, existing human and physical resources were unsatisfactory for standard education during the recent years.
- Access of villagers and women to educational resources should be revised. Although a significant number of technical and vocational centers of the organization are women-only educational centers, they basically conduct educations on women's traditional businesses and crafts, which generate only a few job opportunities for women. Also the inequity exists in fair distribution of educational opportunities due to marginal availability of education for rural settlers. Rural regions

are recipient of educational services from mobile units with scarce equipments. These units provide short-term mobile courses with minor skill value for employment generation.

### **G. Strategic Priorities for Achieving Goals by 2015**

- Implementation of programs on effective interaction of education with sector of industry and job market
- Diversification of executive methods for technical, vocational and skill curricula
- Reviewing of teaching methods and curricula
- Enhancement of teachers' capabilities and professional skills
- Adoption and implementation of literacy strategic plan with due regard to geographical, environmental and social conditions of addressees
- Utilization of information technology in implementing educational programs
- Expansion of cooperation between Ministry of Education and other organizations and institutions in charge of technical and vocational educations
- Quality improvement of educational institutions through revision of standards, hiring qualified instructors, adding flexibility into curricula and educational programs based on requirements of job market
- Introducing standard-oriented basic modifications in education system
- Development of assessment system, issuing certificate and capacity building for holding skill examination (skill measurement centers)
- Revision of legislation and processes of examination system in order to authenticate skill level certificates at job market.

# GOAL 4

**REALIZATION OF ADULT LITERACY  
PARTICULARLY FOR WOMEN UP TO 50% BY  
2015 AND EQUAL ACCESS OF ALL ADULTS  
TO BASIC SUSTAINABLE EDUCATION**



## Goal 4

**Realization of adult literacy particularly for women up to 50% by 2015 and equal access of all adults to basic sustainable education.**

### A. Definition & Analysis of Goal

**Literate:** The term refers to a person who can read and write with understanding a simple statement in Persian or any other language. All new entrants at primary first grade and students in literacy programs are also regarded as literate (*Iran Statistics Center*).

In Iran, literacy survey is officially accomplished by Iran Statistics Center in a self-declaration method (by one of household's members).

### B. Background of Goal

Government's literacy campaign dates back to 71 years ago. Since 1936, when Adults Educations Organization was officially established, up to the present time, literacy campaign has always been one of major priorities of the country. During this period, 6 organizations have been respectively assigned to eradicate literacy:

- 1- Adult Educations Organization (Akaber) (1936-1041)
- 2- Senior Citizens Education Organization (1953-1956)
- 3- Adult Education Organization (1956-1964)
- 4- Illiteracy Campaign National Committee (1964-1976)
- 5- National Literacy Jihad Organization (1976-1978)
- 6- Literacy Movement Organization (1979- present)

The first National Census of 1956 revealed that illiteracy rate was 85%. However, the census of 1966 showed that after a 10 year endeavor by Adult Education Organization, the figure decreased to 72% with only a 13% reduction. In 1976, the rate of national illiteracy declined to 52% with a 20% reduction as a result of efforts by Illiteracy Campaign National Committee. At the same time, the figure was 70% for rural settlers and 83% for rural women, as an indicator of gender and regional disparity.

Since 1964, a systematic planning was initiated for battle against illiteracy at national level, leading to establishment of Illiteracy Campaign National Committee; still this organization failed to accomplish its tasks. In the 3<sup>rd</sup> and 4<sup>th</sup> Development Plans, a macro literacy plan has been designed and different ministries and organizations were appointed to implement the plan. The 4<sup>th</sup> Plan exclusively aimed at increasing literacy rate of group aged 10 to 45 up to 60%. The goal should be fulfilled through development of workers knowledge and skills centers, in-service agricultural and industrial teachings for soldiers, and educational-health and family planning programs for women. In the 5<sup>th</sup> Development Plan, a special chapter was allocated to adult literacy and education. Besides achieving literacy as an overall goal, other adult issues including vocational training, distribution of easy-to-read journals in villages and towns, promotion of reading habit, and establishment of an adult education research center were taken into consideration.

In 1976, as the scholars pointed out the necessity of revising literacy issues in the country, certain reformists proposed fundamental amendments in adult literacy and education system. One year after triumph of Islamic Revolution in Iran, the Literacy Movement was launched in January 1980 by Imam Khomeini's decree.

### C. Executive Programs for Implementation of Goal

Literacy Movement Organization is the only official administrator of adult literacy in Iran. Non-student illiterates and less-literates (poorly-educated ones) aged 10 and over are main addressees of this organization. Based on this, the literacy students fall into two different groups:

- 1- Absolute illiterate group with a population of about 9.8 million based on 2006 Census. The share of women and rural population is more than that of men and urban population. This group of illiterates is first enrolled at basic course, followed by next courses (supplementary, final)<sup>1</sup> as well as fifth grade of formal education program. Finally they transit from illiterate to less-literate community.
- 2- Less-literate group (with a level of education equivalent to primary education and non-student population). They are on the verge of relapsing into illiteracy and if literacy and post-literacy programs fail to enroll them or if they are unlucky to be touched by reading culture, they would undoubtedly return to illiteracy mode. Based on estimation of 2006, about 11 million people are living in such situation, mostly women and urban population.



### Accomplished Programs

- Developing over 400 titles of guide booklets, informing and launching 31 journals at provincial level
- Establishment of more than 3200 community learning centers in 2006, aiming at literacy and learning basic life and job skills, consultation services and organizing educational and cultural activities
- Post-literacy and sustainable educations
- Library education services
- Development of Inter-sectoral partnership
- Organizing cultural-educational competitions for 4, 889,000 students during 2000 to 2006

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<sup>1</sup>-Preliminary Term (Basic Course): The first literacy course in which students effectively learn Persian Alphabets and how to apply them in the words. Also learn reading and writing a simple Persian text such as newspapers and magazines, sufficient numeracy knowledge to satisfy their daily requirements. (Equivalent to primary first grade)  
Complementary Term (Supplementary Course): The second adult education program in which students familiarize with simple Persian expressions and statements so as to be able to transfer their thoughts by reading and writing and to conceive others' utterances. Recitation of the Holy Koran and mathematical calculations for daily life are being taught as well. (equivalent to primary third grade)  
Final Term (Final Course): The third adult education program is to stabilize the knowledge gained in the past and to equip the student with skills required for attending the fifth grade of formal education system. (equivalent to primary fourth grade)

- Covering 3,500,000 students under services of media, correspondence, and follow-up teams (1995 to 2006)<sup>1</sup>
- Cooperation with international agencies, particularly UN Population Fund, UNICEF, UNESCO, UNHCR, and Afghanistan Reconstruction Headquarters
- Literacy for civil staffs, prison inmates and armed forces
- Implementing various projects such as Literacy Mobilization, Rural Girls Education, Nomads' Literacy, A Step to Illumination, Teacher Soldier, Face-to-Face Education, TV-based Education
- Receiving 5 trophies and diplomas from UNESCO and ISESCO
- Launching community learning centers (CLCs)

Community learning centers have been initiated since 2001 at national level, aiming at introducing a combination education of literacy and basic life and job skills to better link life and literacy, to motivate target groups, to empower addressees with individual and social knowledge and capabilities.

In 2001, 65 local centers with 332 classrooms and 4,883 students, 78 follow-up teams with 1167 students and 12,978 students under vocational and skill educations of these centers have been reported.

In 2002, the above centers rapidly expanded from 65 to 1576 centers as they were highly welcomed by students, and local and regional officials. The growth trend of community learning centers is referred to in 2003, 2004, and 2005 statistics, and they have increased in number up to 2,074, 2,317, and 2,659 centers respectively.

In 2006, the number of community learning centers grew significantly so as from 2,659 centers in 2005 increased to 3,210 active centers in urban/rural areas. Consequently, the population of enrolled literacy students and trainees has increased in a way that in 2006, 3,210 community learning centers with 21,212 classes enrolled 264,000 literacy students at preliminary, complementary, final and fifth grade courses, 7,356 groups with 80,767 students of follow-up teams and 541,000 students at basic life and job skills educations.

A comparative study of 2006 at provincial level shows that provinces of Khorasan Razavi, Fars and east Azarbaijan have the most active community learning centers with 325, 241, and 219 centers respectively, and provinces of Qom, Semnan, and Kohkilouye & Boyer Ahmad have the least number of such centers with 11, 13 and 26 respectively.

Some other projects that have been carried out at the recent years on education of Afghan immigrants and other aliens residing in Iran are as follows:

- 1- Education of about 600,000 Afghan citizens and Afghan school-age children within framework of joint cooperation between UNICEF and Literacy Movement Organization
- 2- Launching Literacy Educator Training Program for more than 2000 Afghan teachers
- 3- Assigning 17 instructors for training 1,270 Afghan literacy teachers



<sup>1</sup> \_

- A) Follow-Up Teams: It is in fact continuation of non-formal literacy process launched since 1994 as an ongoing program. It aims at guiding new-entrants towards self-learning stage.
- B) Correspondence Education: It started as a pilot project since 1998 to make education a constant process and to modify semi-face-to-face educations into non-face-to-face educations and still continues.

- 4- Exchanging experiences on literacy and how to create and run community learning centers with regard to multi-functional nature of literacy activities in form of study visits for literacy staffs of Afghanistan
- 5- Providing Afghanistan with equipments and logistic services of more than 250 literacy classes (each class with minimum 10 and maximum 25 students)
- 6- Supplying 20,000 textbooks for basic education of Afghanistan literacy classes

Implementation of literacy programs prescribes adoption and enforcement of national policies and legislations on this issue based on predicted mission and goals. To this end, the second Paragraph of General Policies in the 4<sup>th</sup> Development Plan, Para (A) and (J) of the Amendment on 4<sup>th</sup> Economic, Social & Cultural Development Plan, approvals of 595<sup>th</sup> Session of Cultural Revolution Higher Council, and fulfillment of Government's commitments on EFA international agreement, adoption and implementation of Literacy Strategic Plan to practice various policies on drawing up national legislations and conducting quality literacy programs have been designed so far. To develop quality programs, the organization took effective measures in producing provincial and local-oriented textbooks and ensuring urgent needs of literacy students. Special programs have been designed and implemented to attract practical partnership of public and private administrative organizations in literacy projects and inclusion of basic life and job skills in the curricula of centers with national, local, and regional approaches.

#### **D. Achieved Goals & Examining Indicators at National & Provincial Levels**

##### **a- Achievements of Literacy Movement Organization**

- The performance of organization during 2000 to 2006 shows that 3,112,000 absolute illiterates have enrolled and studied at preliminary term, out of which about 2,276,000 students completed the program and became literate, i.e. about 7.3 persons out of every 10 literacy students passed the course.
- From total 1,913,000 enrolled students at complementary term, about 1,435,000 persons successfully completed the course, i.e. about 7.5 persons out of every 10 students passed the course.
- From total 1,066,000 enrolled students at final term, about 823,000 persons completed the course, i.e. about 7.7 persons out of every 10 students passed the course.
- From 653,000 enrolled literacy students at the fifth grade, about 545,000 persons succeeded to complete the course, i.e. about 8.3 persons out of every 10 students passed the course.

##### **b- Achievements in Terms of Literacy Indicators**

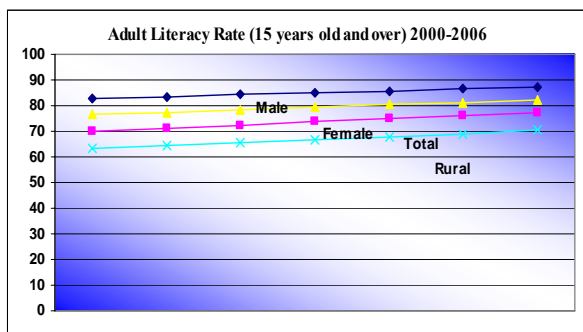
##### **▷ Literacy Rate Indicator of Population Aged 15 & Over**

In the year 2000, the population aged 15 and over has been estimated about 42,167, 533, out of which 50.7% (21,377,577 persons) and 49.3% (20,789,956 persons) were men and women respectively.

The geographical demography of population aged 15 and over shows that 66% (27,848,382 persons) were urban residents and 34% (14,319,151 persons) were rural residents. At the same

time, gender and regional ratio of population aged 15 and over (if woman and village is 100) were 103 and 194 respectively.

Based on statistics and information of 2000, 77% (32,264,794 persons) of the total population aged 15 and over have been literate. Literacy rate of men's population has been 83% and 70% for that of women's population. The literacy rate of rural population has been 63% at the same year.



	2000	2001	2002	2003	2004	2005	2006
Boy	82.66	83.41	84.17	84.93	85.71	86.49	87.28
Girl	70.20	71.32	72.46	73.63	74.81	76.02	77.24
Total	76.52	77.45	78.40	79.36	80.34	81.33	82.33
Rural	63.09	64.24	65.42	66.63	67.88	69.15	70.46

A study on literacy rate of this age group shows that provinces of Tehran with 87%, Semnan with 83%, Esfahan with 82%, and Yazd with 81% have recorded the highest literacy rate, and provinces of Sistan & Balouchestan with 53%, Kordestan with 63%, west Azarbayjan with 66%, Ardebil with 68% and Hormozgan with 69% reported the lowest rate of literacy.

In 2006, the population aged 15 and over has been estimated about 52,814,751 persons out of which 50.75% (26,803,430 persons) have been men and 49.25% (26,011,321 persons) were women.

Geographical status of population aged 15 and over reveals that 69.7% (36,817,995 persons) out of this population lived in urban areas and 30.3% (15,996,756 persons) were residents of rural regions. Gender and regional ratio of population aged 15 and over during the same year (if woman and village is 100) were 103 and 230 respectively.

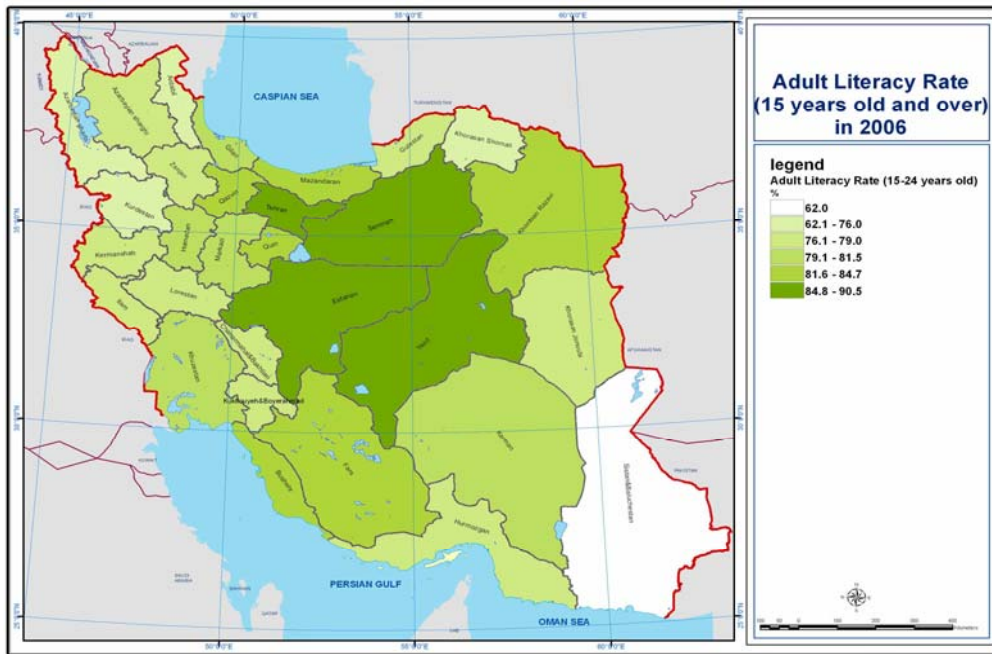
The 2006 national census shows that from total population aged 15 and over, 82% (43,484,717 persons) have been literate. Literacy rate of men's population was 87% and 77% for that of women's population. Based on the results of census, rural literacy rate has been 70% and gender parity index about 89%.

The study on literacy percentage shows that provinces of Tehran with 90%, Semnan and Yazd with 87% each, and Esfahan province with 86% recorded the highest rate of literacy, and provinces of Sistan & Balouchestan with 62%, Kordestan with 73%, Hormozgan with 76%, west Azarbayjan and north Khorasan with 74% each, and Ardebil province with 76% reported the lowest literacy rate.

Results of reviewing the indicator from 2000 through 2006:

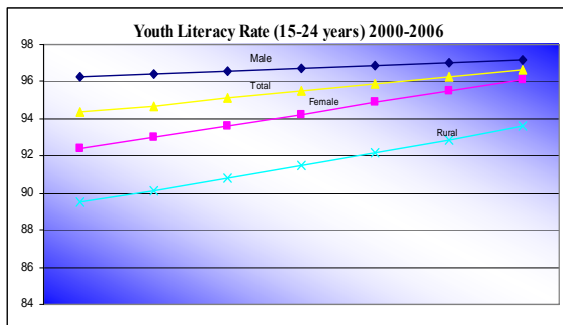
- 1- Literacy rate grew about 5% in total population aged 15 and over.
- 2- Literacy rate grew about 4% in men's population aged 15 and over.
- 3- Literacy rate grew about 7% in women's population aged 15 and over.
- 4- Literacy rate grew about 7% in rural population aged 15 and over.
- 5- Literacy rate gender parity increased from 85 in 2000 to 89 in 2006.
- 6- Literacy rate variations between the highest and the lowest provinces decreased from 34% in 2000 to 28% in 2006.
- 7- Illiteracy rate of women is more than that of men.
- 8- Illiteracy rate in rural areas is more than that of urban regions

### Chart of Literacy Rate of Population Aged 15 & Over at National Level (2006)



#### ▷ Literacy Rate Indicator of Population Aged 15-24

The population group aged 15-24 in the year 2000 has been estimated around 14,250,639 out of which 50.01% (7,127,334 persons) were men and 49.99% (7,123,305 persons) were women. Geographical status of population group aged 15-24 shows that 63.9% (9,107,955 persons) were urban population and 36.1% (5,142,684 persons) were rural residents. Gender and regional ratio of population aged 15-24 during the same year (if woman and village is 100) were 101 and 177 respectively.



Youth Literacy Rate (15-24 years) 2000-2006							
Year	2000	2001	2002	2003	2004	2005	2006
Boy	96.23	96.39	96.54	96.69	96.84	97.00	97.15
Girl	92.43	93.02	93.63	94.24	94.87	95.50	96.14
Total	94.33	94.71	95.09	95.47	95.86	96.25	96.65
Rural	89.49	90.14	90.80	91.48	92.17	92.89	93.62

Based on 2000 statistics and information, from total population aged 15-24 at national level, 94% (13,442,875 persons) have been literate. Literacy rate of men's population accounts for 96% as compared to 92% for women's population. At the same year, rural literacy rate was 89% and gender parity index of literacy rate was about 96%.

The study on literacy rate of this age group shows that provinces of Tehran, Semnan, Esfahan and Mazandaran with 98% each, and provinces of Yazd, Markazi, Gilan, Qazvin and Khorasan Razavi with 97% recorded the highest literacy rate; whereas, provinces of Sistan & Balouchestan

with 72%, west Azarbayjan with 88% and Kordestan with 89% reported the lowest literacy rate in the country.

The population aged 15-24 has been estimated about 17,738,585 in 2006 from which 50.5% (8,955,077 persons) were men and 49.5% (8,783,508 persons) were women.

Geographical status of population aged 15-24 shows that 67.85% (12,034,526 persons) out of this population were urban settlers and 32.15% (5,703,059 persons) were rural population. Gender and regional ratio of population aged 15-24 during the same year (if woman and village is 100) were 102 and 211 respectively.

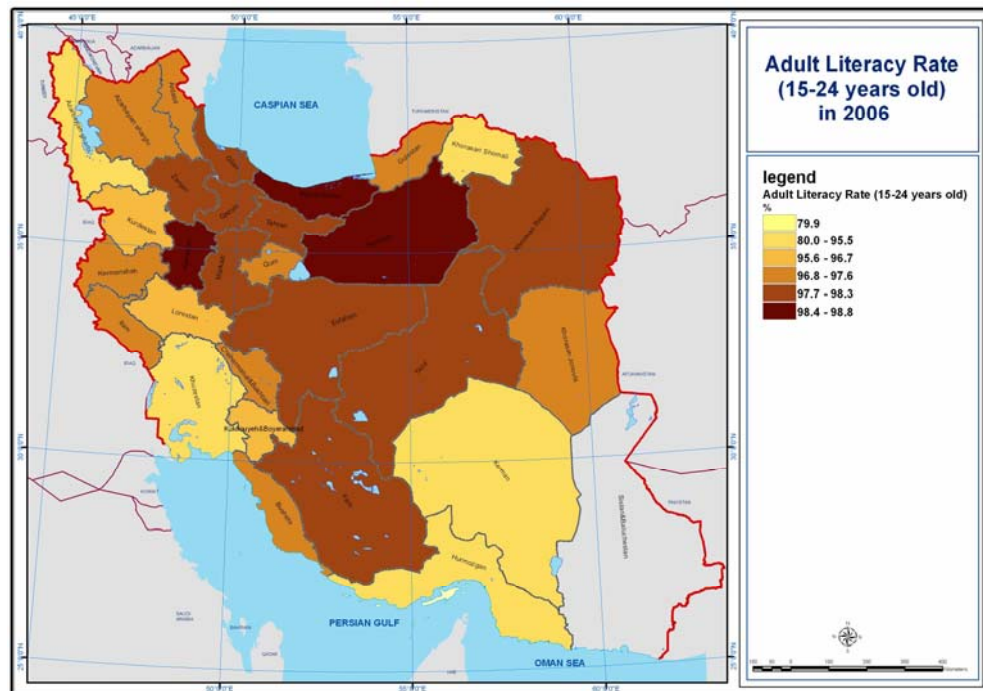
Statistics and information reveal that in 2006, form total population aged 15-24, 97% (17,144,064 persons) have been literate. Men's literacy rate was 97% and women's literacy rate about 96%. At the same time, rural literacy rate was 94% and gender parity index of literacy rate was about 99%.

