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“EDUCATION FOR ALL” MID-DECADE ASSESSMENT REPORT

2000-2006

Islamic Republic of Iran



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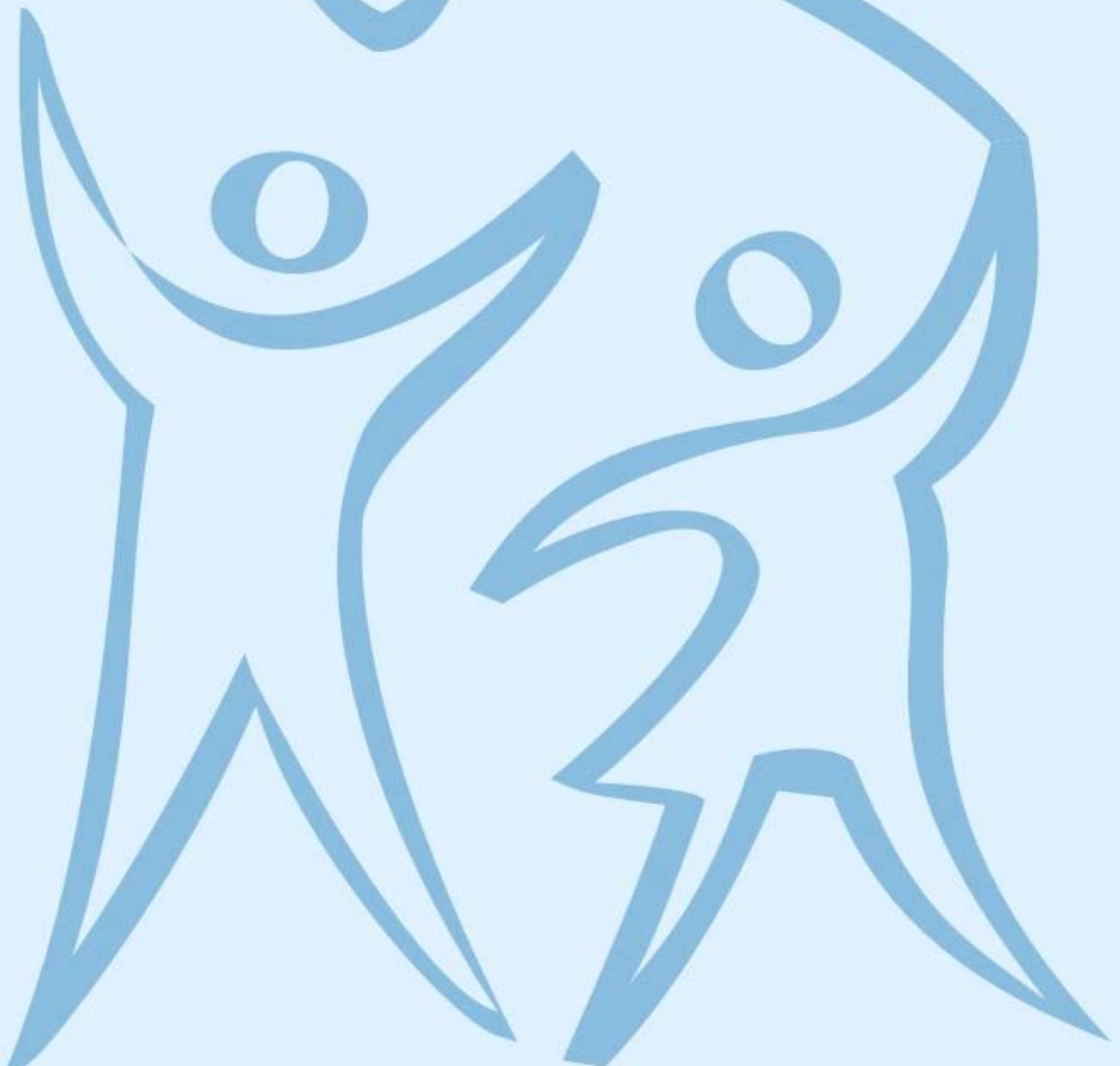


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Ali Bagherzadeh

Deputy Minister for General Education

Manager of EFA Plan Mid-Decade Assessment Report Project

Foreword

Pursuant to adoption of EFA Plan as a universal manifesto in 2000, all countries throughout the world committed themselves to sequence its goals. In Islamic Republic of Iran, in unanimity with international community and as a result of close affinity between goals of the approved plan and the aspirations of education system, a variety of policies have been adopted and pursued within cycle of educational planning to reach the goals of the plan. It should be noted that in the process of planning for education, the heavy reliance was placed on expert potentials and competencies available in the Ministry of Education. Also, due to the importance of the plan and its link with predicted goals of education system, EFA Plan was launched as a part of country's development planning system and required path-breaking measures were initiated to develop action plans and budgeting system. Therefore, EFA Plan was incorporated within the context of other national development plans and its orientations have been seriously followed up by education system.

All UNESCO member countries were urged to undertake the responsibility of adopting a national action plan for implementation of EFA Plan in compliance with their own educational and administrative systems and to carry out a national monitoring and assessment on achieving goals set in line with EFA general goals in an annual basis. Furthermore, UNESCO keeps an eye on fulfillment of EFA Plan within the context of its monitoring body specially UNESCO Tehran Cluster Office which we thank warmly for its continued support and contribution. This report features a comprehensive study on the process and progress of indicators specified in the plan within the past 7 years. It consists of two parts of thematic and statistical accounts. Thematic report deals with issues about the plan, its establishment, performance, and extent of realization of 6 goals in the form of main indicators. Statistical report is an aggregation of information based on Mid Decade Assessment model.

A brief study on national progress of EFA Plan shows a growing trend in the course of past 7 years. The achievements are indebted to supportive policies and the overall circumstances of education system that put the stress on realization of goals in the 3rd and 4th Economic, Social & Cultural Development Plans, leading to an increase of enrolment rate, enhancement of quality education, level of health and hygiene in educational environments, and improvement of educational syllabi and teaching methods.

This report has been developed in three chapters based on the model adopted by UNESCO Regional Office for Asia & the Pacific and the support of UNESCO Tehran Cluster Office. Chapter 1 is an analysis on historical, economic, social and educational state of the country. Chapter 2 includes a thematic report and a study on implementation of the plan for each six goals separately as well as education of children with special needs. Chapter 3 is a wrap up of discussions on this report.

The feedbacks of studies reveal a growth of all indicators during the period 2000-2006. For instance, the net intake rate of 92.8% in 2000 has reached 95.3% in 2006. The increase of transition rate (primary to lower secondary) from 94.11% to 97.4% and increase of survival rate (primary first to fifth grade) from 76.3% to 80.4% are some of the achievements illustrated in this report. Based on findings of this paper, literacy rate of population aged 15-24 has augmented from 94.33% to 96.65% and literacy rate of group aged 15 and over has reached from 76.52% to 82.33%. On the whole, most of other key indicators have increased during the past years, which are elaborated in Chapter 2, where the goals have been analyzed at national and provincial levels.

Ministry of Education

Introduction

In I.R. of Iran, EFA Plan is not only regarded as an international commitment, but it is high on agenda of education system of the country due to its coincidence with adoption of long-term National Outlook Plan of Development. This report, which was developed in the trust of national expertise and considering priorities of educational requirements, provided a road map that specifies timetables for national development achievements and the role that should be played by education system, besides timely identifying strong and weak points.

This report, the first assessment on implementation of EFA Plan, includes important facts and figures on executive issues of education sector development programs and the efficiency of policies during the previous years within the context of EFA National Plan and general policies of Ministry of Education. The aggregated information is a reference for future approaches and guidance to more enhancement of education sector. Meanwhile, on the threshold of adopting the Fifth Economic, Social & Cultural Development Plan, the information of this report, as a key basis of development trend of education system during the past 7 years, would highly back up future analysis and predictions.

This report, which is a genuine and sincere co-working of all experts in the "Ministry of Education" and "General and Technical & Vocational Education Department of Vice-President for Strategic Planning & Supervision", has reviewed and examined information on performance of education system in terms of EFA Plan during the period 2000-2006. It has been developed in a way that information could be put into practice by education policymakers and analytical model introduced by this report is a headway for accomplishment of provincial and districts analysis that should be enforced by education departments in provinces.

Although the authors of this account have focused on developing a methodical and comprehensive document, the next versions of the report would be enriched by valuable technical viewpoints of the concerned experts. We warmly welcome expert recommendations and critiques.

Ali Bagherzadeh

Deputy Minister for General Education

Manager of EFA Plan Mid-Decade Assessment Report Project



Chapter 1

GENERALITIES

1- A Review on Historical, Geographical Cultural, Political, Economic & Social Status and National Level of Development in Iran

Historical, Geographical, Cultural (Religion/Language), Political, Economic, Social Status in Iran

■ Historical Climate

Islamic Republic of Iran, located in the Middle East with a history of more than two thousand years, came into existence with the Median Empire and developed with the Achaemenian Kingdom. The latter initiated a ruler-ship based on firm principles of religious and lawful harmony and tolerance in terms of social justice and introduced a new model of governance to the whole world. Upon conquest by Alexander and historic battles, Iran witnessed the emergence of Sassanid Dynasty that continued up to the advent of Islam in the country. Iranians adhered to Islam as a redemptive faith. Persian language flourished with lots of Arabic words and Persian poetry was enriched with Arabic prosody. Few nations are endowed with a variety of magnificent works as beautiful as Persian poetry and poets such as Ferdowsi, Roudaki, Sa'di, Hafiz, Moulavi, Khayyam and many other eloquent writers.

During Twelfth and Thirteenth Centuries, Iran was invaded by the Mongol which led to the outbreak of civil war; however, in Sixteenth Century, Iran regained its glory of Achaemenian and Sassanid period. During Safavid Dynasty, Iran recovered its integrated political, cultural and religious climate. Shah Esmaeil Safavi founded Safavid Dynasty and Shah Abbas brought glory and splendor to its rule. In mid-eighteenth century and during reign of Nader Shah, Iranian government had established even more supremacy than Safavid Kingdom. The succeeding Iranian governments emerged one after the other until Qajar Dynasty came to power; but since it was not a capable adversary for Russia and other colonial powers its rule declined by 1920, when Reza Shah grasped the power and laid the foundation of a new dynasty. He launched the so-called western reforms, succeeded by Mohammad Reza Pahlavi who followed his father's path. Finally, in February 11, 1979, by triumph of the Islamic Revolution of Iran, led by Imam Khomeini, Pahlavi Dynasty was ended after 50 years of rule. Now, 30 years after victorious revolution, Iran has witnessed three decades of political, social, cultural and economic developments, some of which are pondered hereafter.

■ Geographical Climate

Islamic Republic of Iran with a surface area of more than 1,648 thousand Sq.km in the southern hemisphere, north temperate zone between 25 to 29 degrees 47 minutes of north latitude of the equator and from 44 degrees 2 minutes to 63 degrees 20 minutes of north longitude from Greenwich Prime Meridian.

Iran average height is more than 1,200 m. above sea level. The lowest zone is 56 m. of height in Chaleh Loot and the highest zone is Damavand Summit with 5,610 m. height in the Mouth of Alborz at the outskirts of Tehran (the capital). The southern coastal line of the Caspian Sea is 28 m. lower the sea level. Its geographical boundaries are stretched in the north and east hemisphere and in southwest of Asia, in the Middle East. Iran's neighbors are Turkmenistan Republic, Caspian Sea, Republic of Azarbayjan and Armenia in the north, Afghanistan and Pakistan in the east, Sea of Oman and Persian Gulf in the south and Turkey and Iraq in the west.

Iran has 30 provinces, 336 cities, 889 districts, 1016 towns and 2400 rural districts and about 62,000 villages.

Hereunder, the map of Iran with its country divisions and international boundaries is illustrated.



▣ Population

The 2006 national census recorded a population of 70.5 million people for Iran, about 50.7% of which are men and 49.2% women, with a 103% gender ratio. 68.4% are city dwellers, and 31.6% live in villages. The population growth rate had been 1.4% within the past decade. This rate was 3.2% during 1976-86 and it decreased to 1.47% during 1986-96. The irregular population growth within the first decade of post Islamic Revolution era is considered a barrier to social progress and development. Therefore, determined efforts have been made during the past decade to decrease this rate. During 2000 to 2006, the population of Iran grew from 64.2 to 70.5 million, i.e. an average increase of about one million people each year.

Within the last decade, the urban population growth rate was about 2.5%, whereas the rural population showed a negative growth rate of 1.8% due to immigration and transformation of rural fabric, so as the 61.3% city residents of the year 1996 reached up to 68.4% in 2006.

Urban/Rural Population of Iran (2000-2006)

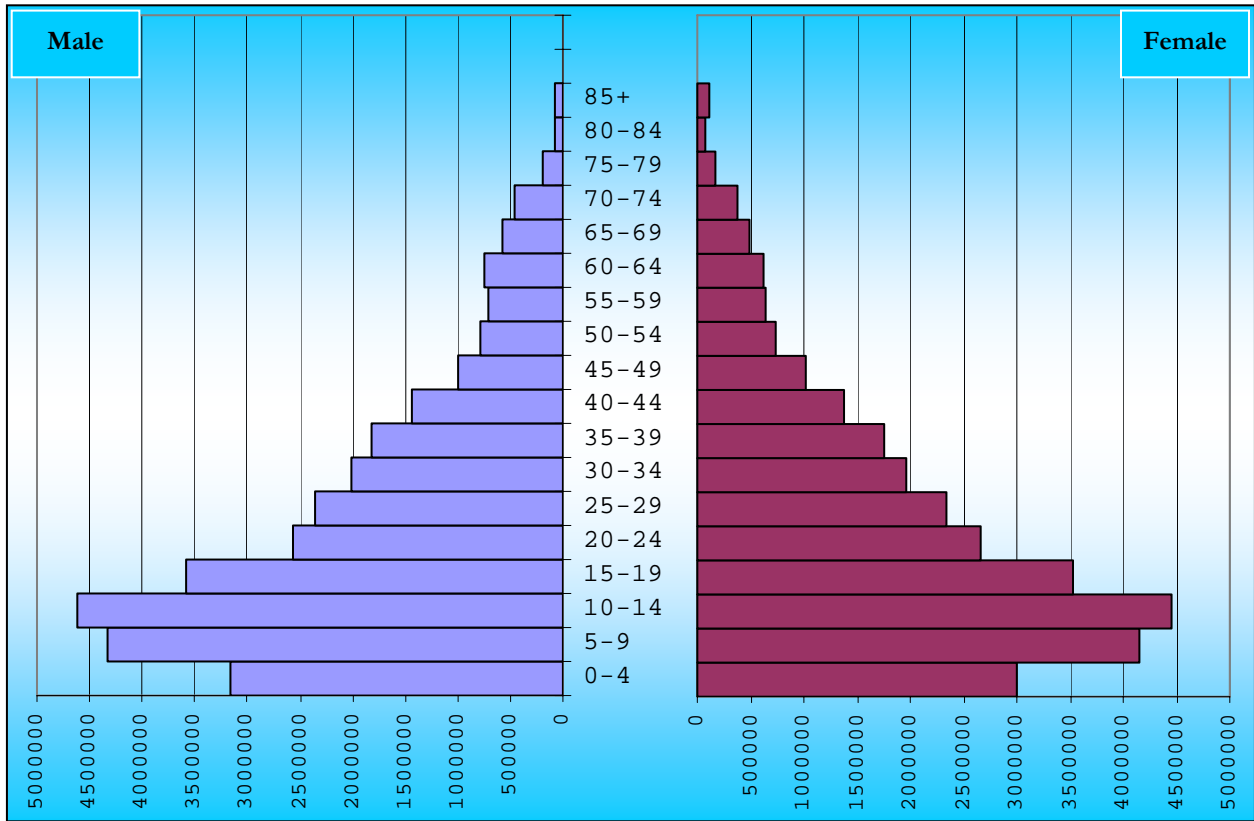
| Category | Unit | 1996 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|-------------------------|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|
| Total population | Thousand people | 60055 | 64211 | 65388 | 66416 | 67325 | 68449 | 69490 | 70496 |
| Urban population | Thousand people | 36818 | 41387 | 42556 | 43670 | 44795 | 45929 | 47074 | 48260 |
| Rural population | Thousand people | 23237 | 22924 | 22832 | 22746 | 22630 | 22520 | 22416 | 22236 |
| Total population growth | % | 1.47 | 1.6 | 1.8 | 1.6 | 1.4 | 1.6 | 1.5 | 1.4 |
| Urban population growth | % | 1.5 | 1.3 | 2.8 | 2.6 | 2.5 | 2.5 | 2.5 | 2.5 |
| Rural population growth | % | 2 | -1.5 | -1.5 | -1.4 | -1.5 | -1.5 | -1.5 | -1.8 |
| % of Urban population | % | 61.3 | 64.5 | 65 | 65.7 | 66.5 | 67 | 67.7 | 68.4 |
| % of Rural population | % | 38.7 | 35.5 | 35 | 34.3 | 33.5 | 33 | 32.3 | 31.6 |