The study on literacy rate of this age group shows that the provinces of Mazandaran and Hamedan with 99% each recorded the highest literacy rate, and provinces of Sistan & Balouchestan with 80%, west Azarbayjan with 94% and provinces of Hormozgan, Kerman and Khoozestan with 95% reported the lowest literacy rate in the country.

Results of reviewing the indicator from 2000 through 2006:

- 1- Literacy rate grew about 3% in total population aged 15-24.
- 2- Literacy rate grew about 1% in total men's population aged 15-24.
- 3- Literacy rate grew about 4% in total women's population aged 15-24.
- 4- Literacy rate grew about 5% in total rural population aged 15-24.
- 5- Literacy rate gender parity increased from 96% in 2000 to 99% in 2006.
- 6- Literacy rate variations between the highest and the lowest provinces decreased from 26% in 2000 to 19% in 2006.
- 7- Illiteracy rate of women is more than that of men.
- 8- Illiteracy rate in rural areas is more than that of urban regions.

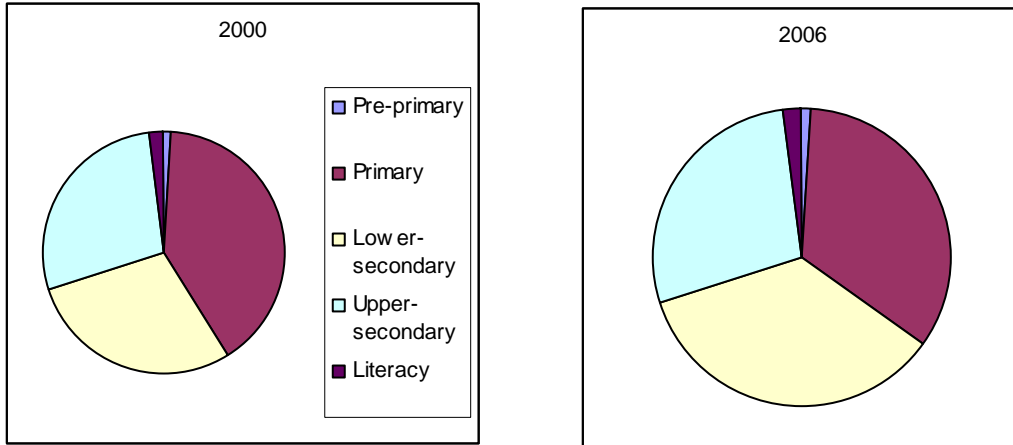
**Chart of Literacy Rate of Population Aged 15-24 at National Level (2006)**



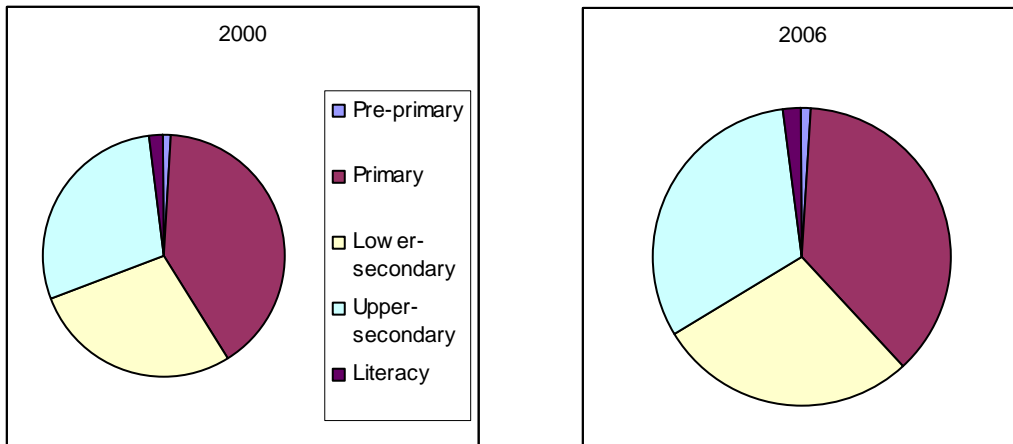
▷ **Share of Literacy from Total Public Budget, GDP, & Total Expenditures on Education**

The last, but not the least, indicator studied in this chapter is share of literacy programs from total public budget, GDP and total expenditures on education that are demonstrated in the following charts for the period 2000 to 2006.

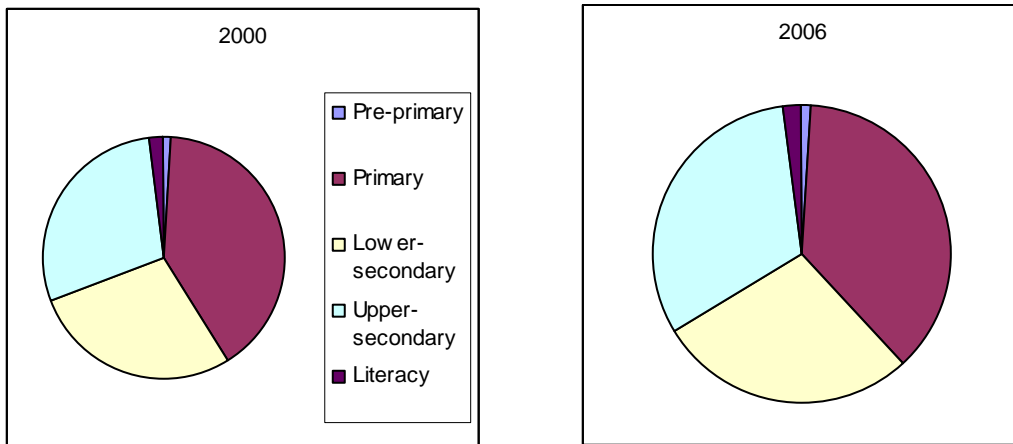
**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE**



**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF GROSS NATIONAL PRODUCT (GNP)**



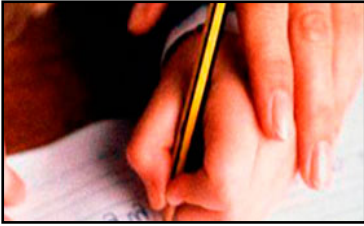
**PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL EDUCATIONAL EXPENDITURE**





## E. Selected Success Stories

### 1- Literacy Mobilization Plan



In 2000, UNESCO conferred a Letter of Appreciation and Noma Prize upon Literacy Movement Organization for implementation of Literacy Mobilization Plan. To accomplish this project, an extensive social mobilization has been performed and volume of

literacy activities increased to three times as much. Literacy mobilization has been appraised as a successful project in terms of reducing literacy absolute value, enrolling school-age children and adult literacy at disadvantaged regions lacking educational spaces.

#### Achievements

1. The implementation of Literacy Mobilization plan paved the way for administrative and community participation, and mobilized many young and adolescent to take part in literacy campaign. More than 3 million people were given the chance of attending classrooms and enjoying educational services, out of which about 2 million persons were absolute illiterate.
2. Compulsory literacy was launched at governmental organizations, among armed forces and inmates.
3. Public opinion could seriously follow the developments of literacy activities.
4. An extra fund has been allocated plus the approved budget for implementing the project.
5. 10% of educators and literacy facilitators and 10% of liable new-entrants have been awarded.
6. Those who attended mobilization plan could benefit from Literacy Movement quota for national university entrance examination.
7. All teacher soldiers working at mobilization plan were granted a one-month leave.
8. The most competent literacy logistic councils at the center of provinces and cities were honored to receive President's Letter of Appreciation.

### 2- Life Skills Education for Rural Employed Girls

By implementation of this plan, Literacy Movement Organization was privileged to receive Noma Prize from UNESCO in 2000.

The award was conferred for carrying out the project of out-of-school Rural Employed Girls aged 10-18 in the provinces of west Azarbayjan, east Azarbayjan, Kordestan, Khorasan Razavi, Lorestan, and Sistan & Balouchestan.

The above project could create educational opportunity for out-of-school girls and through collaboration of their parents and employers, the combined literacy and life skills education was implemented in the country for the first time as turning point of educational developments on teaching methods and educational resources.

### **Achievements of Project**

The project was performed in 12 cities with participation of girl population aged 10-18 who have never been to school before or had to drop their classes at formal education system due to inflexibility of education hours with working hours.

The distinctive aspect of classes in this project with other literacy classes is that besides basic educations, other skills including personal health, family planning, nutrition, children diseases, children's growth issues, self-discovery and children responsibilities and rights, cultivation methods in agriculture, establishment of rural cooperative societies, education of customized occupations such as cooking, embroidery, tailoring and... as well as thematic lectures by concerned organizations have been performed.

Broadcasting offices at the center of provinces and their local representatives, delegates from Ministries of Construction Jihad, Agriculture, Health, Treatment & Medical Education, governor's offices, and Islamic councils have contributed a lot in the success of this project.

All classes benefited from showing educational tele-video films on nutrition, personal & social health, animal & human communicable diseases, girls' education, children right, parents responsibilities and...

The distinguished specifications of this project, as mentioned above, led to remarkable achievements at the end of this period and it urged many households from other villages to seek similar services from literacy offices.

### **3- Reading-With-Family Project**

In 2003, Literacy Movement Organization was awarded an appreciation diploma by ISESCO for implementing this project. The project was adopted and implemented by Literacy Movement Organization to promote reading culture, enrichment of basic literacy education and encouraging reading habits. Reading-With-Family Project consists of 15 books, 3 textbooks for students of preliminary term, 6 textbooks for complementary term and 6 textbooks for students of final literacy program.

The project basically aims at encouraging literacy students and their families in promoting their leisure time with reading books and study.



### **F. Challenges & Concerns**

- ❑ Intertwined literacy and adult education programs
- ❑ Irrelevancy of literacy program with formal and non-formal education system
- ❑ Lack of existing strategies to tackle illiteracy
- ❑ Dependency on sectoral feasibilities and absence of a meaningful framework for inter-sectoral cooperation
- ❑ Wide-ranging executive activities of Literacy Movement and marginalizing the priority of literacy eradication
- ❑ Proximity of more than 80% of Movement's expert staffs to retirement age in three years time

- ❑ Literacy self-reliance system and ambiguity in application of literacy-based skills to motivate illiterates

### **G. Strategic Priorities for Achieving Goals by 2015**

- ❑ Revising and re-engineering missions and tasks
- ❑ Specifying the scope of literacy activities
- ❑ Redefining the relation between non-formal education (Literacy Movement) and formal education (Ministry of Education)
- ❑ Qualifying and enhancing literacy strategies proportionate to the specifications of target group and priorities.

## GOAL 5

**ELIMINATION OF GENDER DISPARITIES IN  
PRIMARY & UPPER SECONDARY EDUCATION  
BY 2005 AND ACHIEVING GENDER PARITY  
IN EDUCATION BY 2015, ASSURING EQUAL  
AND QUALITY BASIC EDUCATION FOR ALL  
GIRLS**

## Goal 5

**Elimination of gender disparity in primary and secondary education by 2005 and achieving gender parity in education by 2015, assuring equal and quality basic education for all girls.**

### A. Definition & Analysis of Goal

Education and training is among primary rights of every human being, and its equal availability for all men and women brings about social prosperity and equity of exploiting innate talents for all. Thereby, Ministry of Education as a partner in policymaking and planning for education system of country spares no effort to adopt conducive regulations and allocate budget to eradicate poverty and inequalities in education, particularly at regions with ethnical communities.

Underlining Article 30 of the Constitution, education system of I.R. of Iran stresses on education for all Iranian children up to the end of upper secondary education, thereupon, MOE is duty bound to guarantee required facilities for access of all children and adolescence to education. Furthermore, educational policymakers and planners are paying more attention to developing gender-based educations for girls and boys as well as quality education. An example of national policies and legislations on gender parity in education that is considered the basis of educational planning is explained in part B.

### B. Background of Goal

National policies, legislations and strategies on gender parity in education:

- ▷ Prior to discussing legislations on elimination of gender discrimination in education, it should be noted that Iran has not yet approved the Convention of Elimination of Discrimination against Women; therefore, it has no obligation to act on provisions and regulations of the above convention. Nevertheless, Islamic Republic of Iran is the committed party of Conventions on Elimination of All Forms of Racial Prejudices (approved in 1966) and Convention on Fighting against Discrimination in Education (approved in 1960), the latter is exclusively includes all issues related to elimination of gender disparity in education.

Based on rules and regulations, all students should enjoy equal rights of using educational amenities and no discrimination and exclusion in terms of gender, race, ethnicity and nationality is acceptable for education.

Several Articles in the I.R. of Iran Constitutional Law stipulate this important issue:

- By virtue of Article 20 of the Constitution, "all nationals" either woman or man, are equally supported by law and enjoy all basic, political, economic, social and cultural rights, observing principles of Islam.
- Para 3 of Article 3, particularly Article 30 of the Constitution has charged the Government with the duty to provide free education and physical training for all up to the end of upper secondary education as well as means of study on a free-of-charge basis for the sake of country's self-sufficiency.

- As per Law on supplying means and facilities of education for Iranian children and adolescence approved in 1974, the Government is obliged to provide requirements of free education for all children (regardless of their gender) as well as necessary education facilities for disadvantaged children who may be deprived of education due to financial problems.
- Based on Law on Goals & Duties of MOE approved in Feb. 14, 1988, elimination of all types of prejudice in education of Iranian children has been stipulated.
- Para 3 of the above Law reads: Provision of essential grounds for maintaining sustainable cultural, economic and political autonomy through familiarizing students with sciences, technologies, industries and crafts needed by their society based on priorities of the country.
- Para 4 of the above Law emphasizes on flourishing and training students' talents and reinforcing the spirit of curiosity, exploration, search, discovery, innovation and creativity in all cultural, technical, and Islamic domains, negating the educational degree-centeredness.
- Para 5 of Article 10 of Law on Goals of MOE reads: Literacy Movement is one of the efficient institutions in education system of country. Although it has been exclusively designed for adult education, it may enroll and educate children in certain cases.
- As per Note 2 of Article 4 of Literacy Movement Articles of Association approved in 1983, the Movement is responsible to enroll children at the age of literacy who live in the regions where Ministry of Education is not able to serve. It is, by itself, a sign of strong will by MOE to eliminate all forms of discrimination.
- Para 6 of Law on Goals underscores provision of free education for all the people up to completion of upper secondary education.
- Para 7 of the above Law has charged MOE with the duty of developing special schools for disabled and handicapped people.

It is worth mentioning that certain groups of children, suffering from physical and mental disorders or physical disabilities, need special cares, consequently their education should be conducted in a different way. Therefore, on strength of Law on Goals & Duties of MOE, the government must take a special care of these children and develop special schools for them.

- In Para B of Article 143 of the 3<sup>rd</sup> Economic, Social & Cultural Development Plan of I.R. of Iran (2000-2004), elimination of inequity between urban and rural areas on provision of quality and quantity manpower, development of educational and training environments, and supplying educational equipments, means of transportation and necessary facilities for enrollment of all students from primary to lower secondary and to upper secondary education have been emphasized.

Also, based on Article 52 of the 4<sup>th</sup> Economic, Social & Cultural Development Plan, the government is responsible to make education compulsory up to the end of lower secondary program on a gradual basis, no later than the end of the 4<sup>th</sup> Plan.

The end of lower secondary is completion of an 8 year educational program for every Iranian individual who accomplishes general education. Entry into force of this law and law on provision of educational means and facilities for Iranian children and adolescence has also been guaranteed in the law.

- In policies of MOE on the 4<sup>th</sup> Economic, Social & Cultural Development Plan, besides the issue of developing education for all school-age children, Para 11 of these policies pays special attention to promoting physical education and sports and improving physical and mental health of students (with priority of girls students).
- Para 12 of General Policies on the 4<sup>th</sup> Economic, Social & Cultural Development Plan has put the stress on more efforts for realization of social justice, creation of equal opportunities, enhancement of educational indicators and ensuring good health for all.

Certain programs are ongoing for enforcement of the above legislations as follows:

### **C. Executive Programs for Realization of Goal**

The study on legislations, the Constitutional Law at the highest level, five-year development plans and social, economic and cultural development plans of the country at various junctures confirms that almost no effort has been spared as far as legislation is concerned to eliminate discrimination, particularly gender disparity on education, specially quality education, and the issue of girls' access to education has repeatedly been emphasized. Based on this, educational planners have been assigned to conduct special programs for enrolling girl population at national, provincial and regional levels. Iran, as a country with a variety of cultural and geographical fabrics, has always been in need of plans to cover various requirements of all social classes. Sub-cultures, ethnicities, different traditions among different communities, false beliefs in some regions, unavailability to reach education centers due to arduous roads, insecure roads to reach schools have been identified as barriers in girls' access to education. In such circumstances, education system of country has a heavy task to modify misconceptions on the one hand, and through special mechanisms attract confidence of these communities to better lay the ground for enhancing education culture on the other hand. Hence, whenever male teacher is identified as an obstacle, female teacher will be the right option. In places that no one believes in education for the girls, but their early marriage and early motherhood are emphasized, parents' education programs are conducted and local community is assured through intervention of senior citizens, and where long distance and insecure roads hinder education, boarding schools, central village school and central dormitory are established.

Programs and measures implemented throughout the country indicate that more girls are taking advantage of education each year. This is indeed the strong point in the performance of education system; however, still more efficient and flexible programs are needed for full access of girls to education. Hereunder, some examples of implemented programs based on strategies of the 3<sup>rd</sup> and 4<sup>th</sup> Development Plans are mentioned:

- Strategy No. 3 of General Education chapter in the education strategies of the 3<sup>rd</sup> Five-Year Development Plan reads:

"Ministry of Education is duty bound to revise curricula, subjects, syllabi, volume and title of textbooks in terms of age, gender, talents, educational calendar, personal and social needs, and regional conditions at all educational programs, with priority over primary education."

- Strategy No. 7 emphasizes on modification and renovation of educational spaces with gender-related considerations.
- Strategy No. 24 underlines equal opportunity for all school-age population to benefit from primary and lower secondary education through development of boarding schools for lower secondary course in the undeveloped or less-developed regions, establishment of central village schools, conducting distance learning and semi-face-to-face, correspondence, media-based and home educations, rural central, gratuitous food, and special attention to girls' education.
- Strategy No. 13 on the 4<sup>th</sup> Development Plan (2005-2009) takes pre-primary educations, particularly in rural and bi-lingual regions, full enrollment of children aged 6-13 and increasing upper secondary enrolment ratio with emphasize on girls' intake rate under advisement.
- Strategy No. 14 on the 4<sup>th</sup> Development Plan highlights literacy development, completed by literacy of people aged under 30 (male & female) with an applied literacy approach, and Strategy No.35 on the same plan lays the emphasis on distance learning and central village schools, boarding and public exemplary schools, and central dormitories.

The key programs that have so far been implemented to fulfill strategies on the 3<sup>rd</sup> and 4<sup>th</sup> Development Plans are:

- Using female teachers in the regions and villages that male teacher is considered a barrier to the education of girls' population.
- Dividing mixed classrooms for independent girls and boys' classes.
- Implementing project on enrolment of school-age out-of-school girls, with a priority over provinces with the highest number of out-of-school girls (Sistan & Balouchestan, west Azarbayjan, Kordestan, Hormozgan, Khoozestan, Ardebil).
- Developing central village schools, boarding schools, central dormitory, distance and media-based learning, semi-face-to-face education specially for lower and upper secondary educations.
- Conducting educational courses for planners of MOE and provincial and regional experts on gender-oriented planning.
- Provision of equal education opportunity for students with financial problems including stationery, textbook, clothing, food and... free of charge.
- Implementing integrated and inclusive education plan with special needs at ordinary classes.
- Implementing comprehensive girls' maturity health plan for examining students' height and issuing girl students' physical status ID card.



- Conducting skill educations for girls such as education of rural crafts, self-sufficiency trainings at lower-secondary boarding schools.
- Conducting educations on human rights issues for girls (440,000 girls students of upper secondary education in school year 2002-2003)
- Developing technical & vocational and Kar-o-Danesh (work & Knowledge) schools for training expert manpower.
- Laying proper ground for education of girls at upper secondary and pre-university courses.
- Allocating necessary facilities and equipments for renovation, reinforcement, standardization and customization of educational spaces (esp. girls' schools)
- Developing educational, training and sports environments and facilities based on gender requirements.
- Cooperating with international agencies like UNESCO to adopt educational projects for girl populations. These projects are basically designed for quality enhancement of girls' education, and girls and women empowerment in disadvantaged provinces. An example of such projects has been mentioned in the Second Goal.

#### **D. Achieved Goals & Examining Indicators at National & Provincial Levels**

The indicators that are studied and analyzed in this chapter are as follows:

1. Gender parity index in literate adults aged 15-24
2. Gender parity index in literate adults aged 15 and over
3. Gender parity index at pre-primary education
4. Gender parity index of first grade primary students' intake rate
5. Gender parity index in primary program enrolment
6. Gender parity index in lower secondary education enrolment
7. Gender parity index in upper secondary and pre-university enrolment
8. Gender parity index in students' survival rate at primary first to fifth grade
9. Gender parity index in transition rate from primary to lower secondary and from lower secondary to upper secondary education
10. Percentage of girl students at primary/lower secondary/upper secondary and pre-university/technical & vocational and Kar-o-Danesh (work & Knowledge) education.
11. Percentage of female teacher at primary/lower secondary/upper secondary/technical & vocational courses
12. Girls share from repetition at first grade of primary, lower secondary and upper secondary educations.

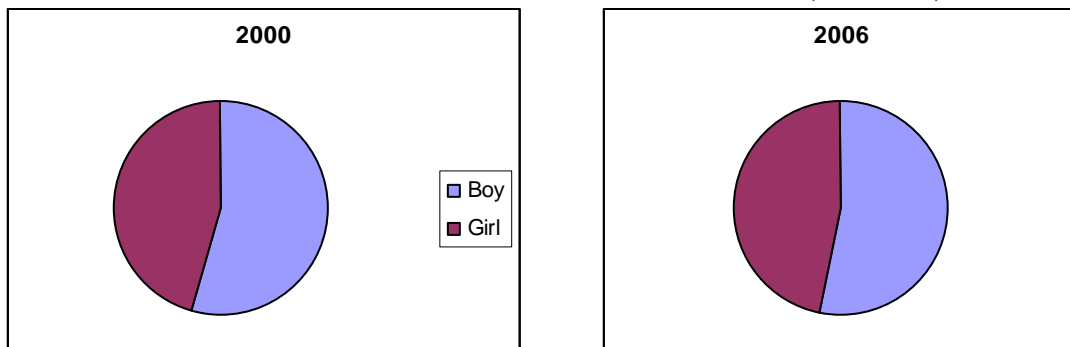
▷ Study on gender parity index of literate adults aged 15 and over and age group 15-24 shows that both rates had an ascending trend during 2000-2001 through 2006-2007. Gender parity index of literate adults aged 15-24 increased from 96% in 2000-2001 to 99% in 2006 and gender parity index of literate adults aged 15 and over increased from 85% in 2000-2001 to 89% in 2006-2007. Each of the above rates showed 3% and 4% increase respectively. Provinces with the lowest parity index of girls' access to education

and literacy are: Sistan & Balouchestan, west Azarbayjan, Kordestan, north Khorasan, Khoozestan, and kohkilouyeh & Boyer Ahmad.

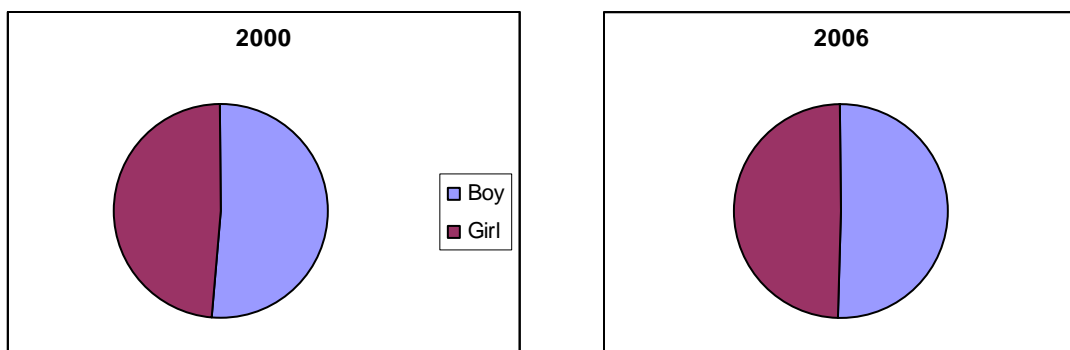
The growth of this indicator and its proximation to figure 1, particularly for 15-24 age group, is specially remarkable at national and provincial level; in other words, gender parity has almost been achieved for this indicator. However, we are still far from desirable level in terms of literate population aged 15 and over.

Gender parity index in literacy rate of population aged 15 and over and age group 15-24 is illustrated in the following charts for 2000-2006:

**GPI IN LITERACY RATE OF ADULTS AGED 15 & OVER (2000-2006)**



**GPI IN LITERACY RATE OF POPULATION AGED 15-24 (2000-2006)**

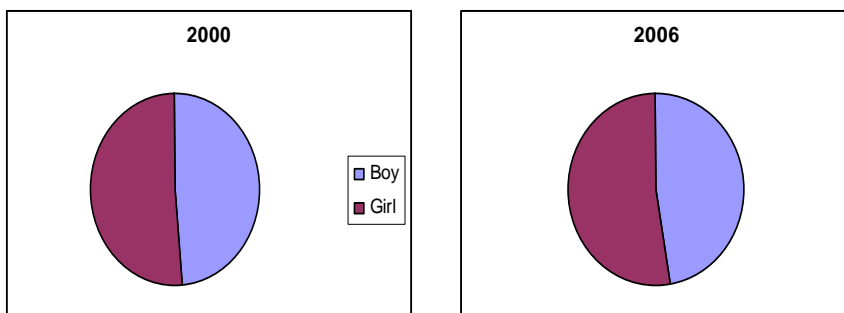


▷ Gender parity index at pre-primary education during the years of study shows an ascending trend. This indicator has reached from 1.06 in 2000-2001 to 1.12 in 2006-2007; i.e. girl new-entrants access to pre-primary educations had been 0.12 more than that of boys. Similar conditions exist for all provinces, recording figure 1+ everywhere in the country. Girls' pre-primary educations have positively affected reduction of repetition rate at the first grade. In other words, repetition rate at primary first grade among girl students has been less than that of boys at all grades. Completion of pre-primary course by girls is definitely one of determining factors in this regard.

It is worth mentioning that provinces with lower gender parity index of literate adults recorded higher gender parity index at pre-primary course.

Gender parity index in gross enrolment ratio of pre-primary education is indicated in the following charts for 2000 and 2006:

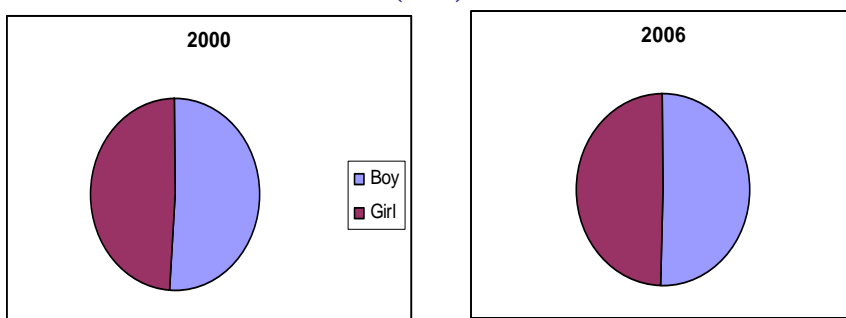
**GPI FOR GROSS ENROLMENT RATIO IN EARLY CHILDHOOD DEVELOPMENT PROGRAMMES**



Gender parity index in gross intake rate of the primary first grade during the years 2000-2001 through 2006-2007 shows an ascending trend. This indicator has reached from 0.97 in 2000-2001 to 0.99 in 2006-2007. It reveals that the access of girls to education has a 0.01 difference with that of boys. Provinces with the lowest gender parity index during 2006-2007 are Kerman with 0.93, south Khorasan- Fars and Qazvin with 0.97.

Gender parity index in gross intake rate for primary course is shown in the following charts for 2000 and 2006:

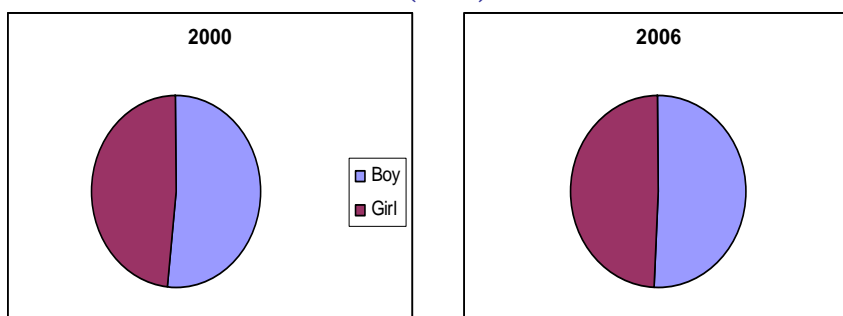
**GPI FOR GROSS INTAKE RATE (GIR) AT PRIMARY EDUCATION**



Study of gender parity index in gross enrolment ratio for primary education reveals that girls have more access to education now. The indicator has increased from 0.95 in 2000-2001 up to 0.98 in 2006-2007 with an increase rate of 0.03. Provinces with the lowest gender parity index during 2006-2007 are Sistan & Balouchestan with 0.94, west Azarbayjan with 0.96. The growth of the above indicator shows that educational system could succeed in providing a suitable ground for girls to have access to primary education so as gender parity index has increased up to 0.98.

Gender parity index in gross enrolment ratio at primary education is shown in the following charts for 2000 and 2006:

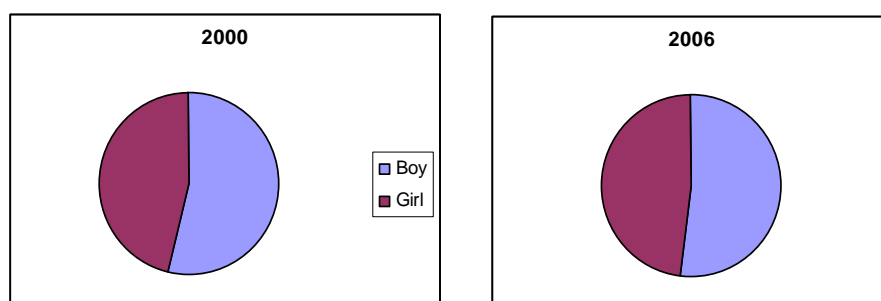
**GPI FOR GROSS ENROLMENT RATIO (GER) AT PRIMARY EDUCATION**



- ▷ Gender parity index in gross enrolment ratio at lower secondary education shows a growing trend for the years of study so as it increased from 0.87 in 2000-2001 to 0.92 in 2006-2007 with a 0.05 growth rate. However after 7 years, the girls' enrolment ratio is still lower than that of boys in all provinces of the country except Mazandaran province. The reason behind this phenomenon has to do with early marriage of adolescent girls, girls' labor in tasks such as carpet weaving and babysitting the younger children at home, cultural issues and traditional beliefs of parents that threaten girls' education, mixed classrooms and male teachers. These issues have been explained in details under title of Challenges. The above rate shows the least figure of 0.79 and 0.80 in 2006 for provinces of Sistan & Balouchestan and west Azarbayjan.

Gender parity index in gross enrolment ratio at lower secondary education is illustrated in the following charts for the years 2000 and 2006:

#### GPI FOR GROSS ENROLMENT RATE (GER) AT LOWER SECONDARY EDUCATION

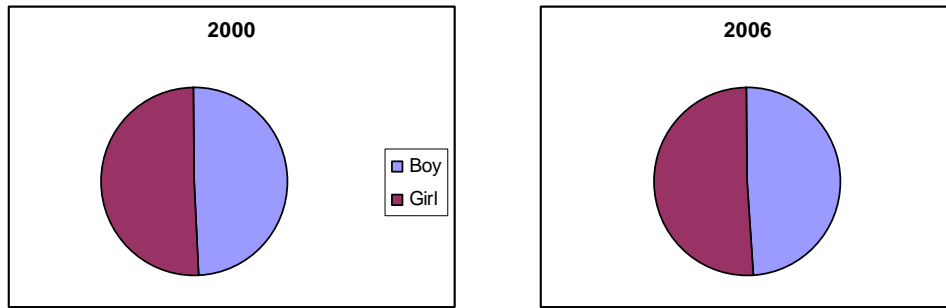


- ▷ Gender parity index in gross enrolment ratio at upper secondary education shows a persistent fluctuation during 2000 and 2006. This indicator has reached from 1.03 in 2000 up to 1.05 in 2001. However it remained invariable in 2002, 1.04 in 2003, and 1.05 in 2004 and 2005 anew, but decreased to 1.04 in 2006. The indicator associates with fluctuation in the provinces of the country and except provinces of Esfahan, Charmahal & Bakhtyari and Markazi, other provinces have reported fluctuation. The provinces with the lowest rate of this indicator are Sistan & Balouchestan (0.54), Kohkilouye & Boyer Ahmad (0.77), Kordestan (0.83) and west Azaerbayjan (0.85) respectively.

Altogether, upper secondary education is more likely to be attended by girls than boys because of two main reasons: 1- A bigger number of girls prefers to attend theoretical upper secondary education as compared to boys who choose to attend Kar-o-Danesh (work & Knowledge) and technical & vocational program. 2- Developing technical & vocational and Kar-o-Danesh (work & Knowledge) schools in provinces, basically confined in favor of boys, so as the girls have no other choice except enrolling in theoretical upper secondary and pre-university program.

Gender parity index in gross enrolment ratio at theoretical upper secondary and pre-university education is illustrated in the following charts for the years 2000 and 2006:

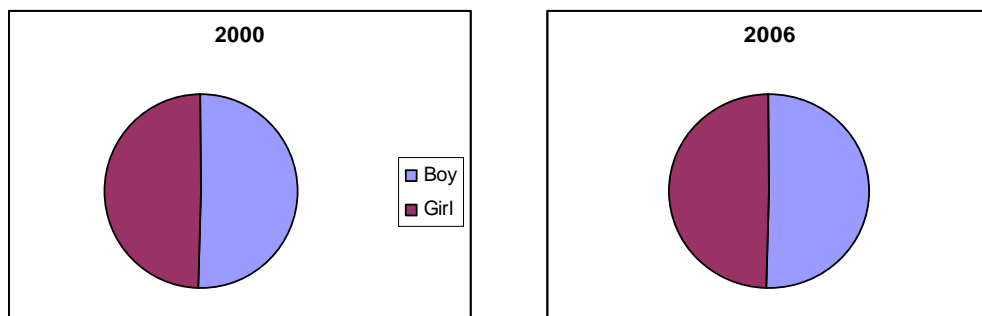
### GPI FOR GROSS ENROLMENT RATE (GER) AT UPPER-SECONDARY EDUCATION



▷ Gender parity index of survival rate from primary first to fifth grade during the years of study is unchanging for the years of study with 0.99. It means that girls' survival rate up to the end of primary education is still to reach the goal, though it is not a big gap, but it is still a challenge. The above rate shows a fluctuating trend (increasing & decreasing) and has been experienced in almost half of the provinces in 2006 as compared to 2000. Provinces with the lowest rate are Sistan & Balouchestan and west Azaerbayjan (0.94), Kohkilouye & Boyer Ahmad (0.95), Kordestan (0.96), south & north Khorasan (0.97) respectively.

Gender parity index of survival rate for the first to fifth grade of primary education is illustrated in the following charts for 2000 and 2006:

### GPI FOR SURVIVAL RATE TO PRIMARY GRADE 5



▷ Gender parity index of transition rate from primary to lower secondary education during the years of study for the whole country has increased from 0.97 in 2000 up to 0.99 in 2006. Provinces with the lowest gender parity index are Sistan & Balouchestan (0.91), west Azarbajjan (0.94) and Khoozestan -Kordestan and Golestan (0.96) respectively. The above indicator decreased during school year of 2006-2007 as compared to 2000-2001 in the provinces of Sistan & Balouchestan, west Azarbajjan and Khoozestan.

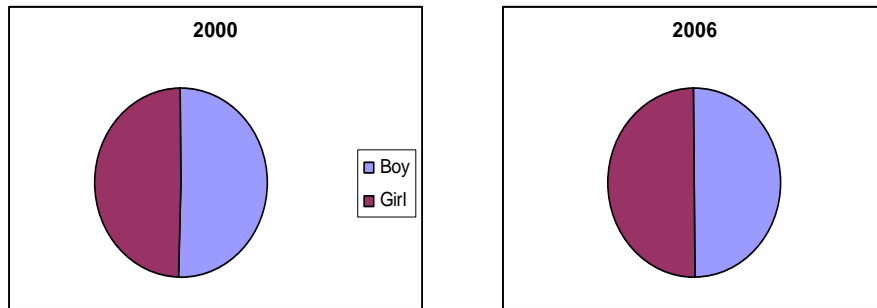
On the whole, whereas girls' transition rate from primary to lower secondary education is less than that of boys at national level, but:

- 1- About one third of provinces have reached the targeted gender parity index.
- 2- Trend of gender parity in transition from primary to lower secondary education is ascending for all provinces except in three mentioned provinces.

- 3- To establish gender parity and to create a conducive environment for education of girls, cultural ground should be prepared, mixed classrooms should be separated, female teachers should be assigned for lower secondary schools and other measures that are elaborated under title of Challenges.

Gender parity index in transition rate from primary to lower secondary education is illustrated for 2000 and 2006:

**GPI FOR TRANSITION RATE FROM PRIMARY TO LOWER SECONDARY EDUCATION**

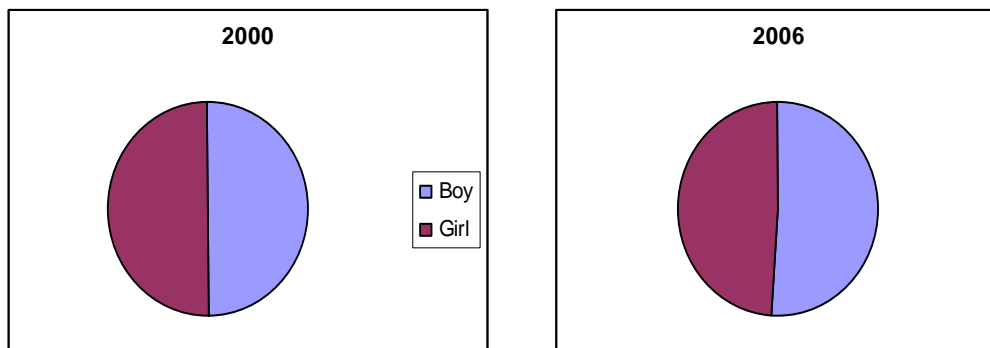


▷ Gender parity index in transition rate from lower secondary to upper secondary education during the years 2000 to 2006 for the whole country shows that girls' access to upper secondary education was more than that of boys (1.03) up to academic year 2004-2005, equal to that of boys (1) in 2005-2006 and again was more than that of boys during academic year 2006-2007.

Gender parity index is less than 1 in the provinces of west Azarbayjan, Ilam, Boushehr, north Khorasan, Zanjan, Qom, Kermanshah, Kohkilouyeh & Boyer Ahmad, Golestan, Mazandaran, Hormozgan and Yazd. Also girls' access to upper secondary education is less than that of boys in these provinces. However, in more than half of provinces in the country, girls have more access to upper secondary education than boys. Therefore, status of both groups of provinces can be studied to help appropriate planning for establishment of a balance and gender parity to have access to upper secondary education.

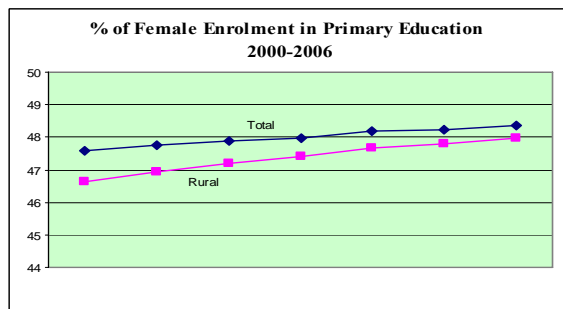
Gender parity index in transition rate from lower secondary to upper secondary education is illustrated in the following charts for 2000 and 2006:

**GPI FOR TRANSITION RATE FROM LOWER SECONDARY TO UPPER-SECONDARY EDUCATION**



□ **Percentage of Girls' Student to Total Students' Population in:**

**1- Primary Education:** Percentage of girls' student to total for primary education during school years of 2000-2001 and 2006-2007 increased from 47.6% to 48.3% and for rural areas reached from 46.6% to 48%.

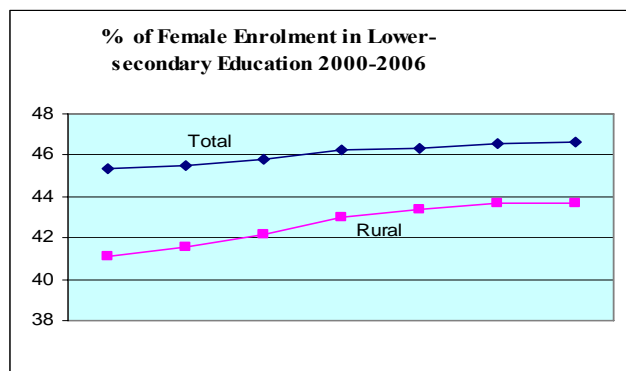


Percentage of Girls' Enrolment in Primary Education 2000-2006							
year	200	2001	2002	2003	2004	2005	2006
<b>Total</b>	<b>47.60</b>	<b>47.76</b>	<b>47.89</b>	<b>47.99</b>	<b>48.19</b>	<b>48.24</b>	<b>48.36</b>
<b>Rural</b>	<b>46.61</b>	<b>46.93</b>	<b>47.21</b>	<b>47.42</b>	<b>47.65</b>	<b>47.80</b>	<b>47.95</b>

Provinces of Mazandaran, Charmahal & Bakhtyari, Kohkilouyeh & Boyer Ahmad, Kordestan, Gilan, Qom, Tehran and Semnan had the highest percentage of girls' students to total in 2006 respectively. In rural regions, Qom with 51.3% and provinces of Charmahal & Bakhtyari (49%), Mazandaran, Kohkilouyeh & Boyer Ahmad, Golestan and Semnan with 48.9% recorded the highest percentage. It is interesting to mention that the above indicator shows an increasing trend during the years of study and an appropriate ground has been laid for girls' student to have access to education. Among effective factors to this achievement are using female teachers for primary course, separating mixed classrooms as much as possible and conducting classes with at least 5 students.

**2- Lower Secondary:** The above indicator shows an ascending trend for lower secondary education too and from 45.32% in 2000-2001 reached to 46.66% in 2006-2007 with a growth rate of 1.34%. Provinces with the highest rate are Mazandaran with 48.92%, Yazd with 48.3%, Gilan and Esfahan with 48.09% and Tehran with 48.08%. The indicator had an increasing trend for rural area and reached from 41.11% in 2000 up to 43.66% in 2006. Provinces of Mazandaran with 49.1% and Esfahan with 48.2% recorded the highest rate and provinces of west Azarbayjan with 36.18% and Kordestan with 37.79% experienced the lowest rate. Establishment of central village schools, central dormitory, boarding school, female teachers for girls' schools and separating mixed classrooms were effective in growth of the indicator.