Population & percentage of Age Group (1986-2006)

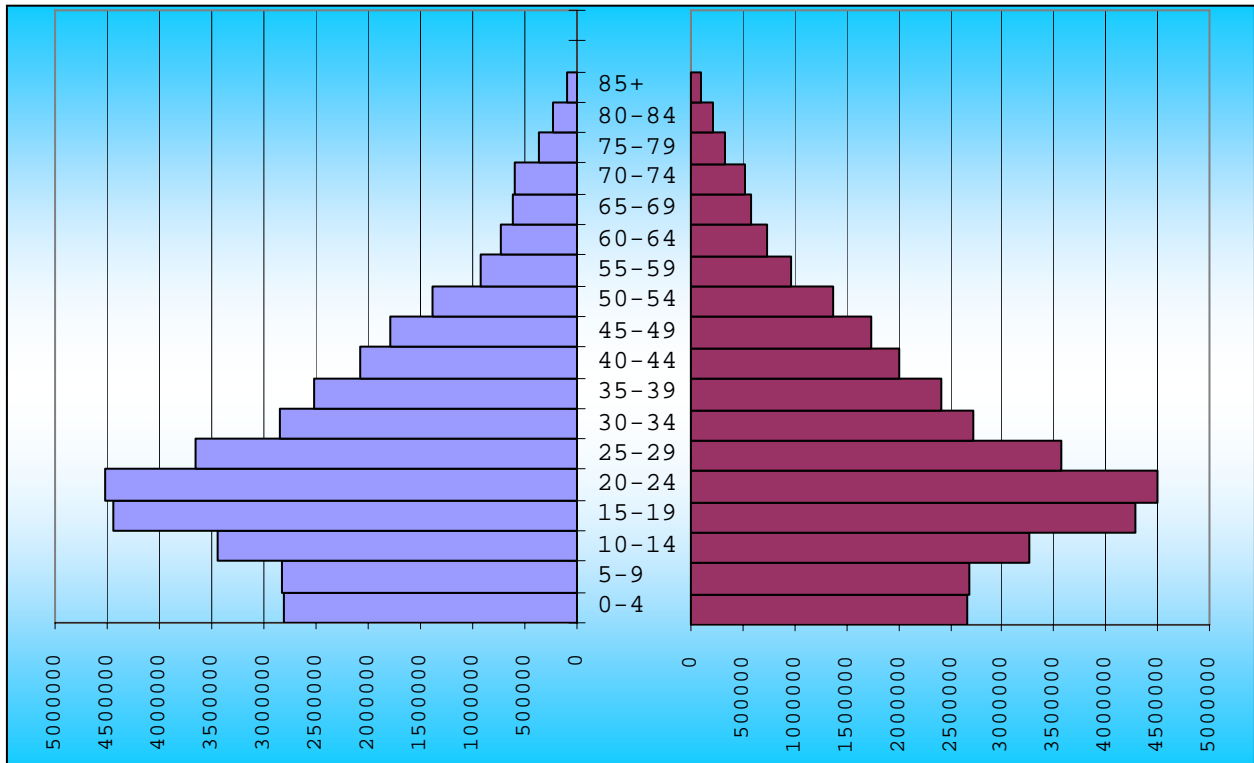
| Year | Total Population (in million) | Annual Average Growth | Age Group 0-14 | Age Group 15-64 | Age Group 65 and over |
|------|-------------------------------|-----------------------|----------------|-----------------|-----------------------|
| 1986 | 49.4 | 3.9 | 45.4 | 51.5 | 3.1 |
| 1996 | 60 | 1.47 | 39.5 | 56.1 | 4.37 |
| 2006 | 70.5 | 1.4 | 25 | 69.8 | 5.2 |

Population Pyramidal Chart of Iran during 1996 -2006

Year 1996



Year 2006



▣ Cultural/ Political Climate

Islamic Republic of Iran enjoys an ancient culture and civilization in which Iranian-Islamic identity was manifested upon the advent of Islam. Iranians are wonderfully endowed with cultural innovative and creative approaches. Ancient traditions are sustainable up to the present time, in such a way that they are still alive and practiced in most cultural aspects of national life. In the Tenth Century, Safavid rule was established with Shiite believers and continued until the foundation of Islamic Republic of Iran by Imam Khomeini in 1979. Due to the Islamic nature of administration, the legislative power is based on Islamic law.

According to the latest census of 2006, 99.43% of Iranian populations are Muslim, 0.16% Christian, 0.03% Zoroastrian, 0.01% Jewish and 0.37% are followers of other sects.

Persian is official language; however, Azari, Kurdish, Arabic and other languages are spoken by people of certain provinces. The government of Iran is Islamic Republic, founded through 1979 Referendum by a decisive majority of votes (98.2%). The supreme authority is the Religious Jurisprudent and the President is the head of government. The country constitutes of three Executive, Legislative and Judiciary Powers. The president and members of parliament are elected by people's vote for a period of 4 years.

▣ Economic Climate

The economy of country is studied through economic variables and macro indicators such as GDP, economic growth, per capita GDP, government national budget and its share in GDP, as well as other macro variables including unemployment rate, inflation rate, investment, national savings and relevant factors.

A- Gross Domestic Production

The GDP of country increased from 574,693 billion Rls. in 2000 (Third Development Plan of I.R. of Iran 2000-2004) up to 2,038,432 billion Rls. in 2006 with an average growth rate of 5.5% during the Third Development Plan. The economic growth rate has been 5.4% and 6.2% during 2004 and 2005 respectively. The per capita production mounted from 8,976 thousand Rls. in 2000 up to 28,916 thousand Rls. in 2006 with an average growth rate of 21.53% per annum.

Considering foreign currency parity rate, the per capita production augmented from US\$ 1,096 during 2000-2006 up to US\$ 3,198, i.e. three times as much.

Since within the same period, the GDP development has exceeded population growth rate on an average basis, the per capita development has also tripled, what implies improvement of economic welfare and capacities.

GDP & Economic Growth in Iran (2000-2006)

| | Tile | Unit | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|-----------------------------|-------------|---------|----------|----------|----------|----------|----------|----------|
| 1 | GDP(at current price) | Billion Rls | 574693 | 664620 | 917036 | 1095304 | 1384819 | 1687905 | 2038432 |
| 2 | GDP(at fixed price of 1997) | % | 320069 | 330565 | 355554 | 379838 | 398234 | 419706 | 445790 |
| 3 | Economic Growth | % | 4.9 | 3.3 | 7.5 | 6.8 | 4.8 | 5.4 | 6.2 |
| 4 | Population | In Thousand | 64219 | 65301 | 66300 | 67315 | 68345 | 69390 | 70496 |
| 5 | Per capita GDP | Billion Rls | 8976985 | 10177792 | 13831613 | 16271321 | 20262184 | 23324902 | 28915569 |
| 6 | US Dollar Rate | US\$ | 8190 | 8009 | 8019 | 8325 | 8719 | 9026 | 9042 |
| 7 | GDP (per capita US\$) | US\$ | 1096 | 1271 | 1725 | 1954 | 2324 | 2584 | 3198 |

The share of economic sectors in production and economic growth during this period is as follows:

Agricultural sector was responsible for about 13.8% of production. The share of industry and mine sector has been about 24% of production, oil and gas sector's share equal to 112% and the highest share belongs to service sector with a rate of about 51%. Also the ratio of fixed capital formation has been about 28% during the Third Development Plan (2000-2004) against 72% of personal consumption expenditures of which 10% is estimated as government consumption expenditures. Furthermore, the ratio of gross fixed capital formation to GDP increased from about 30% in the Third Development Plan (2000-2004) up to 35.7%, showing a rather favorable growth; the same ratio has been 35.7% and 36.2% in 2004 and 2005 respectively.

B- Government National Budget

Government budget, as the most important and comprehensive annual financial program, is a key instrument for implementation of monetary policies. The government plays both a direct and an indirect role in the national economy. The direct impact on economic growth is accomplished through supplying public goods and services including education, research, health care, social security, infrastructure and renovation, transportation and communication, which complement and lay the ground for presence of private sector. Its indirect role is practiced through boosting final product of private investment that provides required incentives for increasing investments and government expenditures supplement private investment.

Based on international standard classification of Government Finance Statistics (GFS), the government budget falls into categories of expenditure credits, (current credits)- ownership of capital assets (development credits) and financial assets ownership. The government national budget shows an average growth of 29.8% during 2000-2006, i.e. approximately 4.8 times as much within a period of six years. The ratio of current expenditures was 68%, development credits for 22% and about 10% for other expenditures. On the whole, government national budget constitutes 25% of GDP.

Within the past three decades, revenues from petroleum export had been a major resource of ensuring government budget. During 1981 to 2005, an average 47.2% of government's annual incomes have come from sales of crude oil, while national oil industry provides indirect income resources for the government. As a result, government reliance on petroleum supply was about 55%. Tax revenues amounted to about 26% of resources, and about 19% for other resources. Also, tax collections comprise 6% of the GDP.

Share of Tax & Non-Tax Incomes to Total Government National Budget

| Resource \ Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Oil & Gas | 55 | 58 | 44 | 48 | 62.5 | 54.3 |
| Tax | 33.5 | 32.5 | 22 | 25 | 25.7 | 28.5 |
| Other Resources | 11.5 | 9.5 | 34 | 27 | 11.8 | 17.2 |

Government National Budget
Categorized for Expenditure Credits- Capital & Financial Assets Ownership and Ratio to GDP

| | Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|----|--|--------|--------|--------|---------|---------|---------|---------|
| 1 | Government National Budget | 124796 | 156394 | 262950 | 276172 | 335693 | 470989 | 597743 |
| 2 | Expenditure Credits | 85865 | 105272 | 147572 | 178255 | 231923 | 330884 | 407512 |
| 3 | Capital Assets Ownership Credits | 22451 | 24910 | 52776 | 73780 | 72306 | 117638 | 176147 |
| 4 | Financial Assets Ownership Credits | 16480 | 26212 | 62602 | 24137 | 31464 | 22467 | 14084 |
| 5 | Ratio of Expenditure Credits to Total | 68.8 | 67.3 | 56.1 | 64.5 | 69.1 | 70.2 | 68.2 |
| 6 | Ratio of Capital Assets Ownership Credits to Total | 18 | 15.9 | 20 | 26.7 | 21.5 | 25 | 29.5 |
| 7 | Ratio of Financial Assets Ownership Credits to Total | 13.2 | 16.8 | 23.9 | 8.8 | 9.4 | 4.8 | 2.3 |
| 8 | GDP | 574693 | 664620 | 917036 | 1095304 | 1384819 | 1687905 | 2038432 |
| 9 | Ratio of Government National Budget to GDP | 21.7 | 23.5 | 28.6 | 25.2 | 24.2 | 27.9 | 29.3 |
| 10 | Government National Budget Annual Growth (%) | 16.2 | 25.3 | 68.1 | 5 | 21.5 | 40.3 | 26.9 |
| 11 | Growth in Expenditure Credits | 26.2 | 22.6 | 40.2 | 20.8 | 30.1 | 42.7 | 23.2 |
| 12 | Growth in Capital Assets | -17.5 | 10.9 | 111.8 | 39.8 | -2 | 62.7 | 49.7 |
| 13 | Growth in Credits of Financial Assets Ownership | ---- | 59 | 138.8 | -61.4 | 30.3 | -28.6 | -37.3 |

▣ Social Climate

The indicators of social welfare and income distribution, supportive measures, welfare facilities and social security in particular, and improvement of public welfare in general illustrate social climate of the country.

Social welfare developments are analyzed by Social Welfare Indicator. The figure of SWI has increased from 2,439 to 3,289 during the years 2000-2004 in terms of annual income increase and enhancing income distribution system. The SWI shows 5.8% of annual growth rate. Also, the ratio of the highest income deciles (the richest) to the lowest income deciles (the poorest) within the period of 2000-2004 records the figure 16.8, i.e. an annual 2.8% reduction rate.

The indicator diminished with 1.5% average rate in urban areas and 3.3% annual rate in rural communities. The ratio of the share of 20% wealthy social classes to 20% of low-income groups has increased from 10.1 in 2000 down to 9 in 2004. The Gini Coefficient has also shifted from about 0.43 to 0.417 during the same period. The variation trend is as follows:

Gini Coefficient during 2000-2004

| Category | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|----------|-------|-------|-------|-------|-------|-------|
| Total | 0.43 | 0.425 | 0.42 | 0.41 | 0.423 | 0.417 |
| Urban | 0.404 | 0.41 | 0.402 | 0.402 | 0.386 | 0.394 |
| Rural | 0.427 | 0.415 | 0.425 | 0.423 | 0.425 | 0.425 |

Source: Statistics Center of Iran

Some programs by Welfare Organization cover about 4.6 million people, such as organizing chronic mental patients and homeless children, conducting necessary trainings to prevent social harms and to reduce demand for illicit drugs and narcotics, supporting underprivileged households through constant financial, social and cultural assistance. Furthermore, health insurance supports 93.8% of population, about 21 million of which are villagers and almost 5 million of deprived local constituents receive health insurance services.

▣ General Review on Level of Development

1. HDI, MDG & Poverty

a. Human Development Index

Sustainable HDI is indicative of people's overall growth in achieving better living standards. Upgrading individuals' quality of life is a function of fundamental development of economic variables in terms of education and health. Nowadays, education plays a key role in human development. Economic and per capita income growths are determining factors in the progress of societies. In general, enhancement of human development depends on the capacity of acquiring knowledge, availability of living facilities, people's longevity and physical health. Iran has increased its HDI value from 0.725 in 2000 up to 0.77 in 2004. Currently, Iran is ranked among countries with a medium human development index and on the average, it has increased about one percent each year.