The following table and chart illustrate percentage of girls enrolled in lower secondary during the years of study:



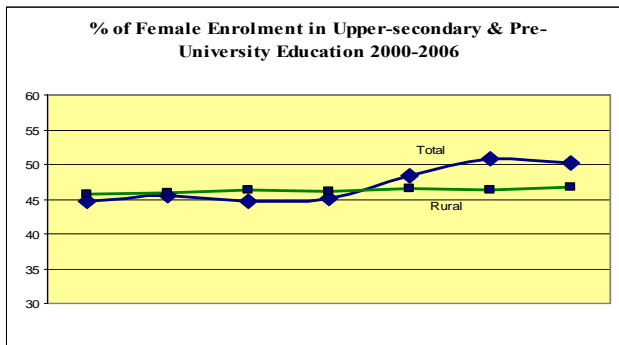
year	Percentage of Girls' Enrolment at Lower Secondary Education	
	Total	Rural
2000	45,32	41,11
2001	45,53	41,54
2002	45,81	42,14
2003	46,25	43,02
2004	46,35	43,35
2005	46,58	43,66
2006	46,66	43,66

**3- Upper Secondary & Pre-University/Technical & Vocational and Kar-o-Danesh (work & Knowledge):** Percentage of girls' students from total in upper secondary and pre-university education during the years of study shows an increasing trend from 44.75% to 50.3%. The same increasing trend has been reported for rural areas from 45.67% to 46.71%. The above indicator was more than 50% in half of provinces, revealing that girls' access to theoretical upper secondary and pre-university education is more than that of boys. Kohkilouye & Boyer Ahmad with 42.28%, Kordestan with 44%, Sistan & Balouchestan with 44.47% and west Azarbayjan with 44.80% reported the lowest percentage of girls' students from total. In rural regions, the highest percentage belongs to Esfahan province with 60.72% and the lowest percentage to provinces of Kordestan with 31.05% and Kohkilouye & Boyer Ahmad with 31.56%.

Technical & vocational and Kar-o-Danesh (work & Knowledge) programs also experienced an increasing trend from 36.89% in 2000 up to 37.76% in 2006 and in rural areas from 16.81% to 21.40%. Girls' access to technical & vocational and Kar-o-Danesh (work & Knowledge) education never reaches to 50% in provinces. Study of the indicator for the year 2006 shows that provinces of Yazd (44.49%), Qom (43.27%) and Esfahan (42.15%) are among provinces with the highest percentage of girls' students in technical & vocational and Kar-o-Danesh (work & Knowledge) education. In rural sector, north Khorasan has failed to establish technical & vocational and Kar-o-Danesh (work & Knowledge) schools for girls. West Azarbaijan only succeeded to establish such technical schools in 2006. There was no girl's technical school in academic year 2004-2005 at Qom, but in it was initiated in 2005-2006.

The reasons for growth of girls' population in technical schools are that more technical & vocational and Kar-o-Danesh (work & Knowledge) schools have been constructed for girls and that girls are more eager to study in technical schools.

The following table and chart shows percentage of girls enrolled in theoretical upper secondary and pre-university education during the years of study:



year	Percentage of Girls' Enrolment at Upper Secondary & Pre-University	
	Total	Rural
2000	44,75	45,67
2001	45,61	45,87
2002	44,60	46,28
2003	45,03	46,21
2004	48,42	46,51
2005	50,91	46,33
2006	50,30	46,71

#### Percentage of Female Teachers to Total Population of Teachers in:

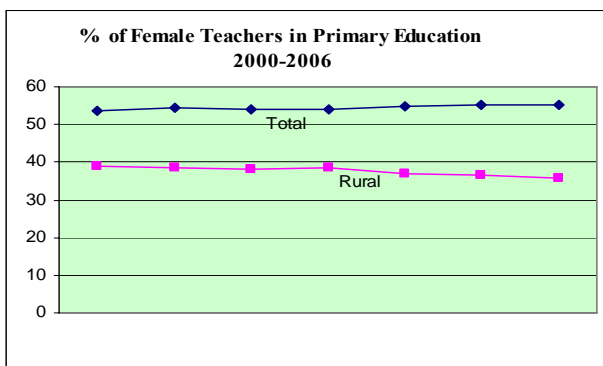
**1- Primary Education:** Study of percentage of female teachers from total teachers in primary education shows that the indicator had a fluctuating trend; however, it reached from 53.83% in 2000 to 55.33% in 2006 with a growth of 1.5%. In rural areas, the above indicator experienced a declining trend from 38.79% in 2000 to 35.92% in 2006 with a reduction of 2.87%.



In all provinces, percentage of female teachers from total shows a growing trend. In rural areas, provinces experienced a declining trend of the indicator and the number of female teachers used in such regions was reduced during the years of study except for provinces of Ardebil, Ilam, Khorasan Razavi, Sistan & Balouchestan, Tehran, Kohkilouye & Boyer Ahmad and Hormozgan that reported an increase of the indicator in 2006 comparing to 2000. Study on percentage of female teachers in primary course to total number of teachers and in 17 provinces of the country is more than male teachers. Tehran province with 83% of female teachers peaked at the highest rank for this indicator and Kohkilouye & Boyer Ahmad with 24.26% the lowest rank. In rural areas, it is the reverse of the previous provinces, in which almost all provinces have lower percentage of female teacher than male teacher. Tehran province, even in rural areas, has the highest percentage of female teacher (66.92%) among other provinces, contrasting to Kohkilouye & Boyer Ahmad with the lowest percentage of female teacher (11.07%).

Policies of the Ministry of Education for primary course emphasize on employing more female teachers particularly at the first to third grades. Therefore, percentage of women is more than men in primary education. But in rural areas, due to harsh geographical situations such as isolated villages, arduous roads to travel, insecure border spots, more male teachers are used that in turn affects intake and enrolment of rural girls' students. This issue is further examined in Challenges.

Percentage of female teachers to total in primary education during the years of study is illustrated in the following table and chart:



year	Percentage of Female Teachers at Primary Education	
	Total	Rural
2000	53,83	38,79
2001	54,37	38,35
2002	54,21	38,19
2003	54,17	38,40
2004	55,03	36,95
2005	55,10	36,37
2006	55,33	35,92

- 2- Lower Secondary:** Percentage of female teachers to total population of teachers in this course of study shows an increasing trend from 46.04% in 2000 to 50.07% in 2006 with a growth of 4.03%. The above indicator was increasing for all provinces of the country and in certain provinces percentage of female teachers is more than 50% like Esfahan (53.01%), Khorasan Razavi (54.14%), Zanjan (50.78%), Semnan (53.22%), City of Tehran (60.78%), Fars (50.45%), Qazvin (50.29%), Qom (50.74%), Kerman (53.71%).

Percentage of rural women teachers to total rural teachers has increased and at national level has reached from 31% in 2000 to 38% in 2006 with a growth rate of 6.44% for the years of study.

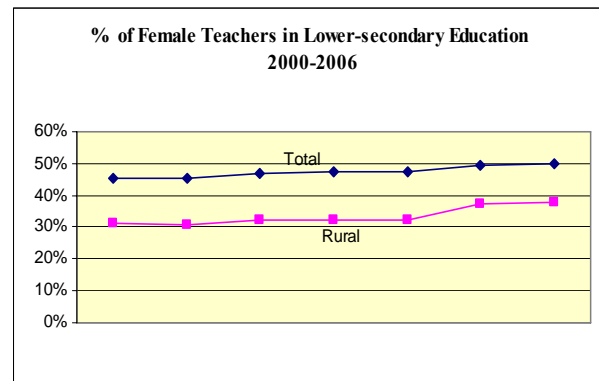
Provinces in rural areas also experienced a growth in percentage of female teachers to total. The highest percentage belongs to Tehran Province with 54.54% and the lowest percentage to provinces of Kordestan (16.52%) and Kohkilouye & Boyer Ahmad (18.93%).

Female teacher is believed to be one of the main factors in intake and enrolment of girls' students. Since increasing enrolment ratio with an emphasis on girl population has always been a

primary policy for Ministry of Education, allocation of more female teacher to lower secondary education and training skilled and qualified female resources are regarded as the main strategies of Development Plans. To this end, each year more and more women have been recruited for lower secondary education as shown by the relevant indicator. However, more serious efforts are needed for rural areas.

Percentage of female teachers to total in lower secondary education is illustrated for the years of study in the following table and chart:

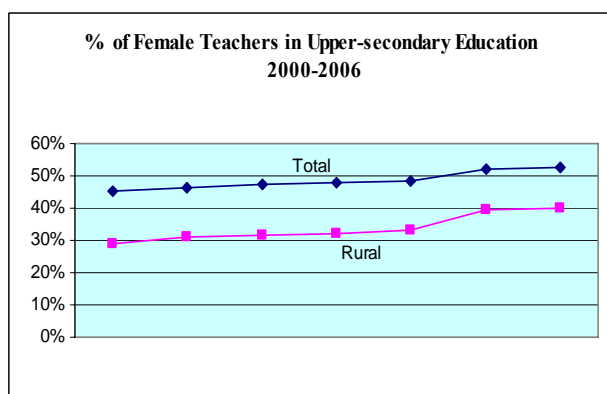
year	Percentage of Female Teachers at Lower Secondary	
	Total	Rural
2000	46	31
2001	46	31
2002	47	32
2003	47	32
2004	47	32
2005	49	37
2006	50	38



**3- Theoretical Upper Secondary & Pre-University:** Percentage of female teachers to total in theoretical upper secondary and pre-university has reached from 45.02% in 2000 up to 52.78% in 2006 with a 7.76% growth. This situation exists for all provinces of the country. The highest percentage is seen Tehran province (65.74%) and the lowest percentage in Kohkilouye & Boyer Ahmad (27.67%).

The above indicator was fluctuating during the years of study for rural areas but the indicator increased in 2006 comparing to 2000. The highest percentage belongs to Tehran (63.05%) and Esfahan (62.13%) and the lowest percentage to Kohkilouye & Boyer Ahmad (10.43) and Kordestan (15.26%) and north Khorasan (19.52%). On the whole, except 6 provinces of Esfahan, Charmahal & Bakhtiyari, semnan, Tehran, Qazvin and Qom, the rate of women recruitment in rural areas is considerably less than men employment as teacher, which in turn affects enrolment ratio of girls' students.

Percentage of female teachers to total in theoretical upper secondary and pre-university during the years of study is illustrated in the following table and chart:



year	Percentage of Female Teachers at Theoretical Upper Secondary & Pre-University	
	Total	Rural
2000	45	29
2001	46	31
2002	47	31
2003	48	32
2004	49	33
2005	52	39
2006	53	40

- ▣ **Share of Girls in Repetition Rate by Grade for Primary & Lower Secondary Education:** Study of girls' percentage of repetition rate by grade in primary education indicates a fluctuating trend. This share decreased in 2006 comparing to 2000 from 36.8% to 36.6%. The same exists in rural sector with a decreasing trend of 39.3% to 38%. The highest percentage is reported from Kohkilouye & Boyer Ahmad with 51.7% in 2006. It is followed by Charmahal & Bakhtiyari with 43%, Sistan & Balouchestan with 42.7% and Lorestan with 41%. These provinces recorded the highest percentage at rural sector as well.

Study of the above indicator reveals that share of girls' students in repetition rate by grade in primary education is more than one third and about two thirds of repeaters by grade consist of boys' students. This indicator was also fluctuating for lower secondary education, but it decreased in 2006 comparing to 2000, reducing from 26.3% to 24.4%. The same exists for rural sector, and the comparison of the two first and last years of study indicates the reduction of the indicator. In 2000, the indicator had been 22.1%, decreasing to 21.7% in 2006. Provinces with the highest rate are Sistan & Balouchestan with 38.7%, Mazandaran with 33.8%, Kordestan with 31.8%, Lorestan and Ilam with 31.1%.

In rural sector, provinces of Kohkilouye & Boyer Ahmad with 41.1% and Mazandaran with 30.4% have the highest share in repetition rate by grade.

It is interesting that share of girls in repetition rate by grade at primary course is more than lower secondary education. In 2006, share of girls in repetition rate by grade at national level was more than one third (36.6%), whereas, in lower secondary education, share of girls in repetition rate is about one fourth (24.4%). However, it should be noted that girls' repetition rate by grade in both courses are lower than that of boy's students. Therefore, while seeking a solution for girls' repetition by grade, special plans should also be implemented for boys.

Generally speaking, based on indicators related to elimination of gender disparity in education, some fundamental issues should be taken into consideration:

- 1- Certain measures have been accomplished to increase intake and enrolment of girls' population and to create conducive environment and conditions for their education, the main important of which are:
  - Organizing classrooms with minimum 5 students at primary education;
  - Using female teachers in girl schools as much as possible, considering geographical situation;
  - Separating mixed classes into independent boys and girls' classrooms within possibilities of Ministry of Education;
  - Developing central village schools, boarding schools, central dormitory, distance learning;
  - Developing technical & vocational and Kar-o-Danesh (work & Knowledge) schools for girls.
- 2- With regard to the indicators of Goal No. 5 in Dakar Plan of Action, it could be acknowledged that too much efforts have been done by I.R. of Iran Ministry of Education for girls' intake and survival in education (Para 1) and such endeavors have been resulted in a remarkable growth of girls and women's percentage

enrolled in formal education programs and a significant part of gender disparities has been eliminated accordingly. Gender parity index in 2006 at national level was 0.89 for literate adults aged 15 and over, 0.99 for literate adults of age group 15-24, 1.12 in pre-primary, 0.99 in primary first grade, 0.98 in primary, 0.92 in lower secondary education, 1.04 in upper secondary education, 0.99 for survival rate of primary first to fifth grade, 0.99 for transition rate from primary to lower secondary education, 1.01 for transition rate from lower secondary to upper secondary education, percentage of girls' students to total primary students (48.4%), lower secondary (46.66%), upper secondary and pre-university (50.30%), technical & vocational and Kar-o-Danesh (work & Knowledge) (37.76%), 6.36% share of girls in primary repetition by grade and 24.4% in lower secondary.

Study of the indicators above shows that a serious move has been started to eradicate disparities, although too far from a desirable system. The performance on the whole confirms that the goal predicted in Dakar Plan on elimination of gender disparity in education is something achievable.

### E. Selected Success Stories

One of the constructive and functional experiences in elimination of gender parity and creating conducive environment of girls' access to education is joint cooperation of Ministry of Education with other public organizations and institutions including Women's Participation Center of President's Office. The experience was practiced in 2000 and 2001, and through sharing experiences by experts of the two entities, more than 12,000 school-age children and adolescence were enrolled in formal education. The required budget for enrolling girls was funded by Women's Participation Center, and the Ministry of Education adopted an agreement with education department of 6 provinces with the lowest enrolment ratio, based on which MOE allocated this budget to the provinces and specified key activities at provincial level including more flexibility in time and place of organizing classes, evaluation and testing systems, funding primary expenditures of students such as costs of stationery, textbooks, clothing and free safe food. This joint effort was a success that resulted in predicting a special credit line of Rls. 70 billion, independently for each year of the 3<sup>rd</sup> Five-Year Development Plan for increasing enrolment ratio of children in primary and lower secondary education. Of course, conducting more flexible classes, particularly based on viewpoints of students and their families, contributed most to the success of this experience.

**Another success story** is joint cooperation of Ministry of Education with UNICEF on implementation of a plan titled "Quality Enhancement of Rural Girls' Education" in 2000 in Sistan & Balouchestan. The latter has the



lowest enrolment ratio (specially for girls) among other provinces of the country. Therefore, it was selected as target province. The main goal of this joint project was to lay the ground for increasing intake and survival rate of school-age and out-of-school girls through adoption of a suitable model for enhancing quality education of girls in the disadvantaged regions. Dynamic teaching methods, producing special subjects for training teachers with an emphasis on basic life skills, health issues and communicative skills have been taken into consideration in designing the above model. The project incorporated literate girls of upper educational programs to cooperate as assistant teacher and person in charge of appraising students' homework. Also in villages with more than 10 pre-primary children, nursery classes were organized to be supervised by these girls. In order to empower literate girls, they were provided with educational books including Village Nursery Guidebook and Assistant Teacher Guidebook along with four-day workshops. It was interesting and motivating for both assistant teachers and students as well. The project was further extended to more 7 provinces at school year 2006-2007 with the collaboration of UNICEF.

## **F. Challenges & Concerns**

Notwithstanding programs implemented to increase access of children and adolescence, girls in particular, during recent years, there is still a gap between girls and boys for enjoying decent education. Such a gap makes a decision maker mindful about gender educational vacuum and directs him/her to plan more flexible gender-oriented programs.

Study of percentage of girl's students to total for various courses shows that although the indicator does not conform to the desirable situation, it will soon reach it. Our distance to quality lower secondary education is still farther, what requires increasing girls' enrolment ratio as one of the priorities of lower secondary education system. The reverse is true for theoretical upper secondary education in which percentage of enrolled girls is more than boys.

The major barriers in girls' enrolment and survival are:

- 1- Early marriage in certain rural regions, city outskirts and small towns. This phenomenon associates with cultural issues and common traditions that are still considered a big concern in girls' access to higher educations in such areas.
- 2- Mixed lower secondary classrooms in certain cases. Of course, it could be a facilitating feature of more accessibility to lower secondary education for students, and in villages with insufficient number of boy and girl students for organizing lower secondary classes, mixed classrooms may help increasing enrolment ratio.

Nevertheless, it hinders girls' access to lower secondary education in certain rural regions and city outskirts, because mixed classes are believed to contradict certain values and traditions, so parents resist sending their daughters to classes mixed with boy's students. Therefore, through cultural activities, girls are directed to study in central village schools, boarding schools and ...

- 3- Using male teachers in isolated villages with arduous roads where no female teacher is able to attend or it is much more difficult to have female teacher than male teacher. It is a serious hurdle for access of girls to education in general and to lower and upper secondary education in particular. In certain regions, provision of female teacher is impossible due to geographical circumstances and male teacher is indispensable. A male teacher can ignite opposition of girls' parents to let them use such classes.

- 4- Involvement of girls in activities such as carpet weaving, rug weaving, helping family in farming, home affairs and babysitting of younger siblings.

All the above reasons are regarded as basic challenges of education in girls' intake and survival at educational system, and suitable cultural grounds and modification of beliefs and traditions are needed to eliminate these obstacles. In certain cases like the last barrier, educational programs should be conducted in a way that they do not harm household income resulting from student's work. Therefore, education should be more convenient for students in terms of time and place, or certain incentives should be available for families of such students in exchange for the time they spend on education instead of earning money.

### **G. Strategic Priorities for Achieving Goals by 2015**

By virtue of the 4<sup>th</sup> Economic, Social & Cultural Development Plan of Islamic Republic of Iran, one of the policies of Ministry of Education is to boost share of girls in education through implementation of the following programs:

- Developing pre-primary education, particularly in rural and bilingual regions of the country;
- Full enrolment in primary, lower secondary and upper secondary education, with an emphasis on girls' education;
- Developing distance learning, central village schools, boarding schools, central dormitories;
- Provision of expert female teacher for lower secondary and upper secondary education, technical & vocational and Kar-o-Danesh (work & Knowledge) education;
- Training multi-disciplinary teachers for disadvantaged regions;
- Establishment of technical & vocational and Kar-o-Danesh (work & Knowledge) schools and their equipment based on regional and gender requirements;
- Teaching basic life skills to students according to common and gender-oriented needs;
- Extension of literacy and completing applied literacy process in individuals aged under 30;
- Compatibility of educational syllabi and diversifying methods of literacy and adult education with regard to basic life skills, students interests, regional and local requirements and gender-based needs;
- Adopting gender-oriented national curriculum.

Besides the above priorities for the coming years, other priorities arisen from policy of "developing physical education & sports and enhancement of physical and mental health with girls as a top priority" have been taken into consideration. In other words, increasing chances of girls' access to education would be simultaneous with the enhancement of their physical and mental health.

## GOAL 6

**IMPROVING ALL QUALITY ASPECTS OF  
EDUCATION AND ASSURING AN EXALTED  
EDUCATION FOR ALL SO AS MEASURABLE  
RESULTS COULD BE ACHIEVED PARTICULARLY  
IN LITERACY, READING, WRITING  
NUMERACY, BASIC LIFE SKILLS AND  
RIGHT OF CITIZENSHIP**

## Goal 6

**Improving all quality aspects of education and assuring exalted education for all so as measurable results could be achieved, particularly in literacy, reading, writing, numeracy, basic life skills and right of citizenship.**

### A. Definition & Analysis of Goal

A quality education is an education system responsive to basic needs of learners, one that enriches their life and shares living experiences and skills with them. This concept of educational programming incorporates constituencies of human resources, educational syllabi, teaching methods, evaluation system, and secure and integrated educational environments.

"Quality" as a fundamental requirement for various educational programs of I.R. of Iran education system, has been taken into serious advisement. It means that Ministry of Education has placed quality education top on the agenda and a priority for accomplishment of all its plans and projects in various types and sizes. National education system believes in "quality" for **a)** Learners (students at various educational courses); **b)** Educational syllabus; **c)** Educational means and facilities; and **d)** Results & outputs.

Undoubtedly, realization of this goal (i.e. qualifying and improving the quality of education) would play a key role in achieving public full access to basic education and increasing enrolment ratio particularly in disadvantaged and deprived regions. Quality deals with various issues such as circumstances under which the students receive necessary educations, what are the characteristics and nature of conventional teaching methods, the students' school-life expectancy at education system, parents' willingness to send their children to school, and if conducted educations are able to respond daily requirements of individuals and society at large. Thereupon, various strategies and programs have been planned or implemented to reach this goal at different educational levels. In other words, course of education conducts students towards nourishing their creativity in knowledge, skill and positive attitudes. Despite all have been accomplished so far, problems still exist. The Challenges & Concern engages these problems.

### B. Background of Goal

Policies and laws on education stipulate that quality is not an isolated issue but a fundamental concept of all plans and projects, an orientation that is integrated in most policies and legislations. Still in certain cases, quality aspects of education are explicitly reflected in the codified laws, the most important of which are:

Article 52 of the 4<sup>th</sup> Economic, Social & Cultural Development Plan of Islamic Republic of Iran:

Para (A): Providing required ground for implementation of Education For All Plan.

Para (C): Besides funding public budgets of education, necessary measures must be taken to enhance financial, management and administrative independence of schools in order to take the most advantage of the capital and executive ability of private sector for developing their capacities and enhancing productivity,

Para (D): Introducing required modification on educational programs, and education enrichment of subjects like mathematics, sciences and English language.



Para (E): Enhancement of teachers' vocational skill and ability through adoption of teacher's vocational standards in terms of knowledge, behavior and performance, benefiting from international experiences customized with local realities.

Para (F): Boosting teachers' occupational motivation by enhancing teacher's dignity and revising system of payment proportionate to their productivity and quality of services.

Para (H): Adoption and enforcement of academic competency appraisal system, teachers ranking system, and boosting teachers level of education.

Para (I): Adoption of curriculum on upgrading health and techniques of a healthy life.

Para (K): Utilizing information technology in adoption and implementation of educational programs at all levels of study and furnishing all schools with computer and the internet.

Para (L): Updating knowledge and skills of educational staffs with information and communication technology.

Para (M): Supplying needed facilities for renovation, reinforcement, standardization and customization of educational environments in general, and girl's schools in particular; adopting mechanisms for supporting school-developer benefactors.

Para (N): Adoption and enforcement of regulations to supply and maintain human resources required for less-developed regions such as recruitment permits, within framework of Table No. 9 of this law, acquisition of educational and welfare services.

Para (O): Provision of decent facilities to eliminate educational deprivation through development of boarding schools, central village schools, central dormitories, distance and media learning, funding for food, conveyance and health care for students and other expenditures on boarding schools, developing gender-wise educational, training and sports spaces, and expansion of pre-primary and nursery programs particularly in bilingual regions of the country.

On strength of this Para, Education Supreme Council creates distance learning centers and related curricula for lower and upper secondary education in order to increase enrolment ratio and to introduce flexible quality educational services. Besides Para (O), the following single article could be noted:

**Single Article:**

"Creating more flexible programs to increase enrolment ratio": Ministry of Education is entitled to introduce the most flexible curricula and syllabi in order to increase enrolled student population, to enhance their compatibility with educational environment, and to tackle administrative bottlenecks at lower and upper secondary educations.

### **C. Executive Programs for Implementation of Goal**

Ministry of Education of I.R. of Iran has developed integrated programs synchronized with the goal of quality education in order to qualify educational services based on rules and regulations, particularly 3<sup>rd</sup> and 4<sup>th</sup> Economic, Social & Cultural Development Plans. As mentioned earlier, quality is at the core of educational services and a determining factor in enrolment ratio, survival rate and achieving educational goals. Basic actions, implemented projects and programs relating to students, education process and cycle, quality of teachers, educational environment and subjects, and of course education management should be further examined.

## **1- Human Resources Management**

Due to the importance of quality and efficiency of educational human resources and its direct relation to other educational indicators, Ministry of Education has categorized the issue of quality human resources under 3 major items:

### **1-1- Human Resources Recruitment Programs:**

- Employment of personnel by MOE with an emphasis on teacher's training courses, regional differences, local exigencies and disadvantaged regions;
- Emphasis on requirements and relationship of vocational technical and skill specifications of each job with the latest scientific achievements;
- Standardization of job qualifications, task description, promotion system and re-training of teachers at various levels.

### **1-2- Human Resources Maintenance Programs:**

- Collaboration with Ministry of Science, Research & Technology and signing MOUs on educational Cooperation to scientifically enhance educational human resources;
- Designing a special payment system of education based on manpower ranking system;
- Introducing incentives to prolong survival of personnel at under-developed and less-developed regions;
- Provision of legal and judicial supports for MOE's staffs.

### **1-3- Human Resource Development & Education Programs:**

- Conducting briefing educations upon employment of all incoming personnel, in-service educations based on occupational requirements, and guided vocational and applied educations;
- Designing and conducting in-service educations in terms of job requirements (new system of education for civil staffs);
- Revising educational methods, using modern approaches, modular system of education, distance learning, application of IT and ICT, virtual learning and...

## **2- Human Resource Education & Enhancement of University & Career Qualifications**

### **2-1- Continuation of study and academic promotion of educational staffs**

To promote scientific level of teachers, high school teachers and teaching staffs, to motivate and attract human resources to educational activities, and to accomplish the goals of the 3<sup>rd</sup> and 4<sup>th</sup> Development Plans on human resource development policies, Ministry of Education of I.R. of Iran has so far designed programs for 40,000 teaching personnel to continue their studies at associate degree, articulated bachelor's degree, bachelor's and master's degree programs at 110 teacher's training colleges.

Examining the status of MOE's personnel during the years of study (2000-2006) shows that official and contractual staffs have succeeded to promote their educational situation and upgrade their university degrees as a result of efficient goal-based policymaking, so as the number of staffs with high school diploma and associate degree reduced, and number of staffs with bachelor's degree and higher increased from 339,177 in academic year 2000-2001 up to 487,069 persons in 2006-2007. It is worth mentioning that based on Strategy No. 25 of the 3<sup>rd</sup> Development Plan and Agreement signed by Ministry of Education and Ministry of Science, Research & Technology, the utmost educational capacities shall be exploited for promotion of educational degree of teaching staffs with high school diploma and associate degree, at least for one single period. Also, 20% of university admissions at public universities have been allocated to teaching staffs free of charge.

**Staffs of Ministry of Education in Terms of University Degree**

Year \ Educational Degree	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Bachelor's &amp; Higher</b>	339177	370851	412798	432603	445439	477048	487069
<b>High School Diploma &amp; Associate Degree</b>	631536	600947	563709	540776	511105	488705	460451
<b>Total</b>	970713	971798	976507	973379	956544	965753	947520

## **2-2- Teacher's training and establishment of teacher's training colleges at the deprived regions**

Ministry of Education specifies quota based on requirements of provinces in terms of field of study and gender issues to supply human resources for primary and lower secondary schools, particularly at the underprivileged and less-developed regions of the country. The examination guidebook, including all necessary provisions and conditions, is available for those interested candidates who wish to study at associate degree program of Teacher's Training College upon success in nationwide university entrance examination. Therefore, teacher's training colleges have been developed basically in the deprived provinces of Boushehr, Khoozestan, Ardebil, Hormozgan, Sistan & Balouchestan and Kerman for primary and lower secondary courses (in which, education system has failed to supply needed number of teachers through conventional procedures).

## **2-3- Short-term in-service educational courses**

Besides implementing policy on qualifying teaching staffs and creating incentives to attract personnel to in-service educations, Ministry of education has taken several measures in line with the Sixth Goal as follows:

- Conducting inclusive educational courses based on position occupied by each staff
- Paying financial award equal to one month salary plus allowances in exchange for completion of a 176-hour in-service educational course

- Linking educational progress with job promotion through passing in-service educational courses. Teaching staffs shall benefit from one-year-early group promotion as well as associated financial allowances and annual increase upon completion of 176-hour in-service education. This project has so far covered a great number of candidate teaching staffs to attend courses.

Studies show that the number of participants at short-term in-service educational courses has increased each year with a growing trend since the beginning of 2000, and grew from 559,326 in 2000 up to 2,218,182 participants in 2004. The average person/hour at this year for non-centralized in-services courses organized at provincial level has also increased up to 65.13%.

### **3- ICT Education for Teaching Staffs and Educational Personnel**

As mentioned in the first Chapter of this report, education system of country follows its goal-based policies on developing information and communication technology. Hence, it has accomplished to develop ICT educational programs for teaching staffs and educational personnel as well as equipping schools and producing educational software for all courses of study.

### **4- Modification of Teaching Methods & Quality Improvement of Teaching-Learning Process**

- Improving quality of teaching-learning process at multi-grade classrooms:

This plan was initiated in order to organize multi-grade classes based on the type of education as an educational opportunity. It develops special teaching models for multi-grade classes, implements those models and feedbacks are monitored since school year 1999-2000.

- Integrating students with special needs in ordinary classes:

This plan has been implemented in line with the goals of EFA Plan and with regard to the necessity of integrating all children in education system regardless of their physical disabilities and handicaps since school year 2000-2001 and it was a sequence of New-Entrants' Preparedness Assessment Plan. Based on this plan, 4 ordinary students shall be deducted from classroom in lieu for one slow-witted student. The teachers of such classes are trained how to interact with these students. Empowerment of non-skilled teachers to interact and work with this type of children through specialized educations, upgrading quality of education, creating a normal situation for conducting special educational services are among the outcomes of this plan.

- Developing consultation and guidance services at schools:

This plan was launched since school year 2002-2003 for quality enhancement of education and skills required by teachers to play the role of guide-consultant and to relatively reduce educational and training problems of students. Involved instructors received necessary educations and books were developed to help the plan.

- Khod-Ettekaee (Self-sufficiency) Plan:

This plan was implemented since school year 2000-2001 at boarding lower secondary schools based on goals of boarding schools, developing students' skills on various occupations and crafts required by their community, utilizing students' leisure time to learn carpet weaving, embroidery, tailoring, welding, gardening, apiculture, craft of hosiery, rug weaving, photography and filming, pisciculture, mushroom growing, woodworking, olive growing, carpentry and...



- Exemplary School Plan (Matloob Schools) :

This plan is implemented to sustain quality of educational services and to realize Sixth Goal of EFA Plan, particularly to make quality educations, to motivate principals, teachers and other educational personnel to advance their scientific aspects at primary and lower secondary schools, and to help adolescence to progress in their studies. The school is evaluated in terms of scientific, religious, ethical, and sports indicators in students, teaching methods of teachers, management of school, level of hygiene at school, educational-research and library facilities, school's discipline, and synergies among colleagues. The schools that obtain points for meeting the standards are nominated by each province and all the staffs and students of selected schools will be awarded accordingly. The school also receives contributions by department of education to supply more equipment.

- Clinical monitoring and guidance at tribal primary schools:

In furtherance of enhancing tribal quality education and training system, boosting academic and behavioral spirit and growth of teachers and reinforcing their human relationships, this plan has been implemented at certain schools as a systematic and flexible process of using dynamic teaching methods, including three steps as follows:

- a) Pre-observation: this creates bonds of friendships between guide and teacher and reduces teacher's anxiety.
- b) Observation: during which the curriculum is adopted with the collaboration of teacher and guide and goals of teacher and student are specified. The teacher then starts teaching at the presence of the guide.
- c) Post-observation: teacher and guide co-work for analyzing the class performance and needed modification and changes will then be introduced to the curriculum or teacher's conduct.

- Organizing top teaching models festivals for pre-primary, primary and lower secondary programs with a revising approach:

These festivals are being held on an annual basis at districts, provincial and national levels to document teachers' valuable experiences, to link local experiences with modern scientific findings, to focus on educational and training outcomes of implementing models at classrooms, to connect teaching pattern with life skills and introducing new teaching-learning methods to instructors, teachers, principals and guide teachers.

### **5- Welfare Facilities for Teaching Staffs & Educational Personnel**

In addition to what has been mentioned, provision of welfare services for staffs has not been ignored since at process of education, mankind is not only regarded as a source of information and transferring of knowledge, information and skill, but at the complex system of education, general and specialized knowledge and skills are communicated along with emotional and sentimental approach. Therefore, teachers, as assets of education system, should be provided with a tranquil, peaceful and anxiety-free environment to be able to enhance quality of classes, schools and education process. To this end, Ministry of Education has launched various plans for special welfare services such as developing welfare and health care centers for teachers, covering more teachers under supplementary insurance, paying housing subsidies, granting interest-free loans and creating emergency loan funds, provision of residential units and pieces of land (based on Housing Act) as well as council houses for teaching staffs and educational personnel.

### **6- Enhancing Health & Hygiene of Schools & Students**

Due to the importance of health issues and its direct compact on quality of education, several projects have so far been implemented to enhance mental and physical health at schools throughout the country. These projects are basically engaged with quality and quantity development of health care activities, correcting attitudes for a standard healthy behavior and creating a suitable environment at school. For instance, percentage of school with liquid soap piping system from 15% at 2001 increased to 52% in school year 2004-2005. Major projects have been implemented on nutritional services, aiming at physical fortification and enhancing nutritional level of students including milk distribution plan at schools and iron-enrichment plan for girl students. Number of provinces launching school milk plan at the beginning of school year 2001-2002 has extended from 6 to all provinces of the country.

Through implementing health services plan, aimed at presenting educational, consultation and parents' awareness programs, some invaluable plans could be accomplished like educational plan on prevention of HIV/AIDS. More than 13,000 high school teachers attended special instructor's training workshops and briefing sessions, and AIDS prevention pamphlets were prepared and distributed among provinces and schools.

Another plan with the objective of enhancing students' health cares and parents' awareness on their children's physical condition is "Health ID Card". The plan covers health care services of students aged 6-18. Through this plan, all students at primary and first grade of lower secondary and first to third grads of upper secondary educations are medically inspected and screened, basic medical cares are provided to students at schools or health bases each year by a general practitioner- health trainer and physical training instructor, and Health ID Card is issued for all students. This plan was initiated since school year 2001-2002 with 3,320 students and only in 2004-2005, it increased to 1,211,652 at primary first grade and 5,131,539 students at other grades.

## **D. Achieved Goals & Examining Indicators at National & Provincial Levels**

At this part of the report, performance of Ministry of Education at national and provincial levels in terms of main indicators of

- a) Student-Class ratio
- b) Student- teacher ratio
- c) Qualified teaching workforce

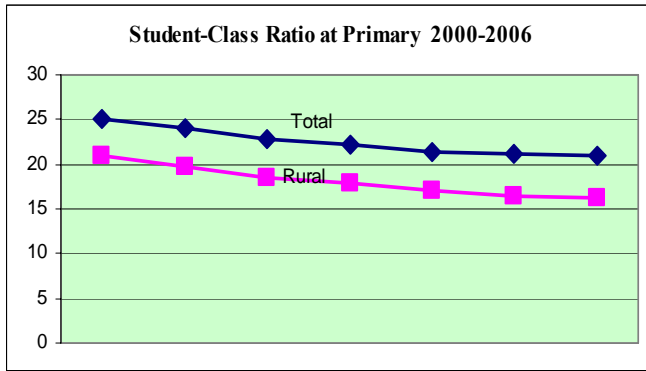
is studied for various educational programs:

● **Student-Class ratio**

Study of statistics and information on student-class ratio shows this indicator for the years of study (2000-2006) as follows:

In primary education, national figure of the above indicator has improved with a moderate trend so as it reduced from 25.1 persons in 2000 to 20.9 persons in school year 2006-2007 with a reduction of about 4.2 persons. The indicator for rural schools has decreased, following that of national trend, and reduced from 20.9 to 16.2 persons with a declining trend of 4.7 students during the years of study.

The following table and chart shows student-class ratio at primary education:

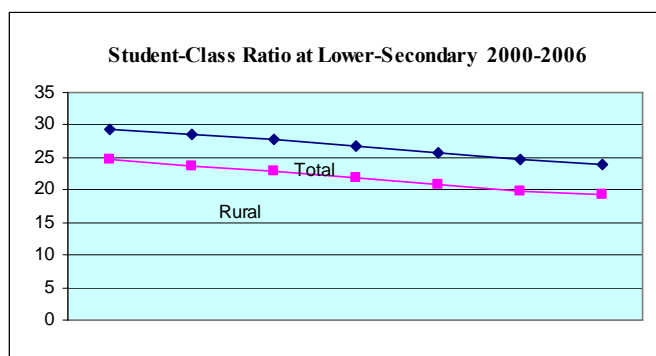


year	Student-Class Ratio at Primary	
	Total	Rural
2000	25,1	20,9
2001	24,0	19,8
2002	22,7	18,5
2003	22,2	18,0
2004	21,4	17,1
2005	21,1	16,5
2006	20,9	16,2

Study of the above table shows that from 30 provinces of the country, 13 provinces ranked above and 16 provinces ranked below national average and 1 province at national average in school year 2000-2001. The highest ratio belongs to provinces of Tehran (30.8 students), Qom (30.5 students), Khoozestan (28.1 students) and the lowest ratio belongs to provinces of south Khorasan (19.1 students), Gilan (19.6 students) and Yazd (19.7 students).

Study on the variation of above indicator reveals that at the last academic year of study (2006-2007), 10 provinces ranked higher, 18 provinces ranked below and 2 provinces ranked at national average. These reviews show that provinces of Tehran with 28.3 students, Qom with 26.8, and Esfahan with 23 students recorded the highest ratio and provinces of Kohkilouye & Boyer Ahmad (14.5 students), Gilan (15.7 students) and Ilam (16.4 students) recorded the lowest Student-Class ratio during the same year. Also the review of the indicator at lower secondary education shows that the national average of the indicator from 29.5 students in 2000-2001 has reduced to 23.9 students in school year 2006-2007 with a reduction of about 5.6 students. According to the statistics, a reduction of 5.4 students during the 6 year period of study (2000-2006) has been reported for rural schools (from 24.7 students in 2000 reached to 19.3 students in 2006).

The following table and chart illustrates student ratio per lower secondary classes:

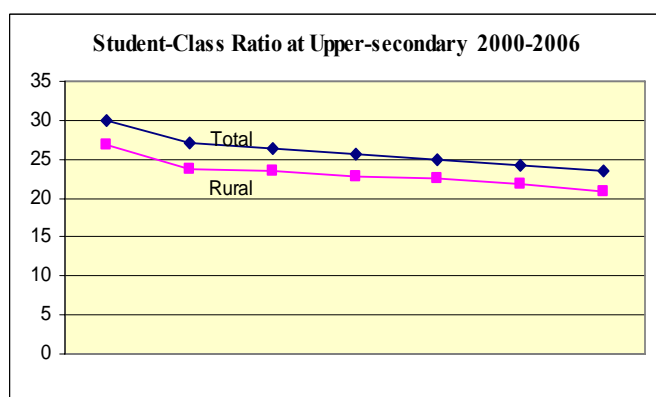


year	Student –class ratio at Lower Secondary	
	Total	Rural
2000	29,5	24,7
2001	28,7	23,7
2002	27,7	23,0
2003	26,7	21,9
2004	25,6	20,9
2005	24,6	19,9
2006	23,9	19,3

Based on the figures above, in 2000-2001 provinces of Tehran with 32.7 students, Qom and Khoozestan with 32.1 students, Sistan & Balouchestan and west Azarbayjan with 31.3 students recorded the highest Student-Class ratio and provinces of south Khorasan with 24.1 students, Zanzan and Mazandaran with 26.3 students and Gilan with 26.5 students the lowest ratio among provinces of the country.

In school year 2006-2007, 11 provinces ranked higher and 18 provinces ranked below national average (23.9) and 1 province placed at national average. Provinces of Tehran (28.2 students), Qom (27.6 students) and west Azaerbayjan (26.9 students) peaked at the highest ranks of this indicator and provinces of north Khorasan (20.1 students), south Khorasan (20.4 students) and Kohkilouye & Boyer Ahmad (20.7 students) experienced the lowest ranks for 2006.

Study on variation of Student-Class ratio for upper secondary education reveals that the above indicator during the years of 2000-2006 has diminished from 30 to 23.5 students with a reduction of 6.5 students. At the same time, the reduction rate for rural schools had been 6 students (from 26.9 students in 2000 to 20.9 students in 2006). The following table and chart illustrates student ratio per upper secondary education:



year	Student-Class Ratio at Upper secondary	
	Total	Rural
2000	30,0	26,9
2001	27,0	23,8
2002	26,4	23,6
2003	25,7	22,9
2004	25,0	22,5
2005	24,2	21,7
2006	23,5	20,9

A review on the statistics of this course of study shows that in 2006, from 30 provinces of the country, 12 provinces were placed above national average and 17 provinces below this average (23.5 students) and 1 province was at national average. The highest ranks of this indicator (Student-Class ratio) belongs to Markazi province with 26.1 students, Kermanshah and west Azarbayjan with 25.6 students and Qom with 25 students, and the lowest ranks belongs to



provinces of Kohkilouye & Boyer Ahmad and Charmahal & Bakhtiyari with 20.4 students, Yazd with 21 and Boushehr with 21.2 students.

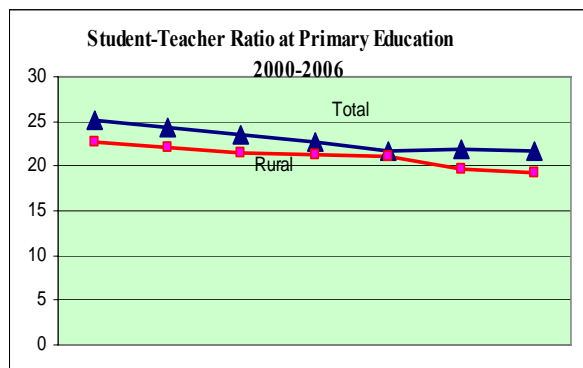
The total variation in the trend of above indicator for all educational courses shows that currently the classes at 17 provinces of the country work with ratio of 20 students per primary course, 18 provinces with ratio less than 23 students per lower secondary education and 17 provinces with ratio less than 23 students per upper secondary course. The causes of the above variations basically associate with two major policies on national population reduction and its direct impact on student population per classes on the one hand, and policies on developing quality education on the other hand. The decline of Student-Class ratio during the past 6 years is so significant (4.2 students per primary education, 5.9 students per lower secondary education and 6.5 students per upper secondary education) resulting in designing quality programs in education and quality enhancement of classes of all courses. Therefore, this is not only a claim that policy recommendations on EFA Plan have been put into operation in terms of quality and the education system can expect further accomplishment of its preset goals on Education For All through pursuing building-quality policies of education programs, particularly giving top priority to deprived and disadvantaged regions (with regard to the fact that Student-Class ratio is still high in those regions).

#### ● Student-Teacher Ratio

Variations on trend lines of the above indicator at primary education with 25.2 students in 2000-2001 to 21.8 students in 2006-2007 show an improvement of 3.4 students. It is worth mentioning that these variations show a declining trend (3.6 students) for rural schools during 6 years of study (from 22.8 students in 2000 to 19.2 students in 2006).