Study of Human Development Index, separately for each province, reveals that Tehran, Isfahan, Qazvin, Gilan, Fars and Yazd are classified in a higher position than other provinces in terms of privilege of better income, education and life expectancy indicators; whereas, Sistan & Balouchestan, Kordestan, West Azarbayjan, Lorestan, Ardebil, Kohkilouye & Boyer Ahmad have been placed at lower ranks. In general the education and life expectancy indicators are higher in the human development process of most provinces as compared to income indicator.

The low level of income in the provinces is an indicator of insufficient investment in various economic areas and poor living quality in those regions.

Components of Human Development Index in Iran 2000-2004

| Year | GDP Index | Education Index | Life Expectancy Index | Human Development Index | Growth Rate of Human Development Index |
|------|-----------|-----------------|-----------------------|-------------------------|--|
| 2000 | 0.68 | 0.729 | 0.767 | 0.725 | 0.27 |
| 2001 | 0.687 | 0.77 | 0.73 | 0.729 | 0.55 |
| 2002 | 0.697 | 0.82 | 0.735 | 0.741 | 1.6 |
| 2003 | 0.719 | 0.825 | 0.738 | 0.761 | 2.6 |
| 2004 | 0.722 | 0.846 | 0.742 | 0.77 | 1.2 |

Source: Management & Planning Organization
Dep. For Macro Economic Planning & Management

b. Human Poverty Index

Deprivation in living standards or having a minimum degree of social protection and facilities are among human poverty indicators.

Scarcity of standards of life is reckoned by non-weight average of access to safe drinking water and at-birth under-weight children up to the age of five years and the number of people dying before the age of forty. In Iran of 2002, the access to safe drinking water was 98.8% and 87.4% in urban and rural areas and the mortality rate of children under five was 28.6 in thousand nationwide and 27.7 and 30.2 in thousand in urban/ rural regions respectively. Percentage of individuals with no access to safe drinking water is about 5.4% in total population of the country. Based on the above coefficient and average, the deprivation degree in living standards for the whole country was about 4.13% in 2002.

Also, there is an income gap between urban / rural areas and a regional imbalance due to non availability of public facilities for low-income social groups. In Iran, the ratio of high-income deciles (the richest) is 30% to the total revenues and the ratio of low-income deciles (the poorest) is only 2%, i.e. the ratio of low-deciles to high-deciles groups is 15 times as much. Estimations reveal that in 2003, the percentage of households below absolute poverty line (to supply a minimum of 2300 Kilo-Calorie) was 12% in urban areas and 10% in rural areas (MDG Report).

c. MDG Indexes

The latest report on Millennium Development Goals in the Islamic Republic of Iran (2006) features the situation for the 8 predicted goals as follows:

- The percentage of country's population with an income lower than one dollar and two dollars had a descending trend during the recent years and decreased from 0.9% and 7.3% in 1999 to 0.2% and 3.1% in 2005 in the whole society. Also, the ratio of poverty gap was 0.1% on one dollar and 0.6% on two dollars in 2005.

Therefore, the total number of individuals seeking much-needed social supports had a decreasing trend during this period. Moreover, the percentage of population below food poverty line has decreased from 13.5% in 1999 to about 7% in 2005.

In terms of access to General Education, currently about 97.8% of official primary-school age population are receiving formal education and drop-out rate diminished down to 6.6%. The literacy rate of men and women aged 15-24 has reached 97% and 96% respectively.

With regard to boosting the indicator of gender parity and women empowerment, the ratio of female to male values in primary, secondary and higher education has reached to about 94.3%. The ratio of literate women to literate men of 15-24 age groups is about 99% in 2006. The women unemployment rate is usually more than that of men. In 2005, the unemployment rate was 16.7% and 9.4% for women and men respectively.

The decline of mortality rate among children, which is a result of extending coverage of “public health cares”, is considered a rather remarkable breakthrough. In other words, the death toll of children under five per thousand births has reduced to about 28.6 cases. The mortality rate of mothers per hundred live births has also decreased to 24.6 cases in 2005 and the ratio of deliveries by skilled people has increased to about 97.3%.

Concerning the environment protection indicators, about 11.9 million hectares, equal to 7.23% of country’s surface area, was identified as regions under protection in terms of bio-diversity, which is planned to be extended up to 10%. Furthermore, per capita carbon dioxide emission has augmented to 5,425 Kg. in 2005 with a constant growth rate; however, consumption of Ozone layer destructive materials shows a significant reduction of 5,420 T. in 1991 to 4457.2 T. in 2005.

2. Economic-Social & Health Indicators

a. Economic Indicators

Trend of changes of economic indicators in the country during 2000-2006 is as follows:

The economic growth average during 2000-2005 was about 5.4%. The share of agriculture sector in GDP was 13.4%, oil and gas sector 11.5%, industry and mine sector about 23.3%, and service sector with the highest share of about 51.8% of GDP. Also, the investment ratio to GDP increased with an ascending trend of 29.8% in 2000 up to 36.4% in 2005.

The government’s public budget allocations constitute of approximately 20% of GDP and the share of tax revenue sources to GDP is about 6%. The social welfare index during 2000-2005 increased to about 5.8% annually. Growth of per capita income on the one side and better income distribution on the other side have boosted social welfare index.

b. Social & Health Indicators

Health is one of the most vital social sectors. The major alterations for health indicators are:

Life expectancy increased from about 70 years to about 71.7 in 2004. The key factor for such trend is reduction of mortality rate of children under five (about 28.6 per thousand births); the physician ratio to thousand people reached about 1.13; the dentist ratio per ten thousand people equals to 2. The index of population ratio to total hospital beds was 605 people nationwide, and the population ratio to hospital beds in use was 726 people. In general, each health care center, either governmental or non-governmental, provides services for 8,613 people on the average. The vaccination coverage rate for children aged under one, for whom four vaccines are administered by the end

of age one, is more than 95%. About 97.3% of deliveries are performed by skilled experts.

- The social insurance coverage is about 67.1% of the population and about 93.8% are under health insurance coverage, 21 million of which are villagers and about 5 million are underprivileged people.

The net enrolment rate is 95.3% for primary education and about 82.3% of adult populations (aged 15 and over) are literate. The number of adult illiterate exceeds to about 9.3 million. In Iran, the ratio of students to thousand populations is about 37.8. The researchers' population indicator in one million is about 346. The cultural indicators during this period show a promising growth rate, in a way that the ratio of copies of the published book to the population is about 2.4. In the Islamic Republic of Iran, extensive religious activities and services are being performed; however due to unavailability of comprehensive statistics and information, no precise indicator could be offered.

The number of the internet users is around 6,600 thousand people, with an 86% annual growth rate on the average. Certain development indicators during the period of 2000-2006 are categorized in the under table:

Development Indicators during 2000-2006

| Category | Year | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|------|------|--|
| | 1990 | 1995 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | |
| Human Development Index | 0.65 | 0.693 | 0.725 | 0.729 | 0.741 | 0.761 | 0.77 | - | - | |
| Growth Rate | - | - | 0.27 | 0.55 | 1.01 | 2.4 | 1.2 | - | - | |
| Research & Development Expenditures in GDP | - | - | - | - | 0.38 | 0.5 | 0.47 | - | - | |
| Unemployment Rate | - | - | 14.25 | 14.2 | 12.8 | 11.4 | 12.4 | 11.5 | - | |
| Life Expectancy | - | - | 70.5 | 71 | 71.2 | 71.3 | 71.4 | 71.7 | - | |
| Death Toll of Children Aged 5 | - | - | 36 | - | 28.6 | - | - | - | - | |
| Access to safe Water | Urban | | 86 | - | 87.4 | - | - | - | - | |
| | Rural | | - | - | 98.8 | - | - | - | - | |
| GDP Index in HDI | - | - | 0.68 | 0.687 | 0.697 | 0.720 | 0.722 | - | - | |
| Education Indicator in HDI | - | - | 0.729 | 0.77 | 0.82 | 0.825 | 0.846 | - | - | |
| Life Expectancy Indicator in HDI | - | - | 0.767 | 0.73 | 0.735 | 0.738 | 0.742 | - | - | |
| Death toll of children aged under 1 per 1000 | - | - | 28.6 | - | - | - | - | - | - | |
| Adult Literacy Percentage | - | - | 76.5 | 77.5 | 78.4 | 79.4 | 80.2 | 81.4 | 82.3 | |

Source: Economic Annual Report of Management & Planning Organization

2- An Introduction to Iranian Education System

2-1- Education Development Process in Iran

2-2- Policies, Regulations, & Legislation of Compulsory Education

2-3- Education Structure (Formal & Non-Formal)

2-4- Education Financing

2-5- EFA Coordination Assessment

2- 1- Education Development Process in Iran

2-1-1- History of Education Development in Iran

2-1-2- National Education Progress since Jomtien Meeting

2-1-3- Government Policies on Financing Various Groups of Learners

2-1-4- ICT Application in Education

2-1-5- Education for Special & Vulnerable Groups:

- Education for Women & Girls**
- Children with Special Needs**
- Immigrants & Refugees of Crises and Incidents**
- Children Infected with HIV**



2-1 Education Development Process in Iran

2-1-1- History of Education Development in Iran

Education is the process designed for learning knowledge and skill as well as for teaching them. Education started since the creation of mankind on the earth, gradually evolved, and today it turned to be one of the fundamentals of societies' development. The role of Iranians in development of education is remarkable, in a way that Islamic civilization owes its prosperity to a great extent to Iranian instructors and teachers.

In prehistoric era, the younger used to learn ceremonies and traditions by following the grown-ups. The former could learn hunting and planting skills while accompanying the latter on work. In ancient civilizations, the priests and clerics used to receive special educations and teach others as well. In addition to knowing how to read, write and perform religious rituals, they were master in medicine and astronomy.

During Achaemenid period, formal education was specific to Zoroastrian priests, princesses and statesmen. However, in Zoroastrian religion, education is considered as important as life; therefore Iranian nationals used to teach ethics and practical skills to their children, following wisely words of Zoroaster. In those days fire-temples were used for formal education and Zoroasterian priests taught spiritual subjects as well as medicine, mathematics and astronomy.

In Sasanid period, Iranian culture and civilization were extended to the east and the west, but still for certain social groups. In that era, Jondi-Shapour University was established in Jondi-Shapour city as the most notable academic and educational center. Founded by Shapour Sassani, the city was prosperous by 4th Century after Islam. This university was a place for academic practice and discussions of Iranian scholars besides Indian, Greek and Roman scientists. When school of Athens was closed in 529 A.D, many Greek scholars immigrated to Jondi-Shapour. Also a hospital was constructed in the city at the time of Khosrow Anooshirvan, as a result of which Iranian, Greek and Indian medicine flourished in the country.

Upon triumph of Arabs over Sassanid army, the Sassanid Dynasty was overthrown and formal education was no longer monopolized by the rich accordingly. It was the start of a new era when Islamic education substituted for Zoroastrian instructions. Teaching of Koran, Arabic language, and norms and ramification of new jurisprudence became prevalent in the mosque. Little by little, Pahlavi handwriting and language replaced with Arabic language. The books in Pahlavi, consisting of produced and collected knowledge from various civilizations in Jondi-Shapour were translated in Arabic. Muslims initiated building schools besides mosques. Examples of such schools built after 3rd Century A.H, were still working for centuries later in Neishapour, Balkh, Herat and Bukhara. Education was gratis in those schools and even the trainees could receive some sorts of grants.

During Safavid Rule, Education and training was overshadowed by religious ideology and beliefs that was the most powerful factor for cultural unity. A few children aged 7 to 12 were able to study in old-fashioned schools. They could then continue their studies in other schools, offering higher education. Usually, this involved leaving home and family, what was almost impossible for most children of average social classes. However, as it was put earlier, fine arts and works of arts, including carpet weaving, gold embroidery, tile-works, architecture, wood and metal works, gilding and calligraphy were more in vogue than in the past. They were taught through teacher-student system, since there was no technical and vocational schools for formal training of such skills.

Establishment of school of Dar al-Fonoon (Adobe of Arts) in 1268 A.H, i.e 13 days after assassination of its founder, Amir Kabiir, is considered an effective step taken in development of new Iranian system of education. It should be acknowledged that foundation of such school at secondary and higher education stages and financing its establishment, maintenance and management by federal government was unprecedented in the history of our ancient education. Since then, the federal government of Iran made its utmost effort to promote education and training.

The beginning of Constitutional Government and the Legislative Power was a start for state-run and private schools to be established by the government and the ratification of Compulsory Education Act. Furthermore, General Education in urban / rural areas was underscored by approval of a set of regulations. Consequently, development of education system was based on legislation and experienced different stages.

- In 1911, the Education Constitution was passed by the second parliament. The above Act was the country's most comprehensive legislation on education within the Constitutional Government, included 28 Articles. Due to its major role in enhancement of education and development of schools at the time, some of its Articles are mentioned here:

Article 1: School is an institution designed for scientific, moral, and physical education of children and young persons.

Article 2: The Ministry of Culture is in charge of defining the curriculum of schools.

Article 3: Primary education is Compulsory for all Iranian nationals.

Article 5: It must be emphasized that all parents are obliged to urge their children to primary education by the age of seven, either at home or at school.

Article 8: Schools are classified into two official and non-official institutions. Official refers to schools established by government and non-official schools by private founder.

Article 18: The Ministry of Culture is obliged to specify educational degrees and to issue certificate for each degree through examinations, since serving at governmental organizations is subject to holding an education certificate.

Article 20: It should be emphasized that one or several primary and secondary schools must be established in cities and villages based on demographic trend, requirements and financial capabilities.

Article 21: Higher education institutes must be established in Tehran and major cities.

Article 24: The expenditures of non-gratis governmental schools are financed from tuition fees paid by students and the remaining portion, if any, is ensured by the government.

Article 28: Physical punishments are forbidden in schools.

- In 1921, the Act of Culture Supreme Council was ratified by the parliament. It was assigned with adopting schools' affairs including educational planning, conducting examinations and issuing certificate. Since then, the responsibility of running all cultural organizations and drawing up educational programs were transferred to the Ministry of Culture and Culture Supreme Council.
- In 1928, the Act of Dispatching Students to Overseas Universities was approved, based on which one hundred students, every year for 6 consecutive years could study modern sciences and technologies in various majors such as natural, engineering, mathematical and medical sciences; to this end, the Ministry of Education could select top graduates of higher secondary education. The approval of this Act was an important move to train expert and educated workforce for technical, scientific and cultural needs of the country.
- In March 1934, the Teacher's Training Act was approved, by virtue of which 25 colleges for training primary teachers were established all over the country. To enact this law, the government formally assumed the duty of teachers' training. Besides that, since the Culture Constitution had stipulated that teachers must hold official certificate from Ministry of Culture (now Ministry of Education), Tehran Teachers' Training College initiated training high school teachers. The Act deals with teachers' recruitment method, their promotion and retirement systems, and refers to teachers as official service providers of the country.
- In 1934, the University Establishment Act was approved. Based on the 2nd Article of this Act, all education centers, later called faculty, would constitute a university.
- In 1943, the Act of Compulsory Education was passed by the then National Consultative Parliament, on the strength of which the primary education was introduced within two years to the whole country on a compulsory and public basis.
- In 1949, the Primary Four Year Plan was approved by Culture Supreme Council. Based on this plan, primary course was designed in four years for villages and in six years for cities.
- In 1951, primary education was designed in six years for both rural and urban areas with the school entrance age of full six years.
- During 1948-1955, i.e. the First Development Plan, all primary and secondary programs were revised.