From among 30 provinces throughout the country, Ilam with 13.2 students, Kohkilouye & Boyer Ahmad with 15.6 students and Gilan with 15.8 students had the lowest indicator and Sistan & Balouchestan with 31.9 persons, Tehran with 29.3 students and Hormozgan with 27.8 students had the highest indicator in 2006. Student-teacher ratio at primary level is illustrated in the following table and chart:

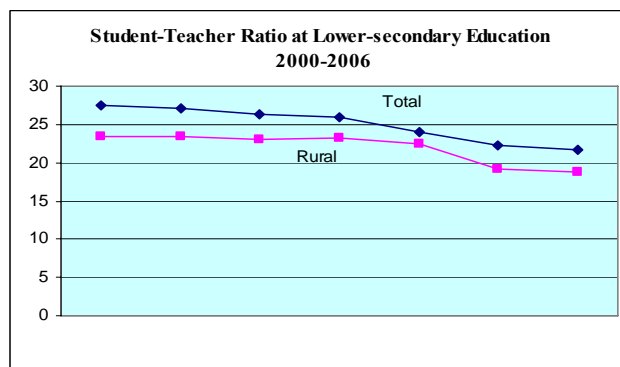
year	Primary Education Student-Teacher Ratio	
	Total	Rural
2000	25,2	22,8
2001	24,4	22,1
2002	23,6	21,4
2003	22,6	21,3
2004	21,7	21,0
2005	21,8	19,6
2006	21,8	19,2



Study of “student-teacher ratio” at lower secondary education shows a 5.7 student reduction and improved from 27.5 students in 2000-2001 to 21.8 students in 2006-2007. This progress has also been significant at rural schools with a 4.5 students reduction form 23.3 students in 2000 to 18.8 students in 2006. From among 30 provinces at national level in 2006, 11 provinces recorded the highest indicator, 18 provinces the lowest indicator and 1 province was at national average in

terms of the above indicator (21.8 students). The highest rate of the indicator in country belongs to provinces of Sistan & Balouchestan (35.3 students), west Azarbayjan (28.3 students) and Hormozgan (27.5 students) and the lowest indicator to provinces of Mazandaran (15.9 students), Yazd (17.1 students) and Ilam (17.7 students). The following table and chart illustrates student-teacher ratio at lower secondary education:

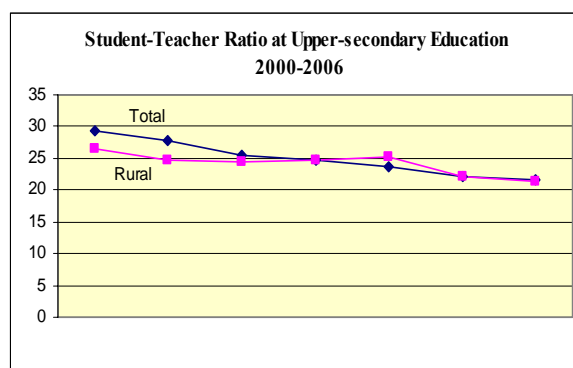
year	Lower Secondary Education Student-Teacher Ratio	
	Total	Rural
2000	27,5	23,3
2001	27,2	23,5
2002	26,3	22,9
2003	26,0	23,2
2004	24,1	22,4
2005	22,3	19,2
2006	21,8	18,8



Study of “student-teacher ratio” at upper secondary and pre-university education reveals that national figure of the indicator was 29.3 students in 2000-2001 with a notable drop during the past 6 years, declining to 21.6 students in 2006 with an enhancement of 7.7 students. This change has been remarkable in rural schools as well and has reached from 26.5 students in 2000 to 21.5 in 2006 (-5 variation).

Study of the indicator at various provinces shows that in 2006, 18 provinces placed on top with the highest rate of indicator and 10 provinces on bottom with lower indicator than national average. The first group of provinces are Hormozgan (33.4 students), Sistan & Balouchestan (31.6 students) and Khoozestan (27.4 students). Provinces of Yazd (16.1 students), Mazandaran (16.3 students) and Qom (17.9 students) had the lowest indicator among all provinces of the country and 2 other provinces placed at national average. The following table and chart illustrates student-teacher ratio at upper secondary education:

year	Upper Secondary Education Student-Teacher Ratio	
	Total	Rural
2000	29,3	26,5
2001	27,7	24,7
2002	25,5	24,6
2003	24,8	24,7
2004	23,7	25,1
2005	22,2	22,1
2006	21,6	21,5



The point that requires more deliberation, while studying student-teacher ratio, is that a high rate of indicator may be the sign of enormous energy and capacity that teachers should consume in such classes. On the other hand, it should not be neglected that this average shows the indicator at national level and is not a good scale for disclosing actual disparities in provinces, educational districts and even various schools of the country. For example, although the indicator’s national

average is 21.8 students for primary education, more precise examinations confirm that among provinces of the country, there are provinces like Tehran, Hormozgan and Sistan & Balouchestan that their indicator having too much distance with national average (Sistan & Balouchestan with 31.6 and Tehran with 29.3 students). Provinces such as Gilan and Yazd with an indicator of about 17 students have experienced almost better situation in 2006. However, the situation needs to be studied and analyzed in each and every educational district.

On the whole, studies confirm that improvement of the indicator has been noteworthy and remarkable for all educational courses. Experiencing a reduction of 5.7 students at lower secondary and 7.7 students at upper secondary education would undoubtedly bear positive modifications in the performance and efficiency of education system. Interestingly, rural areas have followed the same trend during the past 6 years (2000-2006) and improved their indicator to 3.6 students at primary, 4.5 at lower secondary and 5 students at upper secondary education. Therefore, the indicator has had a growing trend at national level and rather improved in provinces. Almost all regions throughout the country are pursuing quality enhancement trend of educations.

#### ● **Percentage of Qualified Teaching Workforce<sup>1</sup> at Various Educational Programs**

With regard to standing regulations on recruitment of special educators for pre-primary education on the one hand, and based on information and statistics of this course of study for 2000-2006 on the other hand, it proves that 100% of teachers at this program had been qualified teaching workforce during the years of study. The review of national statistics shows that the above indicator has improved to about 17.57% at primary education during 2000-2006 and increased from 43.79% in 2000 to 61.36% in 2006. Meanwhile, promotion of educational degree for female teachers is notable comparing to that of male teachers (19.05% for women and 16.23% for men).

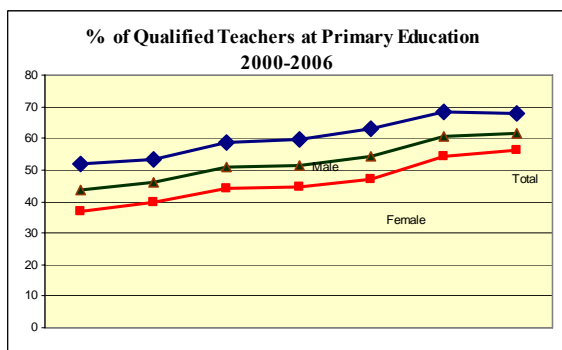
Also in 2006, the highest percentage of teachers holding a university degree and having teaching qualifications for primary Education was reported from provinces of Qom (75.95%), Yazd (70.75%), and Golestan (69.94%), and the lowest percentage from provinces of Sistan & Balouchestan (48.95%), Kerman (49.18%), and Gilan (53.99%). Study of the indicator as for rural teachers reveal that 14.53% of teachers at rural areas have succeeded to obtain a university degree during the period 2000-2006. In other words, percentage of qualified teaching staffs at primary education in rural areas enhanced from 47.86% in 2000 up to 62.39% in 2006. It should be noted that the indicator had been 12.07% for female teachers and 15.5% for male teachers at rural regions.

The following table and chart illustrates percentage of qualified teachers at primary education:

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<sup>1-</sup> The least educational degree for teachers at various levels are as follows:

- pre-primary education: a secondary school diploma or higher (upon completion of pre-primary special training courses)
- primary education: an associate degree and higher
- lower secondary and upper secondary education: a bachelor's degree and higher
- literacy and adult education: an associate degree and higher

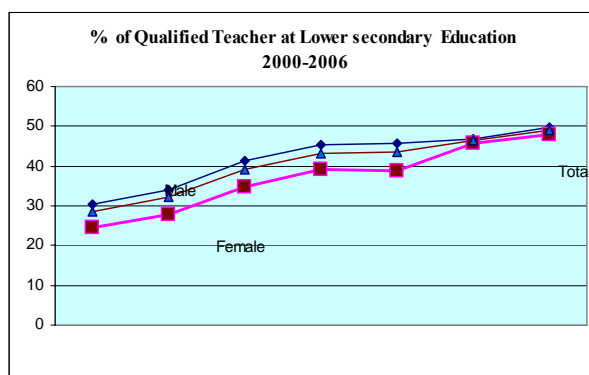


year	Percentage of Qualified Teachers at Primary Education			
	Male	Female	Total	Gender Parity Index
2000	51,71	37,00	43,79	0,72
2001	53,55	39,66	46,00	0,74
2002	58,50	44,33	50,82	0,76
2003	59,50	44,67	51,36	0,75
2004	63,20	46,84	54,19	0,74
2005	68,32	54,17	60,52	0,79
2006	67,94	56,05	61,36	0,82

The national indicator of qualified teaching staffs with secondary school diploma and higher for lower secondary education reached from 97% in 2000 to 98% in 2006. The rate of Indicator's progress at rural areas during the same period had been 2% and enhanced from 97% in 2000 up to 99% in 2006. Since a great number of teachers at lower secondary education have acquired bachelor's degree and higher, calculating this group of teachers at national level during the years of 2000-2006, the indicator status would be something different.

Percentage of teachers with bachelor's degree and higher who were recognized competent of teaching at lower secondary education was 48.55% in 2006. The indicator had been 27.04% in 2000, experiencing an about 21.51% growth during 6 years of study. In the meantime, percentage of qualified female and male teachers at lower secondary education in 2006 was 45.47% and 51.63% respectively, while the statistics of the year 2000 showing 22.19% female teachers and 31.17% male teachers. The trend of indicator's progress for qualified teachers with bachelor's degree and higher at lower secondary education in rural areas was significant during the years of study and enhanced form 28.54% in 2000 to 48.98% in 2006. As a result, the education system witnessed a 20.4% growth rate in this sector. Percentage of female teachers in terms of the indicator grew from 24.49% in 2000 to 47.97% in 2006 with a 23.48% growth. The indicator for male teachers had been 30.4% in 2000 and 49.6% in 2006 (+ 19.2% variation). In 2006, from among all provinces of the country, 14 provinces placed above national average and 16 provinces below this average. Provinces of Mazandaran (62.03%), Qom (60.93%), and Semnan (59.73%) had the highest percentage and provinces of Hormozgan (28.38%), Sistan & Balouchestan (34.94%), and Kordestan (36.51%) had the lowest percentage of the indicator in study. The following table and chart illustrates percentage of qualified teachers at lower secondary education:

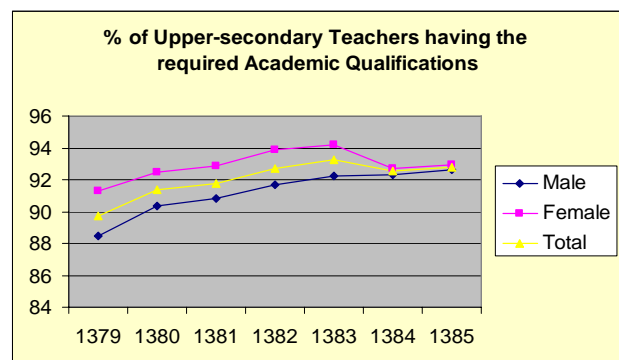
year	Percentage of Qualified Teachers at Lower Secondary Education			
	Male	Female	Total	Gender Parity Index
2000	31,17	22,19	27,04	0,71
2001	34,19	25,37	30,17	0,74
2002	41,48	32,64	37,35	0,79
2003	44,75	36,31	40,76	0,81
2004	46,14	37,52	42,05	0,81
2005	46,95	45,82	46,53	0,98
2006	51,63	45,47	48,55	0,88



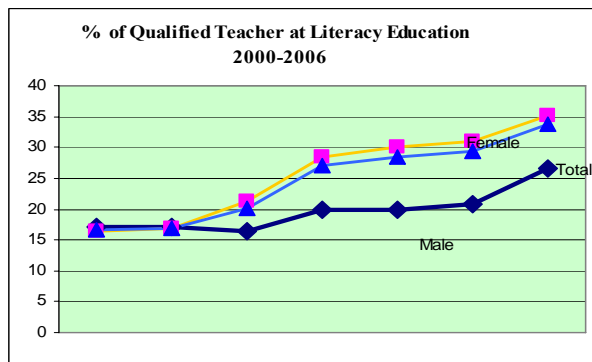
Study of indicator on percentage of qualified teachers at upper secondary and pre-university education shows relative growth of indicator for the period of study. National percentage of the indicator for 2000 had been 89.73% and 92.8% for 2006 (3.07% variation). It is worth mentioning that during this period, the indicator has improved 1.66% for female teachers and 4.19% for male teachers. Also, national percentage of the indicator at rural areas enhanced from 93.21% in 2000 to 94.99% in 2006 with a 1.78% growth. The study of indicator at provincial level reveals that in 2006, 13 provinces placed above national average and 17 below the average. Provinces of Mazandaran (95.69%), Golestan (94.63%), and west Azarbayjan(94.62%) had the highest percentage and provinces of Hormozgan (88.04%), Kordestan (89.20%), and Kerman (89.72%) had the lowest percentage nationwide.

The following table and chart illustrates percentage of qualified teachers at upper secondary and pre-university education:

year	Percentage of Qualified Teachers at Upper Secondary & Pre-University Education			Gender Parity Index
	Male	Female	Total	
2000	88,44	91,30	89,73	1,03
2001	90,34	92,50	91,35	1,02
2002	90,83	92,87	91,80	1,02
2003	91,71	93,87	92,74	1,02
2004	92,27	94,22	93,22	1,02
2005	92,35	92,72	92,54	1,00
2006	92,63	92,96	92,80	1,00



Feedbacks of the studies on qualified teaching staff at literacy education show a 17.12% growth of the indicator during the period 2000-2006. With regard to the fact that in 2000, only 16.51% female teachers and 17.02% male teachers had been recognized as qualified to teach at literacy education, the improvement of indicator in 2006 for both groups (18.52% women and 9.56% men) was promising. In other words, the indicator increased to 35.03% female teachers and 26.58% male teachers in 2006. The following table and chart illustrates percentage of qualified literacy teachers:



year	Percentage of Qualified Teachers at Literacy Education			Gender Parity Index
	Male	Female	Total	
2000	17,02	16,51	16,62	0,97
2001	17,12	16,86	16,91	0,98
2002	16,40	21,18	20,20	1,29
2003	19,94	28,51	27,03	1,43
2004	19,89	30,09	28,53	1,51
2005	20,77	30,89	29,35	1,49
2006	26,58	35,03	33,74	1,32

The study on indicator's trend at all educational programs denotes that Ministry of Education, particularly through revision of educational policies and scientific enhancement of its workforce during the past years, have very well defined and shaped the path of education, survival and

development of its staffs. Of course, this is other than in-service educations and constant trainings being conducted on continuous yearly basis in all provinces and regions. It is believed that highly successful provocative mechanisms that Ministry of Education has adopted in order to provide teaching staff with incentives of attending in-service training classes have made a great population of teaching workforce to seriously pursue such trainings. (Some of these mechanisms are introduced in Para “Exclusive Programs, Implemented Measures & Actions” of this report).

Other measures taken during the past 6 years (2000-2006) including signing MOU with Ministry of Science, Research & Technology to allocate a quota system for admission of teachers to higher education, directing teaching staff and educational personnel to universities and higher education institutes to continue their studies, facilitating education through creating a more conducive regulatory environment and establishment of teacher's training colleges, particularly at less-developed areas and other similar efforts made a great leap in promotion of university degrees and vocational qualifications of human resources so as within this 6 year period, only at primary and lower secondary education, 17.75% and 21.51% of teachers could achieve to promote their university degrees respectively. It is interesting that in certain cases, female teachers proved to be more ambitious and even they showed up 2.82% more than male teachers at primary education. Normally, with the existing trend and encouraging policies of Ministry of Education, a new rise is expected for the indicator in 5 year time. As a result of upgrading this and other indicators discussed on this chapter, quality and related issues are considered as order of the day for Ministry of Education. Undoubtedly, persistent policies, re-training of human resources, building skillful workforce and revision of curricula and textbooks break the path to fully accomplish the Sixth Goal of education system.

Furthermore, the government has allocated a huge amount of subsidies for publication and supply of textbooks and teaching aids as well as stationeries for all students so as they easily and cost effectively have access to their educational requirements. This way, the students throughout the country are no longer in need of sharing their textbooks due to scarcity of amenities. In other words, Ministry of Education takes expedite measures each year to publish sufficient number of textbooks for all education programs and distributes them among all students and schools prior to the beginning of academic year. So, all students attend their classes with a full series of textbooks. Ministry of Education has so far been successful to follow this policy during the course of previous years that has produced desired quality effect on education and organizing educational and training activities.

## **E. Selected Success Stories**

- ▣ **Descriptive Evaluation Project:** The quality and quantity goals of the project are as follows:
  - Quality enhancement of teaching-learning process
  - Gradual elimination of culture of studying for the sake of top grades ( in Iran, 20 is the highest mark of grading system )
  - Emphasizing on goals of Ministry of Education through more concentration on learning process than the syllabi

- Gradual elimination of absolute authority of final exams in determining student's destiny
- Upgrading mental health of teaching-learning environment through giving less credit to marks and grades

This project was adopted after performing precise scientific studies and surveying prominent academics, experts, directors and experienced teachers in 2003. It was brought to Higher Council and implementation of a pilot project was approved. By virtue of council's approval, 100 schools and 200 classrooms have been nominated for the first year of launching the project. Required goals, principles, strategies and descriptive evaluation guide were developed, published and distributed among performers and concerned authorities. The project was implemented for about 500 classrooms and 200 schools in 2005. Since the project has been put into operation, about 30 backup and monitoring committees have been established at provincial level.

#### ❑ **Keramat (Dignity) Project**

This project has been initiated to give more quality to educational and training efforts at all 5 grades of primary education, to build up religious, ethical and social concepts, to pave the way for more active involvement of students in developing curricula, to grow creative and critique thoughts among students and to dignify their personality.

Implementation procedure: The project is launched within framework of 105 work units at five educational grade (first 20 work units- second 16 work units-third 23 work units-fourth 21 work units and fifth 25 work units) including various subjects, concepts and skills in religious, ethical, social and... domains. They are incorporated in teacher's guide books and performed as educational and training extra-curriculum activities during the week, between formal curricula or at leisure time.

Achievements & conclusions: Dynamic involvement of students at school's affairs- active participation of teachers at training activities- improvement of students' conduct, manner and discipline- boosting spirit of self-confidence and self-belief in students- boosting spirit of responsibility, critique thought and optimum use of time, facilities and positive attitude towards spiritual issues.

## **F. Challenges & Concerns**

Despite all these efforts, endeavors and policies to enhance the quality of education and to achieve the Sixth Goal, we are still in need of strengthening on going measures, initiatives and creative ideas.

Of course, commitment and dedication can help reaching full intake and enrolment of school-age population, identifying entanglements and failures, and full realization of educational goals at all levels. A study on educational performance and indicators shows that Ministry of Education has been facing challenges and problems in the course of its goals, the most important of which are:

- 1- Scarcity of educational space and equipments, partial non-standard educational and training spaces, conducting classes at improper places particularly in the disadvantaged rural and tribal areas

- 2- Inefficient monitoring and evaluation system of programs and activities
- 3- Insufficient number of expert workforce required for various educational courses
- 4- Educational decline in form of repetition by grade and drop out, and failure in full enrolment of all school-age population and their survival in educational system
- 5- Relative establishment of a comprehensive system of dynamic, efficient and well-organized in-service education despite inclusive implementation of personnel's in-service educations
- 6- Incoherent syllabus with students' requirements in some cases and neglecting cultural and regional specifications.

### **G. Strategic Priorities for Achieving Goals by 2015**

Based on the moves in the past, also the executive measures of Ministry of Education so far as well as the quality indicators and existing entanglements mentioned earlier, the orientations for tackling problems and challenges have been exclusively adopted for years of launching the plan. Therefore, strategic priorities by 2015 will basically focus on training quality human resources, educational subjects and syllabus, health issues, teaching methods, and efficient use of ICT in education. The main priorities are:

- 1- Constant renovation and standardization of educational spaces and full equipment of schools
- 2- Enhancement of scientific level and university/manpower qualifications, and revision of intake, survival and personnel in-service education systems
- 3- Diversification of teaching methods for school-age students based on students' circumstances and regional specifications, with an emphasize on disadvantaged and less-developed children
- 4- Development of special education, stressing on appraisal plan and expansion of integrated inclusive education
- 5- Upgrading health level of schools, staffs and students through launching consultation-health plans and incorporating HIV/AIDS topic in the syllabus
- 6- Expansion of training activities and enrichment of extra-curriculum programs
- 7- Gradual modification of educational progress assessment and grading systems based on new findings and implementation of relevant pilot plans
- 8- Sustainable utilization of information and communication technology at schools.



# SPECIAL EDUCATION

**Special Education**

**History**

The first special education efforts in Iran date back to more than eighty years ago. It was initiated with education of the blind in 1920 by Ernest Christopher from Germany in the city of Tabriz with only 5 students.

In 1968, Ministry of Education established "Special Children & Students Education Department" and organized formal and public special schools and classrooms.