The amended program refers to 6-year primary education as follows:
The education system for children must be designed for their physical strengthening, acquisitions of good manner and nice habits, right judgment, discipline and order in thinking and expression. The educational materials should be selected and adopted in a way that satisfy the future and basic needs of students as well as develop their intellectual and mental powers.

During the years of study, the secondary education curricula titled as “Public Secondary Education” have been revised. Such studies aimed at acquiring one branch of knowledge and public information or skills that could help the graduates of secondary education in one way or another.

- In 1957, the technical and vocational education received special attention by the Second Development Plan; particularly, since the beginning of the Third Development Plan, the educational planning was considered on a gradual basis. At the time, education was based on a non-integrated planning process. There were a few educational activities, specially on long-term program basis. Finally, under impression of global development, the issue of adopting long-term economic-social development programs and consequently, educational planning was no longer a need but a necessity.
- In 1960, by virtue of Technical Teachers Employment Act, the government was authorized to recruit graduates of agriculture teacher’s colleges and technical schools with a teaching grade and agricultural and industrial engineers with a high school teaching grade; furthermore, to consider special privileges in order to attract educated manpower.
- In 1962, Primary Education General Office and Training Research Center of Ministry of Education developed a long-term educational plan under title of “20-Year Plan for Public & Compulsory Primary Education in Iran”, which was presented in Bangkok Conference. Ministry of Education committed itself to accomplish the plan and to initiate preparatory measures.

In October 1962, in order to supply the required primary school teachers, particularly in rural areas, the government was obliged to assign draftees of military service to teach in the villages. The plan was named Literacy Corps. It was rather a success in quantitative development of education, particularly at primary level in the underprivileged and rural regions; however, due to the multiplicity and diversity of villages, prevalence of illiteracy and lack of basic living facilities for young teachers within these areas, finally the unfair budget allocation for primary education, the children of the deprived social classes, particularly the villagers, as country’s wealth generator of those years, were denied of needed facilities of education.

- In 1966, with the establishment of Technical & Vocational Education Coordination Council, composed of representatives from Ministry of

Education, Ministry of Labor & Social Affairs, Social Services Organization and National Oil Company, serious efforts have been taken to develop technical schools and vocational institutions.

- In December 1964 and February 1967, by virtue of two legislations on dissociation of Ministries, the Ministry of Culture was divided into three Ministries:

- 1) Ministry of Education assumed the duty of General Education,
- 2) Ministry of Science & Higher Education was assigned to higher education and scientific research, and
- 3) Ministry of Culture & Art undertook protection and development of cultural heritage (fine arts, archeological, historical and national works, libraries and museum). Furthermore, the affairs relating to endowments and physical education were delegated to an organization, affiliated to the Prime Minister's Office. New education plan was adopted and upon approval, it was implemented in the Education Supreme Council. Based on this, the structure, goals, principles and contents of education were revised and renovated, the major transformations of which are as follows:

- A) The new Education Plan specified six social, economic, political, cultural, and spiritual as well as intellectual and physical training goals as public and general goals of education. For each educational course, and based on mental maturity conditions, and individual and social requirements of students, special goals have been set.

- B) General Education, within the context of new education system, was extended from six up to eight years. This period, in turn, was categorized into two five-year and three-year education programs, namely the primary education and lower secondary education. Also, under the plan a four-year upper secondary education was developed. As an internal classification, this level of study was divided into theoretical and technical (practical), both including pre-defined programs, being implemented on a parallel basis. Every student, successfully completing three-year lower secondary education, was eligible to promote to upper secondary course, while choosing one out of two Educational branches.

Technical (practical) upper secondary Education, consisting of three "Industries", "Services" and "Agriculture" fields of study, was assigned to train workforce needed by various sectors of industries, agriculture and rural crafts, as well as administrative and technical services.

Theoretical upper secondary education divided into two fields of “Sciences” and “Literature & Humanities” since the first year and the last three years of the field of sciences divided into two fields of “Physics” and “Experimental Sciences”, whereas literature & humanities divided into two other fields of “Culture & Literature” and “Social & Economic Sciences”.

C) In the new educational curriculum of 1965, modest transformations were happened to make education system comply with modern sciences and techniques and to reflect them in the curricula in order to maximize outputs, as compared to the formal curriculum. Changes limited to increasing school working hours and study activities or including certain topics (sciences, social knowledge, art and hand-made objects) in the primary curricula or prolonging hours of teaching mathematics and sciences to ensure much of the requirements for specialized material in upper secondary education programs. As a result, the curricula were unable to satisfy needs of society or to establish a harmony with social, economic and technical requirements. Therefore, the education system failed to play the role of a social pioneer or as a reform instrument for the whole country to enhance public welfare.

- In 1966, the Act on Establishment of Supreme Council, comprising (9) Articles and (5) Notes, was passed by the Legislative Power, and upon developing its by-law and executive arrangements, it entered into force in 1968, upon effect of which, all the approvals by Culture Supreme Council (established by virtue of the Law of 1921 and worked until 1967) were in force as long as not amended by Education Supreme Council. The key approval of the council was to develop school programs within the scope of responsibilities of Ministry of Education. These programs included ratification of school general by-law, examination by-law, educational institutions' articles of association, determining schools' tuition fee, verification of textbooks with approved educational syllabi, and permit issuance for establishment of private schools.
- In 1969, the Act on Regional Education Council was approved. It is considered the first step towards decentralization of certain educational affairs. The act charged Ministry of Education with the duty to provide people of each region with education-related financial and administrative facilities through establishment of regional education council.

- The beginning of 1970's witnessed an increase on education budget and credits, aiming at illiteracy eradication, developing schools, primary and lower secondary schools in particular, and expanding specialized educational branches within technical and vocational schools and universities.
- In 1971, correspondence distance learning was initiated for the first time at higher education level. To this end, Faculty of Correspondence Learning was established in University of Abou Reyhan Birouni, offering four majors.
- In 1973, the second university was established on a distance learning basis, "Iran Open University", a replica of Open University in UK. The objective was to promote distance learning and to augment admission capacity by higher education system to train qualified educated manpower.
- In 1974-1975, upper secondary education was classified into three branches: 1) Theoretical upper secondary, 2) Technical & Vocational upper secondary, and 3) Comprehensive upper secondary.
- In 1975, primary education general office developed a plan on formation of one-year nursery classes, what required conducting one-year infant and toddler development courses to train nursery teachers. Nursery classes gradually developed in various parts of the country, particularly in bi-lingual regions; since then, they turned to be an effective instrument in preparing children for school education.
- In 1979, by victory of Islamic Revolution, extensive studies and brainstorming were commenced to find solution for education problems, whereby numerous amendatory plans were recommended on goal, structure and content of education system. Secretariat of Education Supreme Council made some efforts during 1979 and 1980 so as to pave the ground for implementation of such plans.
- In December 1984, Cultural Revolution High Council was formed in the early post revolution era, recruiting its membership full capacity; it started adopting principles, goals and country's major educational, cultural, research and academic policies.
- In February 1985, National Planning Supreme Council was established. It consists of 8 Planning Groups, 68 Thematic Committees, 45 Sub-committees and 5 Standing Commissions with more than 570 official members. The council undertook the duty of educational and research planning at higher education level and in all university programs and various fields of study, as well as reforming, amending and revising education and research programs, regulations and provisions, criterion on recruiting faculty members and students, developing new educational and research fields and courses in the universities.
- In 1985 after a period of monitoring and assessment, Ministry of Education suggested the "Council of Education System Fundamental Reform" to be assigned to carry out necessary studies and to present

education system fundamental plan, based on the Constitution of Islamic Republic. In February 1988, after two years of studies and reaping the benefits of international experiences on empowering an efficient education system, the council prepared the plan on generalities of education system, conducted a survey from country's academics in 1988, and submitted it to the Cultural Revolution Supreme Council for examination and approval. The plan includes five sections as follows:

The first section examines fundamentals of Islamic education and training;
The second section explains general goals of Islamic education and training;
The third section studies governing principles of education system;
The fourth section presents new structure and organization of education system; and
The fifth section introduces executive modes of education system plan.

According to the plan above, the educational levels based on pattern $2+5+2+3=12$ are as follows:

1. General Education program for a period of 9 years, consisting of three levels of basic, fundamentals and guidance.
2. Inclusive applied-scientific education program, the term of which varies according to the field of study; here, the former is divided into two major orientations:
 - a) Inclusive upper secondary branch for a full time three-year period.
 - b) Vocational branch, the duration of which is decided in terms of type and degree of skills. Such educations aim at training workforce for manufacturing, industrial and service sectors as technicians and skilled workers.
 - In 1989, Cultural Revolution Supreme Council obliged Minister of Education to establish a team of education and training experts to adopt detailed plans on changing education system. The team presided by Minister of Education and delegated the following seven technical commissions to draw up mentioned plans:
 1. Pre-primary & Primary Commission;
 2. Lower Secondary Commission;
 3. Inclusive and Technical-Vocational Upper Secondary Commission;
 4. Recruitment & Human Resource Training Commission;
 5. Administrative & Organizational Commission;
 6. Planning & Development Commission;
 7. Training Activities Commission.
 - In 1991, the experimental plans of upper secondary education new system were implemented. In 1992, the first grade of all upper secondary branches was performed on a trial basis. 1993, the same plan was practiced for all branches and fields of study and in 1994, the new upper secondary education continued its pilot project for the 1st, 2nd and 3rd grades of all branches. During 1995, 1996, and 1998, the new upper secondary plan was gradually completed everywhere. Finally, in 1998, the pre-university course, the extended associate

degree course and generalizing General Education program were launched in the country.

In 2002, upon proposing Educational Reforms Engineering Plan, a group of education and training experts and professionals initiated an on-going study to develop the plan. In 2007, pursuant to the remarks by Supreme Leader on necessity for evolving Education system, the Fundamental Development Headquarters was established in Ministry of Education.

2-1-2- National Education Progress since Jomtien Meeting (1990) to Dakar Meeting

Since Jomtien Conference, Islamic Republic of Iran has made real efforts to accomplish the commitments of Education For All Plan. The achievements during the years of program have contributed to ascending trend of indicators for each target groups.

In **Pre-Primary Education**, the percentage of first grade students who have completed one-year pre-primary program shows a drastic increase; i.e. the above indicator reached from 15.2% in 1991-92 to 18.4% and 43.5% during school years 2000-01 and 2006-07 respectively. Among factors for such increase are:

- Developing one-year nursery centers by community participation and non-for-profit contributions;
- Exploiting vacant places in primary schools for children at nursery programs;

In **Primary Education**, trend of accessibility indicators is promising too. The net intake rate for the first grade of primary education grew from 91.2% in 1991-92 up to 92.8% in 2000-01 and 95.3% during 2006-07. Also, the gross intake rate for the first grade of primary education reached from 119.2% in 1991-92 up to 107.9% in 2000-01 and 112.2% during 2006-07.

The net enrolment ratio increased from 95.7% in 1991-92 up to 95.9% and 97.8% during 2000-01 and 2006-07 respectively. The gross enrolment ratio shows a descending trend; i.e. from 109.4% in 1991-92 decreased to 108.7% in 2000-01 and 104% during 2006-07.

The percentage of female students from total grew from 46.6% in 1991-92 up to 47.6% in 2000-01 and 48.4% during 2006-07.

The figures reveal a favorable trend of accessibility indicator for primary education during the years of plan, the reasons of which are:

- Holding classrooms in the underprivileged, remote and inaccessible areas;
- Launching programs to enroll out-of-school children at school age, particularly girl population;
- Developing free educational services such as stationery, textbooks and clothing for students in need;
- Carrying out promotional activities to enhance the awareness and culture of parents;
- Amending examinations' by-laws to extend students' survival rate.

The pupil-class ratio shows a decreasing trend from 30 pupils in 1991-92 down to 25.19 and 20.9 pupils during 2000-01 and 2006-07. The causes of such decrease are explained by a negative population growth rate, shrinkage of student population, development of educational spaces and private schools.

The pupil-teacher ratio has also decreased from 35.5 students in 1991-92 to 25.16 in 2000-01 and 21.8 students in 2006-07. The indicator of teachers with university qualifications has remarkably increased due to measures taken during the recent years to promote teachers' educational degree

so as from 22.1% in 1991-92, it reached up to 43.79% and 61.36% during 2000-01 and 2006-2007. The main reasons for such increase are attributed to facilities provided by Ministry of Education in the form of in-service courses as well as bachelor's degree programs.

In **Lower Secondary**, the trend of indicators kept growing during the years of plan so as the accessibility indicator recorded a noticeable growth. The net intake rate increase from 55.26% in 1991-92 up to 78.4% and 84.9% during 2000-01 and 2006-07. Also the gross intake rate increased from 79.05% in 1991-92 to 103.6% in 2000-01 and 98.7% during 2006-07. Ratio of girls to total population increased from 42.1% in 1991-92 up to 45.3% and 46.66% during 2000-01 and 2006-07 respectively.

Generally, the improvement of accessibility indicators for lower secondary Education is a result of developing schools (boarding schools, central-village schools, and central dormitory), organizing primary schools' annexed classes, briefing and promotional activities to enhance parents' awareness and level of culture.

The pupil-class ratio and pupil-teacher ratio shows favorable trend during the years of plan. The average of pupil per class from 32.5 students in 1991-92 decreased to 29.5 students in 2000-01 and 23.9 students in 2006-07. Furthermore, the average of pupil per teacher shows a decreasing trend of 29.2 students in 1991-92 down to 27.5 and 21.8 students during 2000-01 and 2006-07 respectively.

To encourage teachers to upgrade their educational degrees during the years of plan, important policies have been implemented, so as the indicator of teachers with university qualifications significantly increased and the percentage of teachers holding associate degree grew from 88.4% in 1991-92 to 97% in 2000-01 and 98% in 2006-07. Meanwhile, the percentage of teachers with bachelor's degree and higher reached from 27.04% in 2000-01 up to 48.55% in 2006-07. The main reason for such growth lies in facilities available for continuous studies of teachers.

In **theoretical upper secondary, pre-university, technical & vocational and Kar-o-Danesh (work & Knowledge) (Kar-o-Danesh) education**, indicators suggest a promising and favorable situation in terms of gross enrolment ratio for theoretical upper secondary and pre-university increasing from 68.7% in 2000-01 up to 60.9% in 2006-07. While the indicator for technical & vocational and Kar-o-Danesh (work & Knowledge) programs were 28.35% and 22.90% during 2000-01 and 2006-07 respectively.

The ratio of female students per total for theoretical upper secondary and pre-university reached from 44.75% in 2000-01 up to 50.30% in 2006-07. The same indicator for technical & vocational upper secondary and Kar-o-Danesh (work & Knowledge) programs increased from 36.89% in 2000-01 to 37.76% in 2006-07.

The percentage of teachers with academic qualifications at theoretical upper secondary and pre-university shows a rather desirable growth so as increased from 89.73% in 2000-01 up to 92.80% in 2006-07.

The pupil-class ratio for theoretical upper secondary and pre-university course was favorable and from 30 students in 2000-01 decreased to 23.5 students in 2006-07. The same situation exists for pupils-teacher ratio with 29.3 students in 2000-01 down to 21.6 students in 2006-07.

The Literacy and Adult Education were received special attention. Literacy indicators increased during the years of study, owing to effective measures by Literacy Champagne Organization with the collaboration of other organizations and institutions. The literacy rate of population (aged 15 and over) increased from 65.2% in 1991-92 up to 76.52% and 82.33% during 2000-01 and 2006-07 respectively. Also the literacy rate of population (aged 15-24) grew from 86.6% in 1991-92 to 94.33% in 2000-01 and 96.65% in 2006-07.

On the whole, the Islamic Republic of Iran strengthened its national resolve to accomplish Dakar Commitments (implementation of Education For All) by Ministry of Education and all relevant organizations and ministries, the manifestation of which is appreciated in growing indicators of the plan during the years of study, manifesting national will and efforts of all stakeholders in achieving the goals.

2-1-3- Government Policies on Financing Various Groups of Learners

Education For All up to the end of upper secondary education is recognized as a public right by Islamic Republic of Iran and the Government is duty bound to guarantee free education for all. This issue has been stipulated in Articles (3) and (30) of the Constitution. Furthermore, the goals and duties of Ministry of Education, in Para (6) of the Law underscores ensuring free Education for all Iranian nationals up to the end of upper secondary Education. The Ministry of Education has also been assigned with the duty to help the least-able individuals with impaired capacities and other groups with special needs with developing and reinforcing school for special children. Undoubtedly, the government's arrangements at the first phase are to ensure free Education for all, regardless of gender, regional, ethnical and language background. Since the government finances almost 95% of total expenditures on education of various courses, its role and share in covering public expenditures on education is quite evident.

Primary schools are constructed in almost all urban /rural areas for children of isolated and poor regions with government financing arrangements. Also, boarding schools, central-village schools and/or central dormitory have been established to develop lower and upper secondary education for rural and nomad students. Generally, the education system of Islamic Republic of Iran has adopted different means and ways to facilitate access of all school-age population, proportionate to the circumstances governing in each region, while covering expenditures on education with full capacity. Another incentive to increase education intake and access rate is one serving of free food for more than 3 million underprivileged children.

Moreover, textbooks and certain required materials for study, including stationery and clothing are provided for the deprived regions. Over 15 million students, since the first grade of primary to upper secondary education, receive low-price textbooks, cheaper than market prices. In other words, the government pays enormous amounts of textbook and stationery subsidies for students; furthermore, supportive organizations including Welfare Organization and Imam Khomeini Relief Committee make generous donations to unattended children each year to make education more accessible.

2-1-4- ICT Application in Education

Pursuant to enforcing EFA strategies, in line with educational general policies, I.R. of Iran Ministry of Education, adopted ICT Strategic Plan, to launch Electronic Government, while developing educational programs for teachers and MOE employees on IT skills and to initiate these programs in the education departments of provinces. Consequently, the ICT seven skills education, within the context of 7 educational programs has been conducted within 130 hours for MOE teaching staff and educational personnel since 2003, utilizing internal feasibilities and external facilities of educational institutions. Also, parts of trainings by these schools are web-based education since the establishment of more than 216 distance learning centers, in line with EFA Plan. Granting permit for awarding of ICDL certificate is specially designed to this end. Statistics reveal that more than one million MOE teachers and employees attended ICDL training

courses since January 2005. The above trainings are continuous to provide required computer skills for all directors, teachers, experts and employees.

Heads of education general offices in provinces also benefited from various training courses to accomplish its policies, MOE initiated equipping schools with labs and computer facilities, leading to supplying teachers' training colleges with computer sites in order to render educational services to students as well as MOE teaching staffs and educational personnel. At the ministerial level, various plans such as Organizational Informatics Architecture Plan, Integrated Portal, and web-based environment design for integrating and facilitating information exchange have been carried out at ministerial, provincial and district levels.

Fulfilled Plans & Programs

❑ Short-Term Virtual In-Service Training Courses

The teachers' in-service training courses on virtual basis was an important MOE agenda item due to relative increased number of personnel and dispersion of work and living places on the one hand, and provision of ICT facilities on the other hand. Since 2003, part of virtual in-service trainings has been conducted.

❑ Electronic Educations Development by Teachers

To train experts of e-content production, special training programs have been developed for teachers and instructors. Upon completion of the course, each province has at least a 4-member team of instructors, capable of producing e-content.

❑ Teachers' Distance Learning Aides by I.R. of Iran Broadcast Organization

MOE has prepared educational programs, "Teaching Methods", as distance learning program for teachers and started its distribution through national education TV channel since 2003.

❑ Web Site

All education departments have launched their web sites, as well as Local Area Network for all provinces, while MOE implemented various relevant projects such as:

- Computer information database of Roshd Magazine: www.roshdmag.org
- Computer information database of Roshd Educational Reviews: www.Samanketab.com
- Electronic Education system with over 14 subjects of upper secondary course and Olympiad Websites of mathematics, physics, chemistry, computer and biology.
- Teachers' Virtual Club

❑ National Schools Network (Roshd Website)

- Ever-increasing development of modern technologies such as computer and communication networks in Education. The high frequency of computer applications (including: high capacity data saving, high speed data analysis, powerful search engine and data retrieving in real-time, too much flexibility of computer programs, student-to-student or student-to-teacher communication via electronic mail) facilities in Education and more and better learning by trainees.
- Launching and developing Roshd Website including a Central 200-Phone-line System, an exclusive internet 64-phone-line service

system for MOE directors, providing 19 districts with Roshd Website, connection to Roshd central site and launching VPN in 19 districts, launching Roshd central website in provinces of Boushehr, Yazd, Fars, Kohkilouye & Boyer Ahmad, leading to start up of a broad information network in www.roshdmag.ir.

■ Mobile Technology Plan in Tribal Areas

With regard to deprivation of tribal areas to have access to educational facilities and integrated theoretical and practical education programs, the mobile technology plan was designed to offer equal educational and training opportunities, and to make lab, workshop, and audio-visual materials available for students. The plan consists of a well-equipped vehicle with audio-visual, lab and workshop facilities, along with an education manual. It refers to school, within a predicted timetable and assists students to take advantage of educational materials and equipments in better learning subjects and to some extent, compensating the absence of educational facilities in teaching-learning process by teacher.

2-1-5- Education for Special & Vulnerable Groups

■ State of Education for Girls & Women

Underlining Article (30) of the Constitution, I.R. of Iran education system believes that all Iranian children have the right to enjoy education up to the end of upper secondary program. Therefore, Ministry of Education is obliged to make education available for all children and young people. The rules, regulations, policies and strategies adopted in the field of compulsory education, lay great stress on fair and equal access of girls and boys to education. Through entry into force of such rules and policies, and by investigating the performance during the period of study, it is reviewed that the gender parity index in the intake rate, net and gross enrolment rate, transition rate from primary to lower secondary and to upper secondary education, survival rate by primary first grade to fifth grade for literate adults aged 15-24 and 15 years of age and over shows an increasing trend, indicating favorable situation for girls and women to enroll and to continue their studies. (The increasing trend of gender parity rate is fully defined in the Fifth Goal “elimination of gender disparity”. The main reasons for such increasing trend are allocation of female teacher for girl classes, separation of mixed classes to independent girl and boy classes as much as possible, setting up central-village schools, boarding schools, central dormitory, introducing flexibility in teaching methods and covering school-age individuals by distance learning method, correspondence education and media education. As far as literacy education is concerned, incorporating applied knowledge and basic life skills into literacy education in Community Learning Centers (CLC) have been effective in growing women’s literacy rate. As per national census of 2006, 82% of the total population aged 15 and over are literate, with 87% male population and 77% female population. The gender parity index of literacy rate is about 89%.

■ Children with Special Needs

In order to take care of children with special needs, the Ministry of Education established “Special Education Organization” as an autonomous body to enroll and educate trainable children and teenagers with special needs. The children classified in seven groups of blind, visually impaired, deaf, hearing impaired, mentally handicapped, learning-disabled, physically handicapped, behaviorally disordered and children with multiple disabilities are enrolled in pre-

primary, primary, lower and upper secondary education. As a result, MOE covered a population of more than 67,882 students at special Education in 2006. Also, through implementation of integrated-inclusive education, part of special students has been covered by ordinary schools and classrooms (19,693 students in 2006).

Special Education Organization has designated and accomplished several plans to identify, enroll and prolong school life expectancy, as well as quality and quantity enhancement of special educations, some of which are explained briefly in the chapter of special children.

■ **Flow of Immigrants & Refugees of Crises & Incidences**

▷ **Iran at the Risk of Various Incidences(Natural Disasters & Instable Neighboring Countries)**

Islamic Republic of Iran, stretched in an area of over 1,648,000 Sq.Km (17th country of the world by measure) with a population of 70,495,000 located in the Southwest of Asia, the Middle East Region. The total length of Iranian boundaries extending to about 8,865 Km., of which 2,810 Km. is marine border and 6,055 Km. land border. The boundaries of the country marks the limits with Turkmenistan Republic, Caspian Sea, Azarbayjan and Armenia Republic in the North, Afghanistan and Pakistan in the East, Sea of Oman and Persian Gulf in the South, Iraq and Turkey in the West. Iran shares 9 joint frontiers, including marine borders.

Based on the latest country divisions in January 2007, Iran has 30 provinces, 336 cities, 889 districts, 1,016 towns and 2,400 villages.

The geographical map of Iran shows 13 provinces of the country possessing joint land borders with neighbor countries.

Long joint borders on the one hand and outbreak of 5 major wars, civil conflicts and clashes in some neighboring countries during a period of 3 decades have brought about hundreds of thousands refugees seeking shelter and protection in Iran.

Moreover, the natural and ecological particulars of the country, and being placed on a seismic belt, contributes to incidence of frequent devastating earthquakes and ravaging floods in parts of the country. The world seismology map shows that earthquake is a frequent occurrence in certain regions of the globe, known as seismic regions or active seismic belt on the globe. The most important active seismic belt on the globe are the edges of Pacific Ocean, Alp seismic belt in Himalaya, extended on the world youngest mountains of Alp, Alborz, Zagros and Himalaya.

The same data reveals that most parts of Iran are under threat of very strong or with average severity earthquakes. From 1977 to 2006 (during the past 30 years), at least 10 horrific earthquakes measuring 6.2 to 7.7 on the Richter scale happened in Bandar Abbas, Tabas, north of Qa'en, Kerman, Roudbar, Qa'emat, Ardebil villages, Bam and Lorestan. Other natural calamities such as flood in Golestan, Mazandaran, Balouchestan and... during the past decades should not be disregarded too.

The country sustained heavy irreparable losses of human assets, damages on the economy, devastation of scientific, cultural, historical and educational infrastructures, a situation demanding enormous resources for renovation and reconstruction.

▷ **Crisis Management Headquarters**

To encounter crisis and phenomena such as refugees and earthquakes, extensive measures have been introduced by governmental and non-governmental organizations and institutions; however, the vast range of losses, adding further complication to the situation, urged the government to establish two specialized centers at national level to encounter and manage such crises.

* Unexpected Disasters' Headquarters was the first center launched in the Ministry of the Interior to study, measure the extent of vulnerability, to prevent, rescue, reconstruct and renovate regions stricken by unexpected catastrophes such as flood, earthquake, drought, fire... This move was followed by establishment of other similar headquarters at the center of provinces, as well as Crisis Prevention & Management Organization of Tehran in the Municipality. Pursuant to these measures, and by developing about one thousand urban crisis management bases for prevention of calamities, emergency services are also followed as an ongoing move in other metropolises and cities of the country.

* To centralize and regulate the aliens' affairs (refugees, immigrants and foreign citizens, holding passport) on the issues of entry into country, settlement, expulsion, employment, education, health and treatment, and international relations, the "Alien Coordination & Administration Council" was established on strength of provisions 180 of the Law on the Third Economic & Social Development Plan (2000-2004), chaired by Minister of the Interior and membership of Ministers of Education, Intelligence, Foreign Affairs, Labor & Social Affairs, Health, Treatment & Medical Education, Head of Plan & Budget Organization, Secretary of National Security Council, Commander of Disciplinary Forces, and Chairman of the Red Crescent Society, and its executive by-laws were prepared and notified to the concerned ministries and organizations. Since then, crisis control and management and other events such as entry of refugees, earthquake, flood and ... are being addressed by the two above entities.

From 2000-2006, tens of thousands of refugees, seeking asylum and occurrence of terrible earthquake in the city of Bam, have been the two major incidences in the country. Therefore, the measures taken for these two cases are included in this report.

▷ **Iran & Refuge Seekers**

Outbreak of internecine warfare of Afghanistan in 1979 and reckless offence of the then Iraqi administration against people of north of Afghanistan towards the end of Iran-Iraq war in 1989 explains the movement of tens of thousands of refugees to Iran.

Right after this, the region witnessed several major conflicts including invasion of Iraq against Kuwait, Persian Gulf clashes, and assault of some countries mounted against Afghanistan and Iraq under pretext of September 11 terror attack, as a result of which, unprecedented number of Afghani and Iraqi refugees entered the country.

Based on existing documents, the key reasons for such huge wave of immigration are:

Abundant job market and variety of occupations, extended joint borders easy to frequent, common religion, culture and language (in some cases), mixed marriages of Iranians with the nationals of the above countries, and supports of Iranian Government and its Muslim nation for war refugees and victims as one of its major duties and commitments.

▷ **International Organizations & Issue of Refugees**

Islamic Republic of Iran has never sought supports of international organizations for refugees since 1982, whereas it continued the policy of welcoming refugees to the country. But the burden of refugees, particularly on economic structures, has been doubled and has confined the capacities of development and infrastructures for sustainable economic prosperity, since refugees are entitled to utilize most of I.R. of Iran's subsidized services of health care, education, basic food stuff, water, electricity, transportation and... quite identical to Iranian citizens. This helped

them to fully mingle with Iranian society and to freely choose the place of domicile across the country. The officially registered refugees receive Refugee ID card with education and work permit. All this drew the attention of the world community to the issue of refugees in Iran and launching emergency aids such as food and tent for refugees in Iran. UNHCR adopted programs for helping refugees in 1985. It basically supplemented Iranian Government's plan for refugees, and most importantly, to back up refugees relief projects and to upgrade their living standards. Until 1983, Iranian Government received no assistance from international community to support refugees. From 1983 to 1986, UNHCR developed programs for attracting foreign aids, and since 1986, after performing an assessment on various needs of refugees, the Local Settlement Plan was adopted to help refugees with health care, education, safe drinking water, income generation and so on, basically focusing on rural areas and refugees over-crowded provinces of the country. Within the past 3 years, UNHCR has accomplished the following measures, within the framework of a contract with Ministry of Education:

- 1- Construction of 10 schools for Afghan students in Tehran, Sistan & Balouchestan, and Khorasan provinces;
- 2- Medical examination of Afghan and Iraqi students, based in refugee camps within a period of 5 consecutive years;
- 3- Providing Afghan and Iraqi students with stationeries for the past 4 years;
- 4- Equipment of classrooms for Afghan and Iraqi citizens (in and out of refugee camps);
- 5- Conducting technical and vocational trainings for 2000 Afghan nationals in Khorasan and...