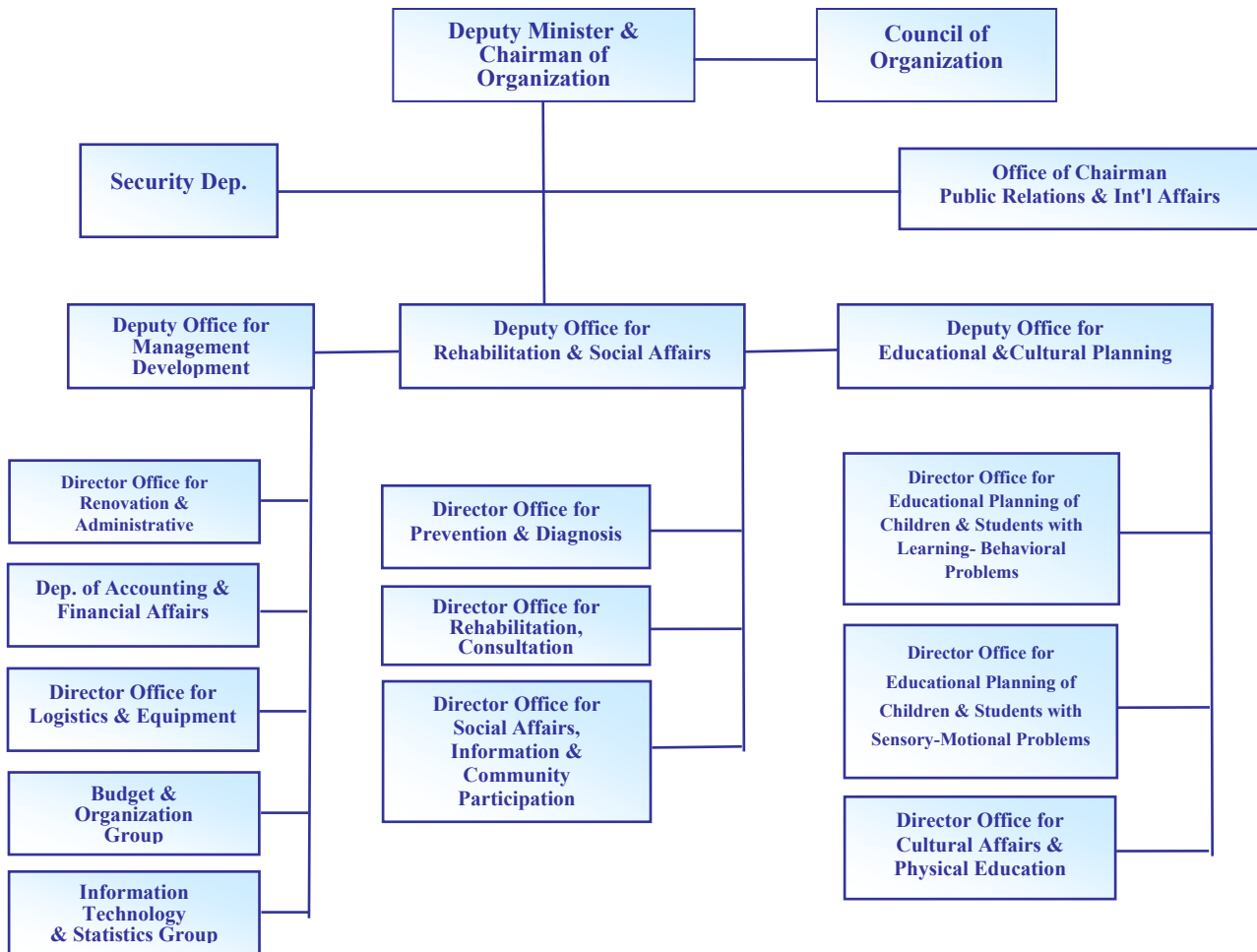
Great concentration of the government on special education led to an approval by Islamic Consultative Parliament based on which "Special Education Organization" affiliated to Ministry of Education was established in 1991 to cover larger groups of children and students with special needs.

The Act on Establishment of Special Education was approved by the Parliament in Dec. 12, 1990 to enforce a comprehensive policy on planning, modifying, revising, developing and exploiting education and rehabilitation amenities, coordinated with the latest techniques of special education in other countries, as well as extending educational services to all parts of the country.

The Statute of Special Education was ratified by the Parliament and after legal procedures, it was notified to Ministry of Education by the President in Sep. 18, 1991, and Special Education Organization was established accordingly.

This organization officially initiated in Jan. 26, 1992. This move and shifting special children and students education department to Special Education Organization has categorically changed special education planning and administrative system.

## Structure of Special Education



## Structure of Special Education

The structure of special education falls into 7 groups at pre-primary, primary, lower secondary and upper secondary educations on formal basis. These groups are as follows:

- 1- Children and students with damaged vision ability: Including the blind and visually impaired children who are enrolled at formal pre-primary, primary, lower secondary and upper secondary educations.
- 2- Children and students with hearing loss: Including the deaf and hearing impaired children (hard of hearing children) who are enrolled at formal pre-primary, primary, lower secondary and upper secondary educations.
- 3- Children and students with mental disabilities (mentally retarded): These children receive formal



educations at pre-primary, primary and vocational skills educations. For this group of children, lower secondary education is called vocational skills education. In 2006, upon approval of Education Supreme Council, the vocational skill course was named as pre-vocational lower secondary and upper secondary was named vocational upper secondary education. It should be noted that prior to 2006, the mentally retarded students had to quit special education upon completion of vocational skill course. However, since launching upper secondary course at this year (pilot pre-vocational and vocational upper secondary education in some provinces), students are able to start upper secondary after completion of vocational skill education.

- 4- Children and students with behavioral-emotional disorders: This group of children is enrolled at pre-primary and primary education. Pre-vocational lower secondary and vocational upper secondary educations have been predicted in the approved structure of this group of students but have not yet been launched.
- 5- Children and students with special learning disabilities: This educational group only serves children and students with special learning problems at primary education.
- 6- Children and students with physical-motional (sensory) disabilities: This group of children and students are enrolled at pre-primary, primary, lower secondary and upper secondary educations.
- 7- Children and students with multi-handicap: This group of children and students are enrolled at pre-primary, primary and vocational skills educations. The pre-vocational lower secondary and vocational upper secondary education has been predicted in the approved structure of this group but has not yet been launched.



Based on statistics, the variation trend of student population at special education shows that the number of students enrolled by Special Organization during 2000 and 2006 had been 68,362 and 67,882 students respectively. Population variation trend during the period of 6 years is as follows:

#### **Pre-primary Education:**

- Reduction of new entrant population from 11,410 students in 2000 (17% of total new entrants) to 8,467 students in 2006 (12% of total)
- Reduction of new entrant population with mental handicap from 7,849 students in 2000 (69% of total pre-primary students) to 5,951 students in 2006 (70% from total)

#### **Primary Education:**

- Reduction of primary education population from 44,866 students in 2000 (66% of total student population) to 42,013 students (62% of total) in 2006

- Reduction of mentally disabled student population from 33,712 students in 2000 (75% of total primary students) to 30,773 students (73% of total) in 2006

**Vocational Skills Education:**

- Growth of student population at vocational skills education (specially designed for mentally handicapped children) from 5,764 in 2000 to 11,304 in 2006

**Lower Secondary Education:**

- Reduction of lower secondary population from 3,808 students in 2000 to 3,658 students in 2006

**Upper Secondary Education:**

- Reduction of student population at special upper secondary education from 2,514 students in 2000 to 2,440 students in 2006

On the whole, 48,028 mentally retarded students (71% of total special students at national level), 12,871 deaf students (19% of total), 2,514 blind students (4% of total), 1,751 physically-motional disabled students (3% of total), 2,285 multi-handicap students (3% of total) and 433 behavioral-emotional disordered students (1% of total student population) have been enrolled by special education in school year 2006-2007.

The figures for new entrants and students of other educational groups are so insignificant that are not calculated in the total student population.

Also statistics of integrated students enrolled by Special Education Organization in school year 2000-2001 show that the number of 3,494 students enrolled at pre-primary, primary, lower secondary and upper secondary education increased to 19,693 students in school year 2006-2007. An overall analysis on data reveals that the highest crowd of students enrolled by Special Education Organization is related to mentally handicapped children and students.

The greatest number of out-of-primary-school students at first grade is mostly associated with mentally retarded students. The main reasons are: inefficiency of assessment plan to identify this group of students and enrolment of treatable children resulting in failure of education system for proper placement of students, failure of students to learn first grade's topics and finally drop out from special education system. Another remarkable fact is an increase in survival rate of these students at primary education, because mentally handicapped students suffer from cognitive and mental problems and are not able to pass primary educations within five years. Since they need more opportunity for education, this will increase survival rate of special students at primary education.

The statistics of school year 2006-2007 show a quantitative reduction comparing to statistics of school year 2000-2001. A study on students' statistics at integrated education reveals that certain families give a preference to ordinary schools for their special children to study in. The significant growth of integrated students' statistics during the years of study confirms this claim.

## An Introduction to Special Education Programs:

### Pre-primary Education

Pre-primary education of special new entrants is a formal and compulsory education. Besides realizing educational goals for groups with various special needs, special pre-primary education concentrates on mental health provision for families of special children and their rational motivation to give a fair support to their children for the years to come. It should be noted that pre-primary education of every seven groups enrolled by special education has its own specifications and conditions.

Pre-primary education has a deep and enduring impression on children's personality; hence it is important to define its place at education system. Therefore, the main goals of Five-Year Development Plan are to improve enrolment rate, implementation of Education For All Plan and substitution of " Special Education" with "Inclusive Education" as the key goal of Special Education Organization.

The following table shows quantitative variation trend of new entrants at special pre-primary education:

School Year	No. of Pre-primary New Entrants
2000	11414
2001	11145
2002	8052
2003	8497
2004	8422
2005	8368
2006	8643

The above figures of pre-primary education decreased as a result of developing inclusive "integrated" education, reduction of population growth rate, upgrading health care and medical services, raising awareness of households to avoid birth of disabled children, enhancing public literacy and...

The statistics show the number of pre-primary new entrants at 11,414 students in 2000. However, this figure reduced to 8,643 new entrants in 2006 with a reduction of 2,771 students. It should be mentioned that about 68% of special pre-primary new entrants are mentally handicapped children.

### Achieved Goals & Examining Indicators at National & Provincial Levels

The indicators of new entrants' access to special pre-primary education are illustrated in the following table:

**Pre-Primary Access Indicator during 2000-2006**

Indicator	School Year	Unit	School Year						
			2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	Number of Students	Person	11414	11145	8052	8497	8422	8368	8643
2	Percentage of Girl Student to Total	%	42	42	43	42	40	42	42
3	Percentage of Qualified Teachers	%	100%	100%	100%	100%	100%	100%	100%
4	Percentage of Female Teachers	%	-	-	89%	92%	92%	92%	92%

### **1- Percentage of Qualified Teachers**

Studies of data on qualified teachers at special pre-primary education show that all teachers at this educational course are qualified for teaching. The same situation exists for all provinces of the country.

### **2- Pre-primary Enrolment**

An analysis on statistics of the year 2000 show that 11,414 students have enrolled in this school year with 4,766 or 42% girl new entrants and in 2006, from 8,643 enrolled students, 3,614 or 42% had been girl new entrants. Also, in 2000 (from total 11,414 pre-primary new entrants enrolled by Special Education Organization) 7,849 students or 69% were mentally retarded and 23% deaf and hearing impaired, and in 2006, from 8,643 students, 5,611 students or 65% were mentally handicapped new entrants, 17% deaf and with hearing loss and 3% blind or visually impaired new entrants.

The above figures reveal that about half of new entrants enrolled by Special Education Organization are girl new entrants. Furthermore, a significant percentage of enrolled new entrants are from mentally retarded children who are obliged to successfully pass nursery course due to mental and cognitive problems. In fact, their enrolment at primary first grade depends upon their success in nursery education and obtaining pass grade. Most of these entrants are able to complete nursery course within 2 or 3 years, while new entrants of deaf and blind groups pass nursery education in one academic year. Also, new entrants of certain special groups such as multi-handicapped and behaviorally-emotionally disordered children need much time to acquire nursery educations.

### **3- Enrolment Ratio at Private Schools**

Statistical studies show that in year 2000, from total 11,414 new entrants, only 71 students or 1% enrolled at private schools and in 2006 from 8,643 new entrants, only 134 students or 2% of total student population enrolled at private schools.

Figures also reveal that provinces of Tehran, Khorasan Razavi, Esfahan and Mazandaran are respectively among provinces with the highest number of new entrants enrolled by private schools.

### **Primary Education**

To enroll at primary education, the student should hold pre-primary (nursery) education completion certificate. In case of non-attendance in nursery education, new entrant has to successfully pass first grade entrance exam.

The primary education curriculum is adopted within a program of 28 weekly sessions and 933 classes sessions during one academic year. Duration of study and teaching method for each seven groups under special education at primary course is specially designed for that group.

### **Primary Education Executive Programs**

To enhance the quality of education and teaching-learning process for special students at primary education, too much effort has been accomplished that should be manifested in learning rate of special students. However, researches show that we are still far from a desirable situation and fundamental developments are needed for betterment of education quality and attaining international standards. Some of the key measures in education, rehabilitation and training of special primary students are:



- 1- Revision, evaluation, edition and customization of textbooks for special students
- 2- Designing educational material and teaching aids
- 3- Development of syllabi and inclusive education for teachers at ordinary and special education and students' parents
- 4- Integration Plan of students with special needs at ordinary classes
- 5- Implementation of inclusive pilot plan

### Achieved Goals at Primary Education & Examining Indicators at National & Provincial Levels

Indicators of primary students' access to special education are illustrated in the following table:

**Primary Education Access Indicators during 2000-2006**

Indicator	School Year	Unit	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
	1	Number of Students	Person	44904	44196	44038	42939	41034	41562	42013
2	Percentage of Girl Students from Total	%	38%	39%	39%	40%	39%	39%	39%	
3	Survival Rate from 1 <sup>st</sup> to 5 <sup>th</sup> Grade of Primary Education	%	46%	48%	52%	51%	46%	46%	45%	
4	Repetition Rate by Grade	First Grade	%	4%	4%	2%	2%	2%	-	-
		Second Grade	%	3%	3%	3%	3%	4%	-	-
		Third Grade	%	2%	2%	2%	3%	2%	-	-
		Fourth Grade	%	2%	2%	2%	2%	2%	-	-
		Fifth Grade	%	1%	1%	1%	1%	2%	-	-
5	Transition Rate from Primary to Lower Secondary Education	%	89%	87%	88%	62%	83%	86%	-	
6	Student-Teacher Ratio	Person	5.39	5.28	5.24	5.13	5.02	4.98	5.3	
7	Student-Class ratio	Person	7.26	7.1	6.34	6.13	6.01	5.98	6	
8	Percentage of Qualified Teaching Staff	%	100	100	100	100	100	100	100	
9	Percentage of Female Teachers	%	75	74	73	74	74	74	74	
10	Integrated-Inclusive Students	Person	-	1744	-	-	11119	8651	14580	

#### 1- Percentage of Girl Students from Total

Study of tables on girl students from total special students at primary education during 2000-2006 at national level will guide us to the fact that from 44,904 students enrolled in 2000, 17,160 students or 38% were girl students. This figure reached 39% in 2006 so as from 42,013 students enrolled by Special Education Organization at primary level, 16,401 were girl students. Also it shows that provinces of Kermanshah, Kohkilouye & Boyer Ahmad, Lorestan, Markazi, Mazandaran, Sistan & Balouchestan, Qom, Kerman, Hamedan and Qazvin with 37%, 44%, 45%, 41%, 40%, 35%, 43%, 37%, 42%, and 40% respectively succeeded to enroll a higher percentage of special girl students in 2006 comparing to 2000. Meanwhile, share of girl students from total special students decreased from 39% in 2000 to 33% in 2006 and in Tehran Province from 42% to 41%.



## 2- Percentage of Female Teachers

Percentage of female teachers at primary education in 2000 was 75%, declining to 74% in 2006. Provinces of east Azaerbayjan (79%), Charmahal & Bakhtyari (81%), Khoozestan (76%), Zanjan (81%), Tehran (91%), Kerman (77%), Lorestan (78%), Markazi (80%), and Hormozgan (79%) possessed the greatest number of female teachers in 2000.

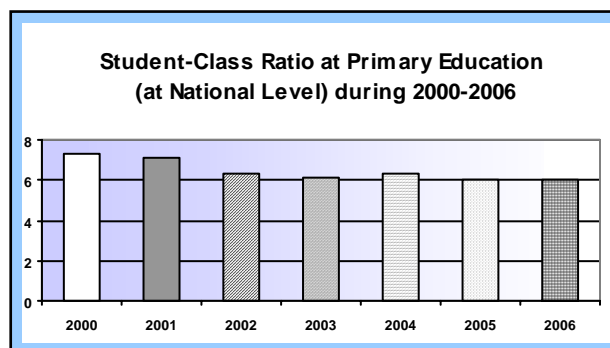
Provinces of south Khorasan with 86%, Zanjan with 84%, Tehran with 90%, Lorestan, Markazi and Mazandaran with 80% each possessed the greatest number of female teachers in 2006. The lowest rate of this indicator in 2006 belongs to Qom province with 50% and Kohkilouye & Boyer Ahmad with 49% teachers at special primary education.

## 3- Special Students Survival Rate by First to Fifth Grade of Primary Education

Survival rate of students at special education during 2000-2006 had been 46%, 48%, 52%, 51%, 46%, 46%, 45% respectively. This rate has reached from 46% in 2000 to 45% in 2006 with 1% reduction. It should be noted that survival rate of special boy students is more than that of girls. Provinces with lower survival rate comparing to the average rate in 2006 are: Ilam and Charmahal & Bakhtyari with 39%, Khorasan Razavi 30%, Tehran 40%, Golestan 39%, Lorestan 40%, and Yazd 38%. The highest survival rate belongs to provinces of east Azarbayjan with 75%, Semnan 59%, Kermanshah 58%, Kohkilouye & Boyer Ahmad 62%, Hormozgan 75%, and Hamedan 60%.

## 4- Student-Class ratio

Statistical tables on student - ratio at primary classes at special education show that in 2000, there was 1 class per 7 students, while in 2006, for every 6 students 1 class was available. The linear study of 2000-2006 statistics shows the figures 7 and 6 students per 1 class. However in 2006, provinces of Ardebil and Qom had the highest student ratio per special primary class with 8 students and Boushehr recorded the lowest ratio with 5 students per one class.



Primary student-class ratio during 2000-2006 had a declining trend due to construction of new educational spaces, education of student population growth rate and enrolment of students at inclusive educational system.

## 5- Student-Teacher Ratio

This indicator during 2000 to 2006 shows figure 5. In 2006, the highest ratio was seen in provinces of south Khorasan, north Khorasan, Khoozestan and Sistan & Balouchestan with 7 students, 8 students, 7 students, 8 students respectively and the lowest indicator in provinces of Ilam, Mazandaran and Yazd with 3 students.

## 6- Percentage of Qualified Teachers

Based on linear study of 2000-2006 statistics, 100% of primary teachers have been qualified teaching staff all over the country.

## 7- Pass, Repetition by Grade (Drop-Out) & Incomplete<sup>1</sup>

### 7-1- First Grade:

With regard to the table of pass, drop-out, incomplete and repetition by grade statistics of primary students at school year 2005-2006, from 14,895 students of this grade, 4% had to repeat the same grade and 50% experienced incomplete situation, while a number of 440 students or 2.9% had to drop out this grade. Also in 2001, from 15,297 students of the first grade, 4% dropped out and 41% did not succeed to complete the first grade and were categorized as incomplete group and 3% dropped out education.

### 7-2- Second Grade:

Study of 2000-2006 data shows that repetition rate by grade in 2000 is 3%, in 2001 is 3%, in 2002 is 3%, in 2003 is 3%, in 2004 is 4%, in 2005 is 3% and in 2006 is 3%. Also in 2006, about 15% of students were placed in incomplete group and 2% in drop-out group.

### 7-3- Third Grade:

Repetition rate by third grade during 2000-2006 is 2%, 2%, 2%, 3%, 2%, 2%, 2% respectively and in 2006, a number of 5,087 students or 85% could successfully pass third grade at one academic year and 8% were classified in incomplete group and 2% in drop-out group.

### 7-4- Fourth & Fifth Grade:

Repetition rate by fourth grade of special students during the years 2000-2006 is 2%. The indicator in terms of fifth grade students has reached from 1% in 2000 to 2% in 2006. Also 88% of students at the fifth grade in 2006 could successfully pass fifth grade in one academic year and only 4% were placed in incomplete group and 1% in drop-out group.

The reasons for reduction of repetition rate by grade of special students from first to higher grades are:

- Improvement of students' placement system (screening)

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<sup>1</sup> - If the syllabi taught to mentally retarded students at the end of second semester are fewer than total syllabi of each credit, the grade of that exam will be registered as part of continuous evaluation of the second semester in the transcript of grades and the word "Incomplete" will be written at the column of second semester. Such student will be enrolled at the same grade for the next academic year.

- Taking care of educational quality indicators in order to customize syllabi with special children's cognitive, mental and physical specifications
- Utilizing expert and skilled teachers for special students
- Utilizing efficient and capable workforce for rehabilitation purposes to eliminate physical and mental problems of students
- Adoption of well-organized evaluation methods and grade promotion in curriculum development system

## Lower secondary, Upper Secondary, Technical & Vocational and Pre-University



### Lower & Upper Secondary Education

Duration of lower secondary and upper secondary educations for students with physical-motional disability and with visual and hearing impairment and loss is 3 years. Each course of education has three grades. Textbooks for lower secondary and upper secondary are identical to that of ordinary students. Multi-handicapped students are enrolled at lower secondary and pre-vocational and upper secondary education. The courses have 3 grades each. The curriculum of these educational programs has been designed to teach

basic life and education skills as well as pre-vocational skills.

### Vocational Sills Education

This course of study has been designed in three grades including cognitive, adoptive, religious and occupational sills. The syllabus of this education has been planned to train and develop social, economic, vocational and educational skills. In addition to receiving course completion certificate in case of successfully acquiring predicted skills, the students will be conferred upon 2<sup>nd</sup> and 3<sup>rd</sup> degree skill certificate by Technical & Vocational Organization that may help them entering job market.

### Pre-university Education

Duration of this program is one academic year and studying in ordinary and special pre-university centers is possible through observing rules and regulations. However each year, a percentage of these students are promoted to higher education institutes. The inclusive education for special students is conducted in ordinary schools (along with ordinary students) with the collaboration of liaison teachers, assigned and dispatched by Special Education Management. The students who benefit form inclusive education, are subject to the admission and enrolment provisions inserted in the executive by-law of ordinary system of education.