Although the efforts by UNHCR to support the programs of Iranian Government and aids by other UN agencies and NGO's to supply emergency and long-term needs of refugees have been effective so far, the size and extent of international aids are neither proportionate to the wide range of needs by refugees nor the amount of expenditures sustained by Iranian Administration for such a long stay of refugees in the country. Even in 2000, the UNHCR announced 2001 as the closing date of refuge-seeking and since then minimized its contributions or cut them in cases like education.

▷ **MOE & Refugees**

Because of various phenomena mentioned in the above paragraphs, a host of refugees immigrated to the Islamic Republic of Iran by the end of 90s and early 20s. Among them, a great number of school-age and illiterate children urged the Ministry of Education to fulfill its humanitarian and moral duty, while feeling sympathy for Afghan and Iraqi immigrants, assume the responsibility of organizing education of a considerable number of students from Afghanistan and Iraq through integrated policies on education and training and based on teachings of Islam. MOE provided extensive educational services for immigrants and foreign citizens, particularly 'Afghan and Iraqi immigrants, with similar quality and quantity of education for Iranian nationals.

Since 1995, MOE undertook responsibility of educational policy making, implementation of programs and providing services for alien students in Iran. With the collaboration of education departments in provinces, it has rendered vast and valuable educational services to educate and train tens of thousands of refugee students, specially Afghan and Iraqi citizens.

▷ **Intake Rate & Education Indicator of Afghan & Iraqi Students in Iran**

Table 1. Statistics of Afghan & Iraqi Students Studying at Iranian Schools (2000-2006)

| School Year | Afghan Students | Iraqi Students | Total Students | Growth Percentage |
|-------------|-----------------|----------------|----------------|-------------------|
| 2000-01 | 156786 | 26139 | 182925 | 0 |
| 2001-02 | 167065 | 25535 | 192600 | 5.29 |
| 2002-03 | 157914 | 28245 | 186159 | -3.34 |
| 2003-04 | 145603 | 20253 | 165856 | -11 |
| 2004-05 | 62712 | 12452 | 75164 | -54.68 |
| 2005-06 | 150050 | 12399 | 162449 | 33.16 |
| 2006-07 | 199346 | 12971 | 212317 | 32.85 |

The above Table on population growth of Afghan and Iraqi students reveals that primarily, the students population decreases from 182,925 in 2000 to 75,164 in 2004. However, it shows an ascending trend for the next years up to 212,317 students in 2006; i.e. the number of students for the last year, increases up to 2.8 times as much compared to 2004.

- The two main reasons for sudden population reduction of the above students during 2002 to 2004 are:
1. MOE's circular for mandatory tuition (about 80% of ordinary students' per capita expenditures) collectable from these students in (2002-03). Hence, a great number of immigrants decided not to enroll at schools. To recover unwanted aftermaths of such decision, the circular was revised for the next year, so as they had to pay only a small portion of expenditures (20%). As a result, the enrolment rate of foreign students got back on track with a growing trend in the next year.
 2. Serious decisions of Government to organize aliens, particularly issuance of residence permit and ... made so many foreign students and their parents to refrain from enrolling in public schools for fear of being identified. It contributed mostly to the descending trend of foreign students.

Table 2. Afghan & Iraqi Students Population, Excluding Pre-University (per Gender) (1991-2005)

| Afghan | | Iraqi | | Total | | Total | Girl's Ratio per capita |
|--------|---------|--------|--------|---------|---------|---------|-------------------------|
| Girl | Boy | Girl | Boy | Girl | Boy | | |
| 847670 | 1066040 | 169943 | 177429 | 1017613 | 1243469 | 2261082 | 45 |

▷ **Bam Earthquake & People's Hardship**

The horrific earthquake of Bam in Dec. 26, 2004, measuring 6.5 on the Richter scale was an unexpected and devastating incidence. Tens of thousands lost their lives the very first minutes and thousands others were left injured and handicapped in the hospitals. Besides Bam, so many other neighboring districts and villages around Bam were destroyed. Major educational, health, cultural and economic centers were totally destructed or were no longer usable. Thousands of houses leveled to the ground, only a few buildings remained intact and usable.

Based on existing information about 26,000 killed, 30,000 injured and 75,000 homeless were the irreparable losses of the earthquake. Unfortunately, more than 8,000 out of 62,500 students and 1000 of education staffs of Bam and districts of Narmashir, Fahraj and Rigan lost their lives.

About 2,200 children were left unattended or lost one of their parents. Also, most of schools were destroyed or are in a very bad condition.



It was such a profound disaster that first the people, and then the Red Crescent Society and the armed forces mobilized to help victims.

Upon request of the government for help, provincial and local authorities rushed to help besides vast community contributions, rescue teams, international organizations such as Red Cross and UNICEF. In addition to invaluable role of people, the contribution of the above organizations had been so efficient in helping the victims, organizing children and students to prevent from education long stoppage.



Also, extensive measures have been accomplished by MOE with the collaboration of other organizations, particularly the Red Crescent Society, Ministry of Health, Welfare Organization as well as UNICEF, the main important of which are mentioned here.

▷ Action Taken for Children & Students of Post Earthquake Period (2003-2006)

All the actions taken since the occurrence of Bam earthquake could be classified in 3 stages: First stage: Urgent rescue operations- Second stage: Reconstruction and recovery period including provisional services, shelters, classrooms- and Third stage: Transition to the period of stability and performing long-term activities.

First stage: Although MOE, with the collaboration of concerned organizations, acted urgently to help victims, sending a number of students to the schools of farther towns and villages with the help of their relatives, key measures are categorized under next stages of reconstruction and provisional services and transition to stability period.

1. Provision of 34 tent classrooms, reconstruction of 190 schools and about 1,170 classrooms by October 2004, of which 620 classrooms were organized in prefabs and 300 others were repaired or new classrooms were constructed by charity people and NGOs.
2. Enrolment of 363 children from 7,562 children of the region in Bam nurseries.

3. Enrolment and more than 22,000 students in the schools at primary, lower/upper secondary and pre-university educations since the school year of 2004-2005.
4. Psychological-social supports for 1,200 teachers.
5. Conducting short-term educational workshops and courses as well as briefing sessions for more than 800 teachers and school personnel in the fields of health, computer, teaching method, consultation and psychology, life skills and librarianship.
“Crisis Interfering Workshop” and “Image Therapy” with the collaboration of UNICEF and UNESCO were among important workshops.
6. Implementing Child Friendly Schools Plan.

Besides training workforce, the following measures have also been performed:

- 6-1- To equip 116 primary, lower and upper secondary schools with computer, classroom facilities, lab, workshop and library.
- 6-2- To construct or complete tens of sanitary disposal washrooms and hygienic services in the nurseries, primary, lower and secondary schools;
- 6-3- To enroll out-of-school children and to conduct training workshop for them;
- 6-4- To make provision of 7,500 hygiene packages and to distribute them among schools;
- 6-5- To distribute textbooks, educational pamphlets and CDs of various subjects among teachers and other MOE staffs in the cities;
- 7- Celebration of December 20 as the day of “Neat Student- Healthy City” in all schools in order to remind the importance of health of environmental and cleanness of schools, and distribution of health badges among students;
- 8- Making the arrangements for visit of about 1000 children aged 10 to 12 (mostly the girls) to recreational and cultural centers;
- 9- Provision and equipment of primary schools refreshment stands for students;
- 10- Organizing various family education sessions for more than 3,480 family members;
- 11- Provision and distribution of 120 hygiene supplies (waste basket, disinfectants, liquid soap, chlorometer kit, hand broom, mop, floor cleansing detergent,...) with the collaboration of UNICEF;
- 12- Organizing Central Health Committees at the city level as well as sub-committees with the cooperation of UNICEF;
- 13- Education of individual, environmental and water health to more than 5000 students, holding exhibition of student works and organizing student camp;
- 14- Setting up emergency telephone line to send the child and employing 80 social workers;
- 15- Looking after the absolute majority of children by Welfare Organization with the collaboration of UNICEF (only 120 children are under care of residential centers). Also more than 2,610 children were adopted by a parent or legal guardian.

■ Children Infected with HIV

HIV/ AIDS, as one of the biggest challenges of the Third Millennium, rapidly spread throughout the world. The young people are mainly under the risk of becoming infected with HIV. The disease kills the affected person at the most important period of life, causes public health, economic and social challenges, and on the whole, it threatens development of communities. Based on WHO report, although incidence of HIV/AIDS was not a big concern for East

Mediterranean countries, the ever-increasing trend of contamination by disease during the recent years, has placed these countries in a critical situation.

Islamic Republic of Iran is also situated in a very risky geographic position. Currently, the highest speed of HIV incidence is reported in the north region of Iran, the east of Asia and east part of Mediterranean region. On the other hand, the eastern neighbor of Iran, Afghanistan, is the major producer of narcotics; therefore, Iran is being used as a route for trafficking illicit drugs. I.R. of Iran, in coordination with 188 UN member states, committed itself to prevent and control HIV/AIDS and has made substantial and valuable contribution to this end, praised and recognized by international organizations. This Chapter deals with some of these efforts in brief, with a focus on the issue of education and training.

The first case of HIV incidence in the I.R. of Iran was reported in 1986, attacking a child with Hemophilia. In 1995, the prisons of the country were identified as places for the most cases of transmission of the disease with an ascending trend. The statistics reveal that until 23rd of September 2006, about 13,702 HIV positive individuals have been identified in the country, of which 94.5% are men and 5.5% are women. The age group with the highest incidence of HIV positive belongs to the younger adults aged 24-35 (40.7%). The main reasons of its transmission in order of prevalence are the people with frequent injection and needle sharing (64.6%), insecure sexual behavior (7.4%), mother-to-child transmission (0.5%), and through transfusion of blood products (1.8%). Also, the means of transmission is unknown for 25.8% of the infected people. While the unknown way of transmission is constantly augmenting during the recent years, the shame and disgrace of being accused of illegal sexual relations is somehow believed to be the reason of a part of such increase. At present, the HIV rate of incidence in the I.R. of Iran has shifted from Low Level to Concentrated Level. (Reported by Ministry of Health, Treatment & Medical Education, 2006)

Policy Making & Planning

In the Islamic Republic of Iran, the high ranking officials make their utmost efforts to encourage prevention and control of HIV/AIDS. To this end, the HIV Planning High Council of the country was established, attended by Vice-President, representative of the Head of the Judiciary and some of the Ministers, to make the relevant policies. The highest authority of the concerned organizations, governors and a group of other officials as members of HIV/AIDS Control & Prevention Committee attend the meetings and set the required guidance for implementation of HIV programs. Monitored and directed by policymakers and planners, tens of programs, bylaws and directives have been adopted. At this time, with the advocacy of policymakers, the political supports for HIV/AIDS programs are rather promising.

Organizational Structure

Prior to launching HIV/AIDS Control & prevention Plan, the Ministry of Health, Treatment and Medical Education was exclusively responsible to deal with the issue; however, by developing the above plan and encouraging organizations, ministries and NGOs to participate the plan, an appropriate organizational structure, using matrix organization methods with Functional and Structural type of communication Channels for each unit, was designed at national and provincial levels. The AIDS High Council, National Committee and technical committees were established at national level. National Committee convenes with the chairmanship of Minister of Health, Treatment & Medical Education and the highest officials of relevant organizations. Technical committees consist of five committees: “Education & Information”, “National

Committee of Care & Treatment”, “National Committee of Damage Mitigation”, “Committee of Protection & Assessment”, and “Committee of Social Supports”. The Higher Council, specifying the general orientations, consists of Vice-President, representative of the Head of the Judiciary and some Ministers. At provincial level, the provincial committees are chaired by the governor and universities of medical sciences’ vice-chancellor for health as the secretary of the committee. In each organization and ministry, a special structure has been established, proportionate to the entrusted duties.

HIV/AIDS Prevention & Control National Program

In 2002, the National Program on HIV/AIDS Prevention & Control was adopted. It incorporates 11 strategies, 65 special objectives and 278 master projects, each could be regarded as a main goal for developing action plan. Preliminary measures initiated by Ministry of Health, Treatment & Medical Education for adopting strategic plan; then other organizations including Ministry of Education participated in finalizing the plan. Various domains such as education and information, securing blood supplies, Epidemiologic Data System, thorough surveillance for health providers, Voluntary Counseling & Testing, and ...have been taken under advisement. The strategic plan comprising of an executive program with preset goals, verified by officials and organization concerned with HIV/AIDS prevention and control. Also, the attention of many countries and international organizations was directed to this plan and I.R. of Iran was encouraged for its adoption and implementation. Partnership of all relevant organizations, institutes, NGOs, civil society, and the affected people as well as being community-oriented are all among particulars of the strategic plan. The assessment of this plan uncovered that the measures taken to control HIV/AIDS from 2002 to 2004 were almost successful despite existing barriers and challenges.

The five-year plan had been adopted for the period of 2002-2006 and the Second National Five-Year Strategic Plan on HIV/AIDS Control & Prevention is being drawn up with a totally feasible approach and will be implemented from 2007.

The Government public budget basically finances the HIV/AIDS prevention and control activities and UN agencies have also undertaken to finance about 3% of the total HIV/AIDS expenditures. The total budget allocated for HIV/AIDS prevention and control by the government in 2004 amounted for Rls. 119 billion. It is worth motioning that all social groups, particularly high-risk groups and prisoners are under special attention while allocating the budget and no restriction is exerted in terms of gender, race, religion, occupation, age and so on.

During the past several years, the tendency to put the plans and services of NGOs into operation for HIV- related activities has been increased; consequently, certain civil institutions have significantly developed their activities to control HIV/AIDS.

Currently, some NGOs are active on the issue of HIV/AIDS; also a number of affected individuals formed certain groups and participate in carrying out the programs.

The National Education & Information Committee on HIV/AIDS was established with the membership of all concerned stakeholders and organizations, directing predicted programs. As far as education and information is concerned, spiritual leaders, clerics and religious teachings have always played a key role in prevention of AIDS as well as organizing Peer Education Circles. Reaping good results from supports of concerned officials in mitigation of HIV losses, the importance of supports by policymakers for conducting educational courses on life skills and sexual issues was underscored.

In the Islamic Republic of Iran, the youth education has always been a priority in education and information programs. A special strategy was designed at high school and lower secondary schools to enhance AIDS-related educations on public health, fertility and sexual health to the younger adults; for instance, in the first grade of high school, a 6- hour syllabus is designed for HIV/AIDS awareness educations. About 11.2% of high schools in the country take advantage of a well-trained teacher in the field of HIV/AIDS and 90% of students at upper secondary level receive such educations. Furthermore, Ministry of Education has so far accomplished the following measures in line with education and information strategy:

- Developing an educational package on AIDS preventive measures for instructors' training;
- Developing a supplement to biology and health textbooks titled "HIV/AIDS Prevention for Student of High School First Grade";
- Developing book of "HIV/AIDS Prevention Based on Life Skills Education for Teachers";
- Developing book of "HIV/AIDS Prevention Based on Life Skills Education for Teenagers";

Also, for the sake of education and information, various media capacities (Radio & TV, Press), and other means of communication such as publications, meetings, forums and educational workshops have so far been exploited.

Moreover, "Applied Research Capability Building" is always a key agenda item, one of the eleven strategies of HIV/AIDS Prevention & Control National Plan. Other activities are based on HIV mitigation, care and treatment strategies.

Social and economic supports for HIV-afflicted people, their families and other high-risk individuals have been included in the national plan, emphasizing on patients' privacy protection and their human rights. So far, some circulars have been issued on prohibition of pre-employment HIV test and on prohibition of HIV/AIDS corporal expulsion in the national plan by First Vice-President, also on HIV positive students' compulsory enrolment at schools by Minister of Education. Some other programs have also been designed for changing the society's discriminatory attitude towards afflicted people; on the whole, high ranking officials of the Judiciary and other authorities have been quite supportive with regard to social issues and their encouragements were extremely efficient in this regard.

- 2-2- Policies, Regulations & Legislation on Compulsory Education**
- 2-3- Education Structure**
 - Formal**
 - Non-Formal**
- 2-4- Education Financing**
- 2-5- EFA Coordination Assessment**

2-2- Policies & Legislations on Compulsory Education

As per Law on Compulsory Education, approved in July 28, 1943 and its amendment of June 19, 1971, the Ministry of Education has been assigned to make necessary provision of compulsory and free-of-charge educational services for all school-aged children at primary and lower secondary courses.

Moreover, by virtue of Article (30) of the I.R. of Iran Constitutional Law, the government is obliged to make the requirements of free education available for the entire nation up to the end of upper secondary, and to bring the country in total self-sufficiency in free higher education.

The Fourth Economic, Social and Cultural Development Plan has underlined the issue of education and compulsory education for all school-aged nationals.

Para (A) of Article (52) of the Fourth Plan places too much stress on provision of required means of Education For All and Para (13) of the same Article lays great emphasis on compulsory education up to the end of lower secondary (8-year General Education course).

In Para (J) of Article (52), the adoption and entry into force of National Literacy Strategic Plan in terms of geographical, environmental, social and cultural specifications of various country's regions has been taken into consideration, aimed at encouraging NGOs and community participation, based on which, at least all individuals aged under 30 would be literate by the end of the Fourth Development Plan.

Para (O) of Article (52) of the Fourth Development Plan underscores the need for provision of appropriate facilities to eradicate educational deprivation through developing boarding schools, central-village schools, central dormitories, distance learning, e-learning, nutritional supplies, conveyance and health facilities and other financings for boarding schools, developing educational, proportionate training and sports environments, bearing in mind student gender issue, as well as conducting required programs for extension of pre-primary and nursery education, particularly in bi-lingual regions.

To put the EFA into operation and to provide legal grounds to facilitate the realization of the plan, approval No. H27833T30519 dated Aug. 25, 2003 was issued by the Cabinet of Ministers, according to which, the Ministry of Education shall assume the responsibility of forming EFA National Task Force attended by representatives of concerned organizations and ministries.

Pursuant to this approval, the Ministry of Education with collaboration of Management & Planning Organization initiated adoption of EFA Plan. The plan was approved by the Cabinet of Ministers and was notified under No. 31113/21933 dated Dec. 17, 2004 to the administrative organizations for more coordination with the Ministry of Education.

Based on the above legislations, the most important of which were recalled here, the Government of the I.R. of Iran and Ministry of Education are eagerly after full enrolment and provision of compulsory and free-of-charge educations for all school-aged children and adolescence.

2-3- Education Structure

A- Formal Education

The education system of the I.R. of Iran comprises of two formal and non-formal educations. Formal education, in turn, falls into two stages of pre-university and higher education with the following programs:

1. Pre-Primary Education

Pre-primary is an optional program in the education system of the country and parents may enroll their children in pre-primary centers upon personal wish.

Ministry of Education, Welfare Organization, Ministry of the Interior, Ministry of Labor & Social Affairs, Municipality and NGOs sponsor the educational and training services of this course.

The course is designed by MOE for children aged 4 and 5, as a one-year optional pre-school education on voluntary-basis, conducting special educations for children.

2. Primary Education

The first formal program of education system for students aged 6-10, includes five grades from first to fifth. To enter the course, children must have at least 6 years of age. Maximum age of enrolment at the primary first grade is 9 for urban and 11 for rural and tribal areas. Under rules and regulations, the students may continue their studies at this course by the age of 15 at most.

A 24-session weekly curriculum, totally for 800 sessions is predicted for this program. The educational units of primary education are called School.

3. Lower Secondary Education

The primary fifth grade graduates comprising the incoming population of lower secondary. This course of study bridges primary education and upper secondary education together. Lower secondary is a three-year program, including three grades from first to third. As per schools executive by-laws, maximum enrolment age for students at the three grades in the urban areas is 15, 16, and 17 respectively, and for rural and tribal areas is 17, 18, and 19 respectively.

The educational units of lower secondary education are called Lower Secondary School.

4. Upper Secondary Education

It takes 3 years to complete upper secondary education and subjects are presented on credit-basis. The required credits for obtaining high school diploma are 96.

The upper secondary education is classified into three branches of Theoretical, Technical & Vocational, and Kar-o-Danesh (work & Knowledge) (Kar-o-Danesh).

– Theoretical Upper Secondary Branch: It consists of 4 fields of study in Mathematics-Physics, Literature & Humanities, Experimental Sciences, and Islamic Knowledge & Education.

In all these fields of study, 52 credits of the subjects are common and mostly presented in the first and second grades. Exclusive subjects of this branch consist of about 44 credits, mostly presented in the third grade. The educational units of this branch are called High School.

– Technical & Vocational Upper Secondary Branch: It consists of 3 fields of Industry, Agriculture and Services, with special subjects for each field. In all these fields of study, 58 credits of the subjects are common. Exclusive subjects consist of about 39 credits for each field. The educational units of this branch are called Technical School.

The title of subjects for each field of study are as follows:

- Field of Industry: General Drawing, Manufacture & Production, Metal Industries, Vehicle Mechanics, Installations, Wood & Paper Industries, Electronics, Electro-techniques, Metallurgy, Chemical Industries, Textile Industries, Ceramics, Mine, Cement, Construction, Surveying, Navigation, Naval Engines Mechanics, Marine Electronics & Tele-Communications.

- Field of Services: Graphics, Designing & Tailoring, Architectural Drawing, Handicrafts, Painting, Drama, Cinema, Music, Hand Print, Accounting, Commerce, Childcare, Computer, Physical Education, Family Planning, Restoration of Cultural Works.

- Field of Agriculture: Livestock, Farming & Horticulture, Agricultural Machineries, Food Industries.

– Kar-o-Danesh (work & Knowledge) Upper Secondary Branch: It consists of 3 fields of Industry, Agriculture and Services, each field falls into some groups and each group into one or some major fields and each field presents one or more skill subjects.

In all skill fields of this branch, 53 credits are designed as general and selective subjects and about 43 credits as skill subjects. The educational units of this branch are called Kar-o-Danesh (work & Knowledge) Technical School.

5. Pre-University Education

Graduates of three- grade theoretical upper secondary education have to attend pre-university course in order to continue their studies at higher education level.

The syllabi of this course are presented on credit-semester-basis. In a credit system program, each subject is evaluated with the number of its credit and the student's pass or fail is considered for every subject, irrelevant to other subjects. The curriculum for every academic year is performed on two semesters, 18 weeks each. Pre-University's fields of study consist of Mathematical Sciences, Experimental Sciences, Human Sciences, Art, and Islamic Knowledge & Education. There are three modes of study in pre-university course: 1- Studying at daily pre-university centers (for students aged 21 and lower by September 22 of each year, observing provisions and conditions), 2- Studying at adults pre-university centers, 3- Studying as free candidates (sundry).

6. Higher Education Programs

Higher education includes Associate Degree program (2-3 years), Bachelor's Degree program (4-6 years), Master's Degree program (2-3 years), and Doctorate Degree program (2-4 years).

Formal Educations' Authority

In the Islamic Republic of Iran, three Ministries are responsible for formal educations:

- A. Ministry of Education is in charge of pre-primary, primary, lower secondary and upper secondary education. In addition to MOE, different governmental and non-governmental organizations and institutions are active including Welfare Organization, Ministry of Labor & Social Affairs, Municipality and NGOs;
- B. Ministry of Science, Research & Technology is in charge of University and higher education;
- C. Ministry of Health, Treatment & Medical Education is in charge of university and higher education in medicine.

Meanwhile, various other governmental and non-governmental bodies such as Ministry of Agriculture Jihad and Ministry of Culture & Islamic Guidance take part in conducting formal educations.

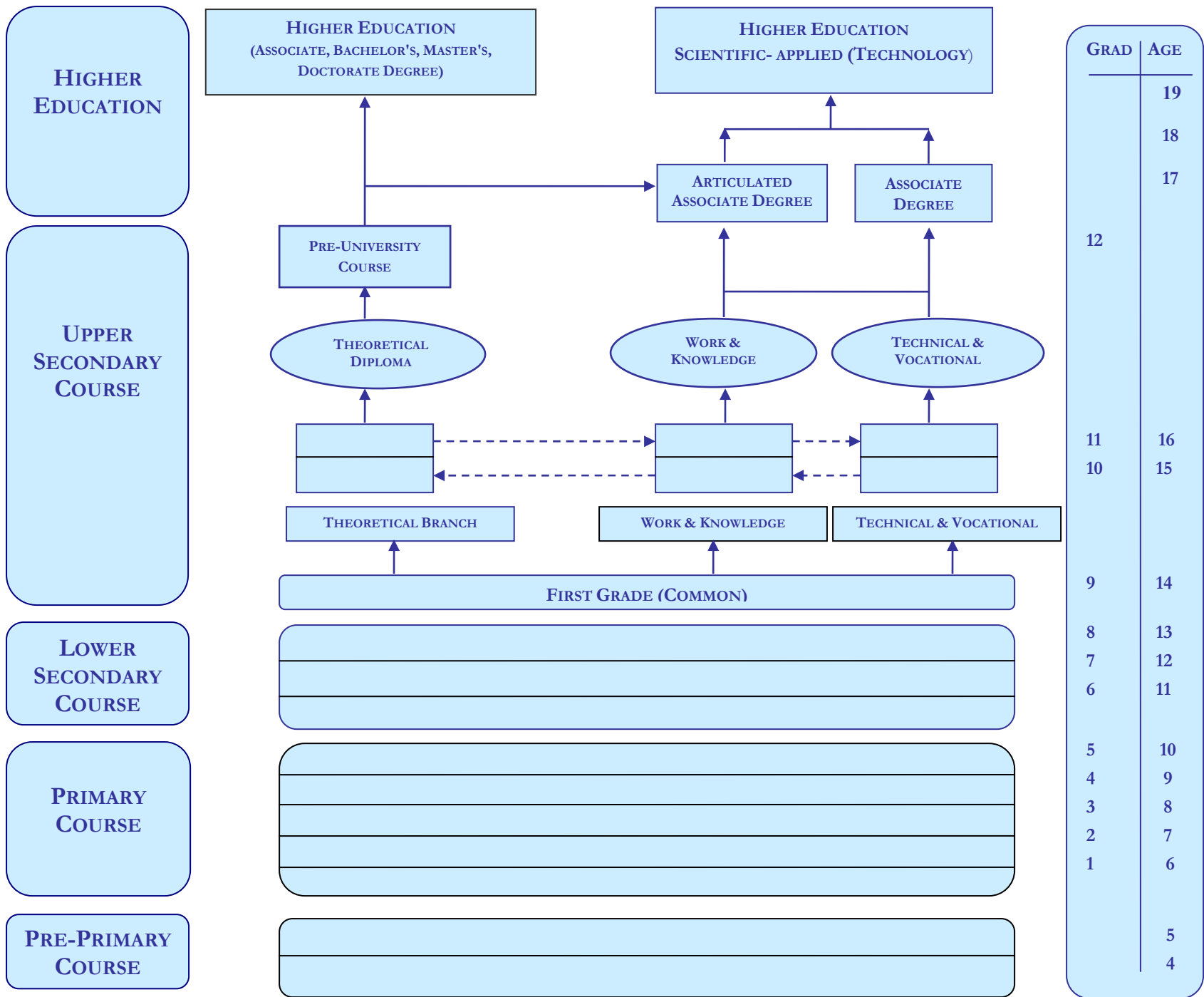
B. Non-Formal Educations & Responsible Authorities

In the I.R. of Iran, several ministries and governmental and non-governmental organizations assume the responsibility of non-formal education. The basic non-formal education or literacy programs are performed by Literacy Movement Organization. The latter conducts a preliminary course for illiterate people to educate them; the program is linked to further formal education at primary level through a non-formal course (equivalent to primary third grade), a final course (equivalent to primary fourth grade), and primary fifth grade for the adults to assure sustainable learning.

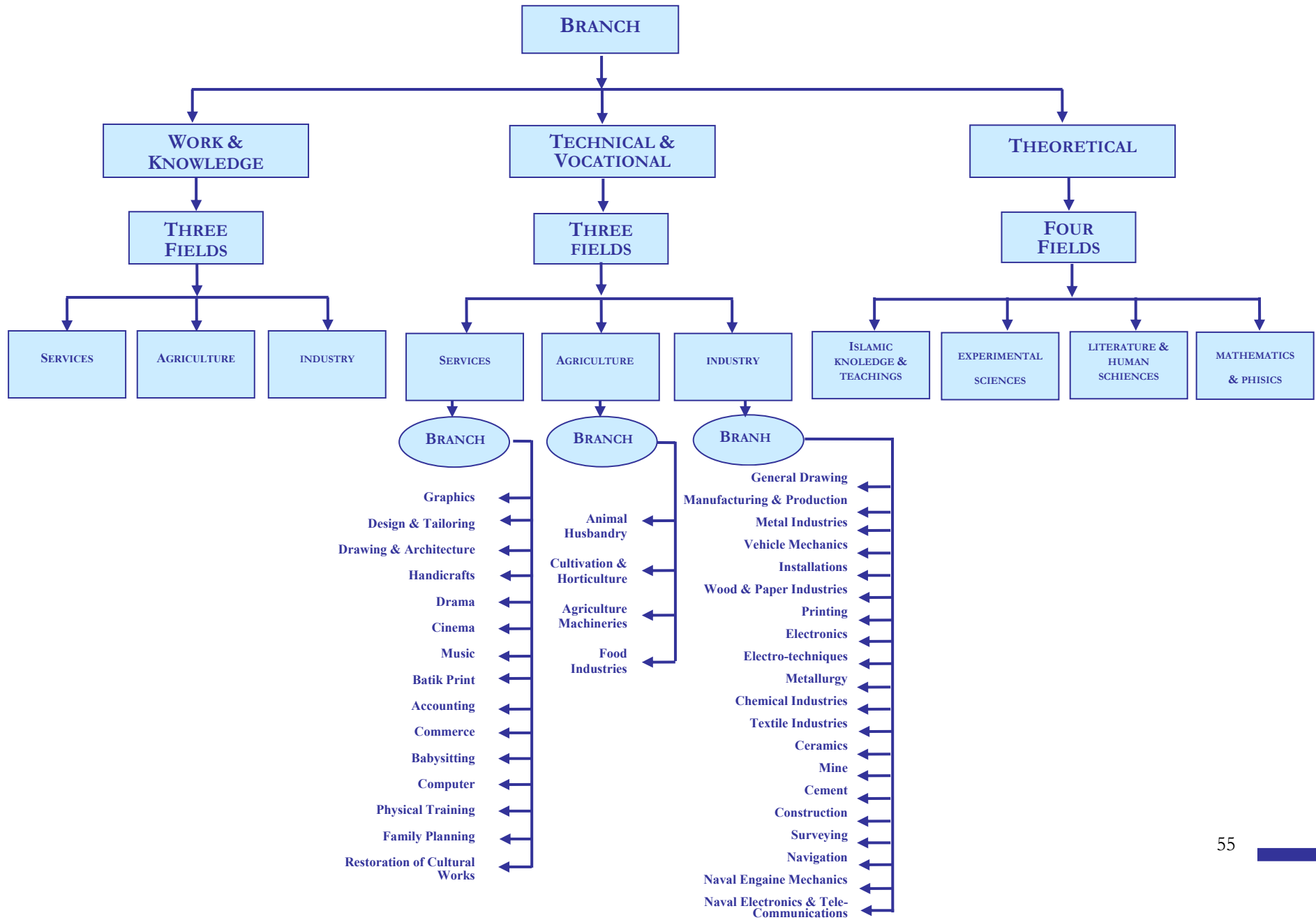
Technical, vocational and skill education is another type of non-formal education conducted by Technical & Vocational Education Organization (affiliated to the Ministry of Labor & Social Affairs). It includes 300 to 900-hour (or more) short term training courses. Upon completion of courses, a 3rd, 2nd and 1st Degree Skill Certificate is awarded to trainees.