## Achieved Goals at Lower Secondary Education Based on Indicators at National & Provincial Levels

Indicators of special students access to lower secondary education are illustrated in the following table:

**Lower Secondary Access Indicators 2000-2006**

Indicator	School Year	Unit	School Year						
			2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	Number of Students	Person	9572	10897	11595	13147	14128	14910	14962
2	Percentage of Girl Students from Total	%	40	39	39	38	29	37	38
3	Student-Teacher Ratio	Person	8.22	8.22	7.64	7.58	10.18	6.74	6.71
4	Student-Class ratio	Person	8.89	8.75	8.36	8.03	7.91	7.64	7.20
5	Percentage of Qualified Teachers	%	100	100	100	100	100	100	100
6	Percentage of Female Teachers	%	54	54	54	54	54	56	55
7	Integrated & Inclusive Students	Person	-	1107	-	-	803	2082	2570

### 1- Percentage of Girl Students from Total

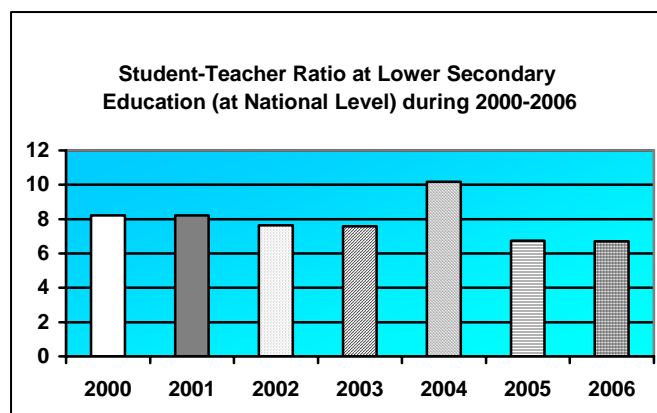
Study of 2000-2006 statistics on percentage of girl students show that the indicator decreased from 40% in the base year to 38% in the last year with a 2% reduction in enrolment of special girl students.

In the meantime, provinces of south Khorasan with 42%, Qazvin with 43%, Kohkilouye & Boyer Ahmad with 50%, Gilan and Mazandaran with 43% had the highest intake rate of special girl students in 2006 and provinces of Charmahal & Bakhtyari, Khoozestan, Semnan, Kordestan and Kermanshah had the lowest intake rate of girls students with 31%, 30%, 31%, 30% and 30% respectively and Hormozgan Province was placed at the bottom of the list with 24%.

### 2- Student-Teacher Ratio

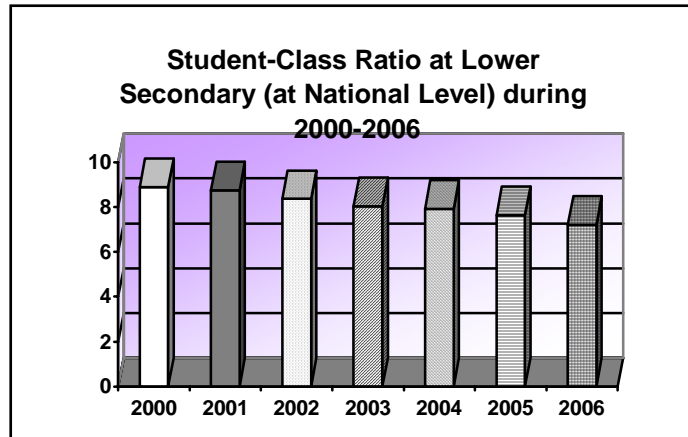
A study on student-teacher ratio shows a declining trend so as from 8 students in 2000 has reached to 6 students in 2006. Also in 2006, provinces of south Khorasan, Khoozestan, north Khorasan with 17, 14 and 13 students recorded the highest ratio in lower secondary education respectively and Boushehr province with 4 students and provinces of Kordestan, Esfahan and Zanjan with 5 students reported the lowest ratio.

The linear study of the period 2000-2006 reveals that in 2004, most of provinces experienced the highest student-teacher ratio.



### 3- Student-Class ratio

Studies on the indicator at lower secondary education during the period 2000-2006 show that in school year 2000-2001, there was 1 class per 9 students and in 2006 there was 1 class per 7 students. More thorough examination shows that provinces of Ilam and Kordestan have experienced ratio of 6 students per 1 class comparing to other provinces during the same year and provinces of Sistan & Balouchestan and Qom had the highest ratio in 2006 with 9 special students per 1 lower secondary class.



### 4- Percentage of Female Teachers

The study of indicator shows that percentage of female teachers at lower secondary education during the year of study had a growing trend and has reached from 54% in 2000 to 55% in 2006. Also in 2006, the highest percentage of female teachers was reported from provinces of Zanjan with 68% and Esfahan with 63% and the lowest percentage from Ardebil with 33%, Semnan 24%, Sistan & Balouchestan 30% and Hormozgan 25%. This indicator also reveals that almost more than half of employed teachers at this course were women with more or less the same figure during the years of study (2000-2006) and the highest percentage of female teachers belongs to provinces of Zanjan and Esfahan. It is interesting that female teachers at special lower primary education teach vocational training due to the nature of education designed for special groups such as deaf and mentally retarded students.

### Achieved Goals at Upper Secondary & Pre-University Education Based on Indicators at National & Provincial Levels

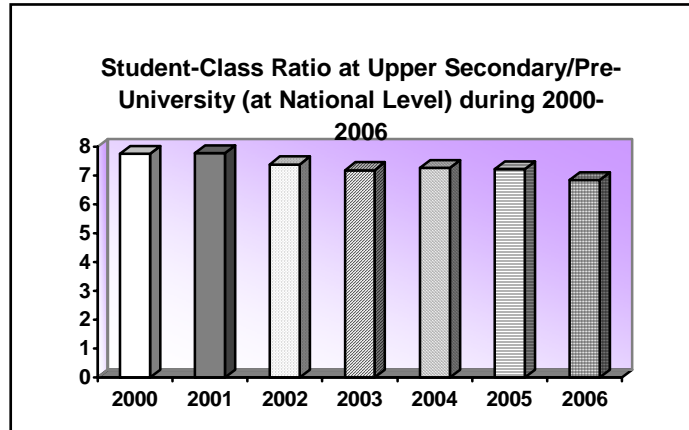
Indicators of special students access to upper secondary and pre-university education is illustrated in the following tables:

#### Indicators of Access to Upper Secondary-Technical & Vocational-Kar-o-Danesh (work & Knowledge) Education during 2000-2006

Indicator	School Year	Unit	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1	Number of Students	Person	1332	1393	1290	1265	1319	1221	859
2	Percentage of Girl Students from Total	%	56	55	48	50	52	52	41
3	Student-Teacher Ratio	Person	16.55	10.14	7.53	5.35	5.57	5.06	4.67
4	Student-Class ratio	Person	7.74	7.76	7.38	7.18	7.25	7.21	6.83
5	Percentage of Qualified Teachers	%	100	100	100	100	100	100	100
6	Percentage of Female Teachers	%	55	56	59	63	57	60	45
7	Integrated & Inclusive Students	Person	-	1310	-	-	559	2316	2543

### 1- Student-Class ratio

Student ratio per upper secondary and pre-university class had a declining trend and from about 8 students in 2000 has reached to 7 students in 2006. The lowest ratio in 2006 belongs to provinces of Zanjan (4 students), Qom (5 students), Kohkiouye & Boyer Ahmad (4 students), Hamedan and Yazd (5 students) and the highest ratio belongs to provinces of Khoozestan (8 students), Kerman (10 students) and Markazi (8 students).



### 2- Percentage of Female Teachers

This indicator has reached from 55% in 2000 to 45% in 2006 with a 10% reduction during the years of study. Also in 2006, provinces of west Azarbayjan with 73%, Esfahan 67%, Fars 68%, Qom 83%, Kerman 85%, Hamedan 69% and Yazd with 67% experienced the highest percentage of female teachers. Provinces of Tehran with 25% and Kordestan with 20% had the lowest percentage of female teachers during this course.

### 3- Percentage of Girl Student from Total

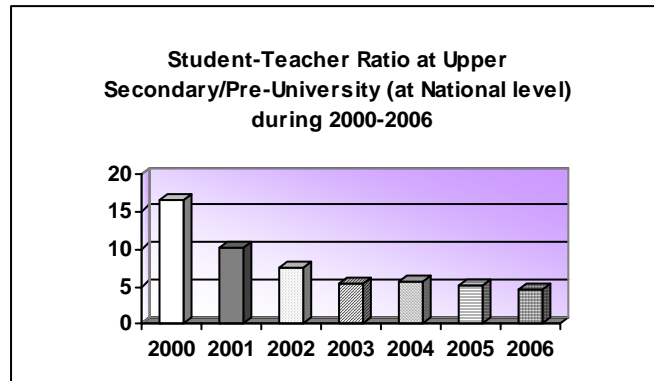
The study of this indicator shows that 56% of total special students in the year 2000 had been girl students with a 15% reduction reaching to 41% in 2006.

Growth of student population at technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary education had a diminishing trend comparing to primary and lower secondary programs of special education system. Students of this educational program consist of about 4% of total special student population. Development of technical & vocational and Kar-o-Danesh (work & Knowledge) educations for special students is being pursued as a goal by Special Education Organization to help special students in their job-sufficiency, their empowerment, promotion of self-employment culture, and entrepreneurship so as graduate students would be able to involve in economic-social and cultural activities. In defining the above achievements, reduction of population growth rate, and intake of special girl students in ordinary education system are among determining factors for reduction of this indicator. In other words, development of integrated and inclusive educations has been effective in reduction of girl student intake in special education system.

### 4- Student-Teacher Ratio

Study of student-teacher ratio at upper secondary and pre-university education shows that in the year 2000, 1 teacher has been assigned for a group of 16 students, whilst in 2006, there was 1 teacher for every 5 students. The general trend of this indicator during the period 2000-2006 with

rates of 16, 10, 7, 5, 6, 5, 5 shows a significant reduction of these rates. However the provinces that still had the highest rates in 2006, including Ardebil with 7 students, Boushehr 14 students, Khoozestan 20 students, provinces of west Azarbayjan, Boushehr, Kordestan and Yazd with 2 students and Tehran and Fars with 3 students, started to experience the lowest rate of this indicator.



#### 5- Percentage of Qualified Teachers

Studies on this indicator show that 100% of teaching staff are qualified teachers of upper secondary education and the same situation is prevalent in all provinces of the country.

#### Executive Programs at Lower & Upper Secondary Education

Enhancing the quality of lower and upper secondary educations for special students is one of the goals that has been seriously followed up and various programs have been predicted to achieve this goal, the most important of which are:

- 1) Revision, evaluation, edition and customization of textbooks for special students
- 2) Designing educational materials and teaching aids

#### Selected Success Stories

##### Primary Education New Entrants' Readiness Assessment Plan (Sanjesh Project)

Special Education Organization, with regard to individual differences and for proper placement of children in educational system and to prevent educational demotion, implemented Physical & Educational Health Assessment Plan for primary education new entrants since 1993. The main principle in assessment plan is utilization of expert manpower as well as applying normative approaches for better screening and identifying in order to place each child in an appropriate educational environment inclusive of all conditions suitable for maximum child productivity of educational and training services based on his/her physical and mental specifications. The plan includes other goals such as:

- 1- Educational guidance through briefing parents on their children's situation
- 2- Provision of household mental health
- 3- Protecting financial assets
- 4- Developing valuable statistical information on health-social and cultural situation of primary new entrants
- 5- Provision of needy people with rehabilitation services

In order to guide primary school-age children and to timely identify students with special needs, assessment plan was implemented with the collaboration of Ministry of Health, Treatment & Medical Education during recent years.

Due to the importance of this plan in diagnosing physical health (vision, hearing and ...) as well as mental abilities, it develops on quantitative and qualitative dimensions on a yearly basis, some of which are as follows:

- Developing retraining and educational courses for plan executives
- Establishment of scientific committees comprising of academics and concerned stakeholders
- Increasing control and monitoring systems
- Computer-aided information processing
- Equipping educational bases with modern diagnostic gadgets
- Revising educational readiness tests

All these efforts have led to maximize confidence coefficient. Through this plan, more than 910,000 primary new-entrants were assessed and examined in 2006 with a growth rate equal to 3.5%.

### **Special Students Health Insurance Plan**

Social security and health, treatment and medical care services are among basic public rights (based on Article 29 of I.R. of Iran Constitution). With regard to extremely costly rehabilitation, health care and treatment services of special students, who are basically from disadvantaged social classes, and in order to provide a conducive educational environment for this group of children, free of all anxieties about their education and medical treatment concerns, an effective strategy should be adopted. To this end, Special Education Organization of country has insured all students with special needs through the fund allocated by the Government.

### **Plan on Development of Vocational Skills Education Centers for Mentally Retarded Students**

Trainable mentally handicapped students possess capabilities and potentials in acquiring practical skills. Therefore, it is possible to help them reach a relative economic sufficiency through proper educational planning and vocational rehabilitation methods. Development of vocational skills program is a move towards this end.

### **Challenges**

- Deficient enrolment system of special school-age children: Special Education Organization is unable to establish an independent school or an annexed classroom in rural and poor areas due to dispersed and isolated student population or student under-population.
- Longevity of certain students at special education system and increase of survival rate from primary first to fifth grade have caused an irrational ratio between incoming and outgoing students. This is because of mentally handicapped students who need more time and opportunity to compensate their mental and cognitive disabilities. Another key factor is improper identification of some students by assessment plan.



- Lack of rehabilitation forces at schools/scarcity of standard and quality educational spaces and equipments
- Social unawareness about capabilities and potentials of special children

### **Priorities & Future Programs**

- Increasing enrolment of special children
- Developing flexible methods in the curricula, specially designed for local conditions
- Revising goals and structure of special education system according to ever-changing global environment and 20-Year Outlook Plan
- Focusing on basic life skills in developing curricula for special students
- Adoption of sectoral and inter-sectoral participation comprehensive system for conducting educational, training and rehabilitation services
- Emphasizing on integrated and inclusive educations
- Enhancing public awareness by using capabilities of cultural, social and promotional organizations and institutions
- Developing multi-edition textbooks with a three-level-curricula approach, taking local and regional specifications into advisement
- Revising and amending recruitment, training and survival of staff, particularly teaching and rehabilitation workforce
- Enhancing professional knowledge and vocational skills of Human resources
- Developing and reinforcing distance/vocational learning
- Standardization of educational and rehabilitation spaces and facilities.



# Chapter 3

**CONCLUSION MAJOR CHALLENGES  
OF EFA PLAN FUTURE STRATEGIES  
SUMMARY & POLICY  
RECOMMENDATION**

## Major Challenges of EFA Plan

- 1- Poor communication and coordination among various sectors, in and out of organization, responsible for providing infants with health care and educational services.
- 2- Constant shift of executive policies of Ministry of Education in terms of developing pre-primary education.
- 3- Insufficiency of policies on recruitment and emplacement of expert workforce and development of personnel in-service systems.
- 4- Inflexibility of curricula and educational topics, and disproportionate syllabi with students' requirements.
- 5- Non-standard educational spaces and inaccessibility of certain rural schools to safe drinking water and sanitary facilities.
- 6- Cultural problem and misconceptions about literacy and education of girls and women.
- 7- Child labor/income-generation and its impact on the economy of rural households and disadvantaged urban families that deprives children from attending school.
- 8- Low social awareness about capabilities and talents of special children.
- 9- Insufficient intake and enrolment capacities of trainable special children, particularly in rural areas.
- 10- Non-transparent educational policies in organizing programs for basic life skills.
- 11- Gender and rural disparities with regard to vocational skills educations for a decent job creation.
- 12- Inapplicability of syllabi and methods of literacy programs.

## Future Strategies

- 1- Increasing public sector's share in development of pre-school education
- 2- Increasing social awareness in terms of infants' growth process.
- 3- Increasing social awareness in terms of school-age children, particularly girls and special children.
- 4- Developing flexible curricula and topics proportionate to learners' particulars and increasing enrolment ratio.
- 5- Enhancing vocational skills and technical and occupational knowledge of human resources.
- 6- Increasing efficacy of education in terms of staffs and students' health issue, particularly with regard to HIV/AIDS.
- 7- Defining an education development framework for basic life skills in the curricula based on both gender common and specific requirements.
- 8- Modification of memory-based evaluation system of educational promotion to a performance-oriented system
- 9- Development of education for children with special needs, focusing on full implementation of assessment and diagnosis screening of school new-entrant children as well as extension of integrated and inclusive educations
- 10- Setting goals for technical & vocational educations based on requirements of job market
- 11- Promotion of literacy education proportionate to the specifications of clients to eradicate illiteracy by the end of the 5<sup>th</sup> Economic, Social & Cultural Development Plan.

## Summary & Policy Recommendation

A study on variation of indicators for each target group during the years of study (2000-2006) shows the concrete growth of the indicators. Of course, such growth is an encouraging development towards realization of Education For All goals; however, it is still far from a desirable state. A review on indicators of each goal reveals the extent of progress and the gaps that should be filled:

In pre primary education, the population of students at first grade who have already completed one-year nursery program grew from 18.4% to 43.5% with a growth rate of 25.1%.

In primary education, net intake rate at the first grade has increased from 92.8% to 95.3%, gross intake rate from 107.9% to 112.2%, net enrolment ratio (aged 6-10) from 95.9% to 97.8% and gross enrolment ratio from 108.7% to 104%.

In lower secondary education, the net enrolment ratio (aged 11-13) has augmented from 78.4% to 84.9% and gross enrolment ratio from 103.6% to 98.7%.

In upper secondary and pre-university education, gross enrolment ratio has declined from 69% to 61% with an 8% reduction. This indicator has increased from 21.2% to 22.9% for technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary education.

The data on primary and lower secondary education indicates that the growth of net enrolment ratio has resulted in reduction of gross enrolment ratio; i.e. more school-age population have been enrolled by formal education at the official age corresponding to school enrolment.

The quality indicators of EFA Plan in terms of Student-Class ratio, student-teacher ratio and repetition rate by grade had a declining trend and survival rate, transition rate and percentage of qualified teaching staffs had a growing trend.

Student -class ratio at primary education has reached from 25.1 to 20.9, at lower secondary from 29.5 to 23.9 and in theoretical upper secondary and pre-university from 30 to 23.5 students.

Student-teacher ratio at primary education has reached from 25.2 to 21.8, at lower secondary from 27.5 to 21.8 and at theoretical upper secondary and pre-university from 29.3 to 21.6 students.

Repetition rate by grade at primary education for each grade has reached from 7% (first grade), 4.5% (second grade), 2.7% (third grade), 2.99% (fourth grade), 1.46% (fifth grade) to 4%, 2.3%, 1.56%, 1.16% and 0.89% respectively.

Survival rate from first to fifth grade of primary education shows a rising trend from 88.83% to 91.84%.

Transition rate from primary to lower secondary education has reached from 94.1% to 97.4% and from lower secondary to upper secondary education from 84.8% to 93%.

Percentage of qualified teachers at primary education has reached from 43.79% to 61.36%, at lower secondary education from 27.04% to 48.55% and at theoretical upper secondary and pre-university from 89.73% to 92.8%.

The literacy and adult education has also experienced some achievements. Literacy rate of population aged 15 and over has reached from 76.52% to 82.33% and literacy rate of age group 15-24 from 94.33% to 96.65%.

Gender parity index of literacy rate for age group 15-24 has reached from 0.96 to 0.99 and for population aged 15 and over from 0.85 to 0.89, as for gross enrolment ratio at pre-primary education from 1.06 to 1.12, in gross intake rate of primary first grade from 0.97 to 0.99, in gross enrolment ratio at primary education from 0.95 to 0.98, in lower secondary education from 0.87 to 0.92, in theoretical upper secondary and pre-university education from 1.03 to 1.05. Gender parity of survival rate is invariable at 0.99. GPI in transition rate from primary to lower secondary has increased from 0.97 to 0.99 and in lower to upper secondary education is 1 and more than 1.

Expenditures on education from GDP for each educational program have been increased from 4.29% to 5.1% so as an average portion of 1.47% from GDP has been allocated to expenditures on primary education, 1.06% to lower secondary education, 1.28% to upper secondary education and 0.88% to higher education and 0.17% to non-formal educations.

Share of educational expenditures during seven-year period of education was about 0.9% for pre-primary education, 30% for primary education, 21.5% for lower secondary education, 25.9% for upper secondary education, 18% for higher education, 2.5% for non-formal technical & vocational education, and about 1% for literacy campaign from total expenditure on education.

A brief glance at the indicators of Education For All on each one of 6 goals would lead us to the fact that:

- 1- First Goal is achievable in case of being supported by Ministry of Education in organizing free one-year nursery program at disadvantaged regions, promotion of community participation at prosperous regions and involvement of other concerned organizations.
- 2- Second Goal is achievable for an almost 100% enrolment at primary education by the last year of Education For All Plan; however, in terms of lower secondary and upper secondary education, its achievement is unexpected because of challenges mentioned on this report.
- 3- Third Goal is achievable for life skills educations, life-long education in case of establishing balance between human and physical capabilities and population of students at Technical & Vocational Organization and provision of equal opportunities for women and villagers to take advantage of job skills educations, although it seems that not all the requirements of this objective are available. Therefore, the above organization should plan for supplying demands and needed facilities for achieving the goal by the end of EFA Plan.
- 4- Fourth Goal on literacy and achieving a 50% growth in adult literacy has not been yet fully accomplished. To this end, education system of I.R. of Iran should increase adult literacy rate by 1.5% annually. The trend for the period of study has been 1% on yearly basis. It is predicted that the goal would be achievable with regard to the policies of this period. However, a continuous adult education program requires an efficient interaction between Literacy Organization and formal and non-formal education system, distinction between literacy and adult educations, more compatibility between course syllabi and educational method with specification of target community, non-reliance on merely sectoral amenities and a meaningful framework for inter-sectoral cooperation. Through this, continuous education would be accessible.

- 5- Fifth Goal on gender parity in education has been accomplished to a great extent. Gender parity index on the indicators of each target group shows that the gap between two sexes in terms of educational access has been minimized. It seems that the index would continue to be more balanced by the last year of the plan. Also the requirements of both genders should be taken into consideration in developing national curriculum if we are to expedite this process.
  
- 6- Sixth Goal on a guaranteed quality education shows a promising situation based on studied quality indicators, but the resultant of quality indicators improvement must be effective on education process. The results of international tests such as TIMSS, PIRLS and ABC reveal that although quality indicators have been improved, much more efforts are needed to attain quality education and to lessen the gap through proper planning.

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