In addition to the above forms of education, certain short term and modular training courses are conducted by most ministries and governmental organizations as initial or in-service educations aimed at promoting knowledge and professional skills of personnel. Skill short term courses are also developed by open private schools, focusing on skills such as art, music, crafts, culture, foreign languages, family planning, computer, accounting, hairdressing, tailoring, embroidery and so on. All private schools shall obtain a license from Technical & Vocational Org. and/or concerned authorities for their skill courses.

CHART OF FORMAL EDUCATION STRUCTURE



UPPER SECONDARY EDUCATION



2-4- Education Financing

1- Education Financing Structure

In the Islamic Republic of Iran, education is free of charge up to the end of upper secondary education, i.e. major part of educational expenditures is financed by the government. It accounts for more than 95% of educational expenditures; whereas only 5% of the expenditures are ensured by people through school tuition. It is of course other than those educational expenditures, financed indirectly by households. Therefore, almost a great part of educational expenditures are financed by the government, as current and capital credits allocated for all educational programs. Furthermore, expenditures relating to literacy campaign, non-formal educations and short term technical and vocational educations are also undertaken by government. Based on MOE administrative structure, the country is divided into 30 provinces with an education department in each province. Tehran province, as a metropolis, is classified under two administrative departments working at provincial level, with independent current and capital budget, i.e. the educational expenditures are allocated to the provinces. Also, a number of central organizations and institutions enjoy separate credits. In this organizational structure, about 90% of budget is allocated to provincial organizations and the remaining 10% of credits to organizations and institutions affiliated to the government, in centralized basis. The required mechanism for financial resources and their allotments is specified in public budget on a yearly basis and inserted in annual budget law. These financial resources are allocated to central and provincial organizations within three-month intervals to be enforced in a decentralized manner.

2- MOE Budget Quota in GDP

As mentioned earlier, almost 85% of the total expenditures on education are financed by the government, which amounts to about 95% by the end of upper secondary education. In other words, share of non-governmental sector in provision of expenditures on education accounts for about 5% by the end of upper secondary course; whereas, share of government in financing educational expenditures for higher education and non-formal technical & vocational education reaches to about 50%, and the remaining is provided by people in the form of tuition. The amounts allocated by people and non-governmental organizations are not included in education budget quota from GDP.

During a 6 period time from 2000 to 2006, the MOE budget quota from GDP have been 4.9% on the average; nevertheless, by adding the 15% non-governmental expenditures on education for all educational level, the MOE budget quota from GDP exceeds to 5.7%.

However, the variation trend of government budget ratio per education in the GDP has increased from about 4.4% to 5.3%, i.e. the growth of government expenditures on education during this period accounts for gross production growth for the most part.

The ratio of expenditures per each formal educational course from GDP has augmented from 4.29% up to 5.1%. On the average, 1.47% of GDP has been allotted to expenditures on primary education, 1.06% on lower secondary education, 1.28% on upper secondary education, 0.88% on higher education¹, and 0.17% on non-formal educations.

¹ - For higher education, this quota from GDP is merely attributed to the government expenditures. By adding people's financing, the quota amounts to 1.75%.

3- MOE Budget Quota in Government Public Budget

The education budget quota from government public budget was 19.2% during 2000-2006. The quota fluctuated during this period; however, it never reduced from 17% and never exceeded 21% of government budget. On the average, share of primary education from public budget reaches to 5.8%, share of lower secondary education to about 4.1%, share of upper secondary education to about 5%, share of higher education to 3.4%, share of non-formal technical & vocational education to about 0.37%, share of literacy campaign to about 0.2%, and share of pre-school education to 0.16%. In other words, nearly 15.4% of government public budget are allocated to formal education by the end of upper secondary level and 0.57% to non-formal educations of literacy activities and short term technical & vocational courses; only 3.4% of the public budget are allocated to higher education.

Expenditure Rates on Each Educational Program from Public Budget (2000-2006)

| Category \ Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Pre-Primary Education | 0.16 | 0.19 | 0.16 | 0.15 | 0.2 | 0.3 | 0.16 |
| Primary Education | 6.54 | 6.65 | 5.22 | 6.02 | 6.03 | 5.07 | 5.8 |
| Lower Secondary Education | 4.36 | 4.47 | 3.69 | 4.32 | 4.36 | 3.98 | 3.74 |
| Upper Secondary Education | 4.73 | 5.13 | 4.38 | 5.25 | 5.34 | 4.69 | 5.14 |
| Higher Education | 3.97 | 3.91 | 2.9 | 3.06 | 3.04 | 3.81 | 3.4 |
| Non-formal Technical & Vocational Education | 0.52 | 0.56 | 0.38 | 0.5 | 0.53 | 0.47 | 0.37 |
| Literacy Campaign | 0.21 | 0.2 | 0.17 | 0.17 | 0.19 | 0.18 | 0.2 |
| Total | 20.5 | 21.1 | 16.9 | 19.5 | 19.7 | 18.5 | 17.9 |

4-Expenditures Ratio on Each Educational Programs Per Total Educational Expenditures- Per Capita Shares from Per Capita GDP

Expenditures on education are divided into two main current and capital expenditures. The ratio of current expenditures per total expenditures on education gets to about 91% and about 8% of expenditures on education are categorized as capital expenditures.

The ratio of expenditures on primary course per total expenditures on education during the 7-year period (2000-2006) is about 30%, lower secondary education 21.5%, upper secondary education 25.9%, pre-primary education about 0.9%, higher education 18%, non-formal technical & vocational education 2.5%, and literacy activities is about 1%.

Another index that has been used for allotment of expenditures on education is student (school/university) expenditures ratio at various educational level to per capita GDP. The index for the period 2000-2006 shows a rate of about 15.7% in primary education. This rate was shifted from 11.8% in 2000 to about 18.8% in 2006.

The above rate for lower secondary education has been about 16.8% in the period 2000-2006, showing an increasing trend from 12.7% in 2000 to 20.9% in 2006.

As for upper secondary education, the student expenditure ratio to per capita GDP reaches from 15.6% in 2000 up to 28.1% in 2006, i.e. an average rate of 21.8% for a period of 7 years.

University student expenditures ratio to per capita GDP has been about 80%, with at least a 60% to 100% variation.

School/University Student Expenditure Ratio to Per Capita GDP (2000-2006)

| Category \ Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------------|------|-------|------|------|------|------|------|
| Primary Education | 11.8 | 14.1 | 14.7 | 16.1 | 17 | 17.4 | 18.8 |
| Lower Secondary Education | 12.7 | 14.6 | 15.2 | 16.6 | 17.6 | 19.8 | 20.9 |
| Upper Secondary Education | 15.6 | 18.8 | 20.8 | 22.6 | 23 | 23.7 | 28.1 |
| Higher Education | 96.3 | 101.2 | 87.5 | 73.6 | 67.2 | 73.3 | 60.8 |

5- Government Financial Incentives for Special Groups

In the Islamic Republic of Iran, the entire expenditures on education of underprivileged and vulnerable social groups are financed on a free-of-charge basis. However, certain financial incentives, like scholarship, are granted to guardian-less families by supportive organizations. Moreover, certain budgets are exclusively allocated for all groups of special children including the mentally-handicapped, physically-disabled, blind-deaf, learning-disordered, and so on. These allotted credits include expenditures on their rehabilitation, life insurance and costs of conveyance plus expenditures on their education.

The students of deprived regions, exceeding to more than 3 million children, are provided with one free healthy meal. Also, all special children are provided with textbooks through government subsidies and with prices lower than final cost. Certain other subsidies are directly given to these students by the government for stationeries and other required items.

Total Budget

amounts expressed in million Rls.

| Educational Level | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|----------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| Formal education | 24652593 | 31817434 | 42992107 | 51921050 | 63693611 | 84018279 | 103876863 |
| Pre-primary education | 198900 | 290463 | 410902 | 427099 | 687324 | 1392900 | 953683 |
| Primary education | 8157507 | 10396803 | 13727799 | 16626939 | 20245339 | 23893184 | 29570185 |
| Lower secondary education | 5443124 | 6990486 | 9706194 | 11921136 | 14622319 | 18722044 | 22327396 |
| Upper secondary education | 5897604 | 8027938 | 11520113 | 14486031 | 17939492 | 22075053 | 30725046 |
| Higher education | 4955458 | 6111744 | 7627099 | 8459845 | 10199137 | 17935098 | 20300553 |
| Non-formal education | 920420 | 1195374 | 1428788 | 1837895 | 2418141 | 3064556 | 3406635 |
| Technical & vocational education | 652624 | 880561 | 993288 | 1376148 | 1783062 | 2232314 | 2182124 |
| Literacy campaign | 267796 | 314813 | 435500 | 461747 | 635079 | 832242 | 1224511 |
| Total | 25573013 | 33012808 | 44420895 | 53758945 | 66111752 | 87082835 | 107283498 |
| Government Public budget | 124796000 | 156394000 | 262950000 | 276172000 | 335693000 | 470989000 | 597743000 |
| GDP (market price) | 574693000 | 664620000 | 917036000 | 1095304000 | 1384819000 | 1687905000 | 2038432000 |
| Total share from GPB (%) | 20.5 | 21.1 | 16.9 | 19.5 | 19.7 | 18.5 | 17.9 |
| Total share from GDP (%) | 4.4 | 5.0 | 4.8 | 4.9 | 4.8 | 5.2 | 5.3 |

Education Quota from Government Public Budget

figures in %

| Educational Course | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------------|-------|-------|-------|-------|-------|-------|-------|
| Formal education | 19.76 | 20.35 | 16.35 | 18.80 | 18.97 | 17.85 | 17.39 |
| Pre-primary education | 0.16 | 0.19 | 0.16 | 0.15 | 0.20 | 0.30 | 0.16 |
| Primary education | 6.54 | 6.65 | 5.22 | 6.02 | 6.03 | 5.07 | 4.95 |
| Lower secondary education | 4.36 | 4.47 | 3.69 | 4.32 | 4.36 | 3.98 | 3.74 |
| Upper secondary education | 4.73 | 5.13 | 4.38 | 5.25 | 5.34 | 4.69 | 5.14 |
| Higher education | 3.97 | 3.91 | 2.90 | 3.06 | 3.04 | 3.81 | 3.40 |
| Non-formal education | 0.73 | 0.76 | 0.55 | 0.67 | 0.72 | 0.65 | 0.57 |
| Technical & vocational | 0.52 | 0.56 | 0.38 | 0.50 | 0.53 | 0.47 | 0.37 |
| Literacy campaign | 0.21 | 0.20 | 0.17 | 0.17 | 0.19 | 0.18 | 0.20 |

Education Quota from GDP

figures in %

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------------|------|------|------|------|------|------|------|
| Formal education | 4.29 | 4.78 | 4.69 | 4.74 | 4.61 | 4.98 | 5.11 |
| Pre-primary education | 0.03 | 0.04 | 0.04 | 0.04 | 0.05 | 0.08 | 0.05 |
| Primary education | 1.42 | 1.56 | 1.50 | 1.52 | 1.46 | 1.42 | 1.45 |
| Lower secondary education | 0.95 | 1.05 | 1.06 | 1.09 | 1.06 | 1.11 | 1.10 |
| Upper secondary education | 1.03 | 1.21 | 1.26 | 1.32 | 1.30 | 1.31 | 1.51 |
| Non-formal education | 0.86 | 0.92 | 0.83 | 0.77 | 0.74 | 1.06 | 1.00 |
| Technical & vocational | 0.16 | 0.18 | 0.16 | 0.17 | 0.18 | 0.18 | 0.17 |
| Literacy campaign | 0.11 | 0.13 | 0.11 | 0.13 | 0.13 | 0.13 | 0.11 |
| Formal education | 0.05 | 0.05 | 0.05 | 0.04 | 0.05 | 0.05 | 0.06 |

2-5- Education For All Coordination Assessment

To accomplish Dakar commitments by the Islamic Republic of Iran, the EFA Follow-up Headquarters was established by Ministry of Education, Educational Deputy Office in 2001. It assumed the responsibility of implementation, coordination, follow-up and assessment of measures taken under provisions of EFA Statement.

Towards the end of 2001, upon partition of Public, Theoretical and Skill Education Deputy Offices, the General Education Deputy was delegated with the duty to follow-up EFA progress. Also, a special credit line was opened on the national budget law with the collaboration of Management & Planning Organization to further assist implementation of EFA.

Pursuant to the above actions and for provision of EFA directive legislations and its executive structure, the Minister of Education submitted a report on EFA progress from 1990 through 2002 to the President; thereupon the EFA issue was included in the agenda of the Cabinet.

The investigations of the Cabinet of Ministers resulted in an approval based on which the EFA National Task Force (National Council) was established under Ministry of Education and membership of representatives from following ministries and organizations:

Minister of Education, concerned deputies from Management & Planning Org., Ministry of Science, Research & Technology, Ministry of Health, Treatment & Medical Education, Ministry of the Interior, I.R.I Broadcasting Org., representative of Statistics Center of Iran, heads of Welfare Org., Youth National Org., Women's Participation Center of the President's Office, UNESCO National Commission based in Iran, UNESCO Cluster Office, a representative from relevant NGOs (nominated by Minister of Education).

The delegates unanimously agreed upon Chairmanship of the Minister of Education and Deputy of General Education as Secretary of the Task Force.

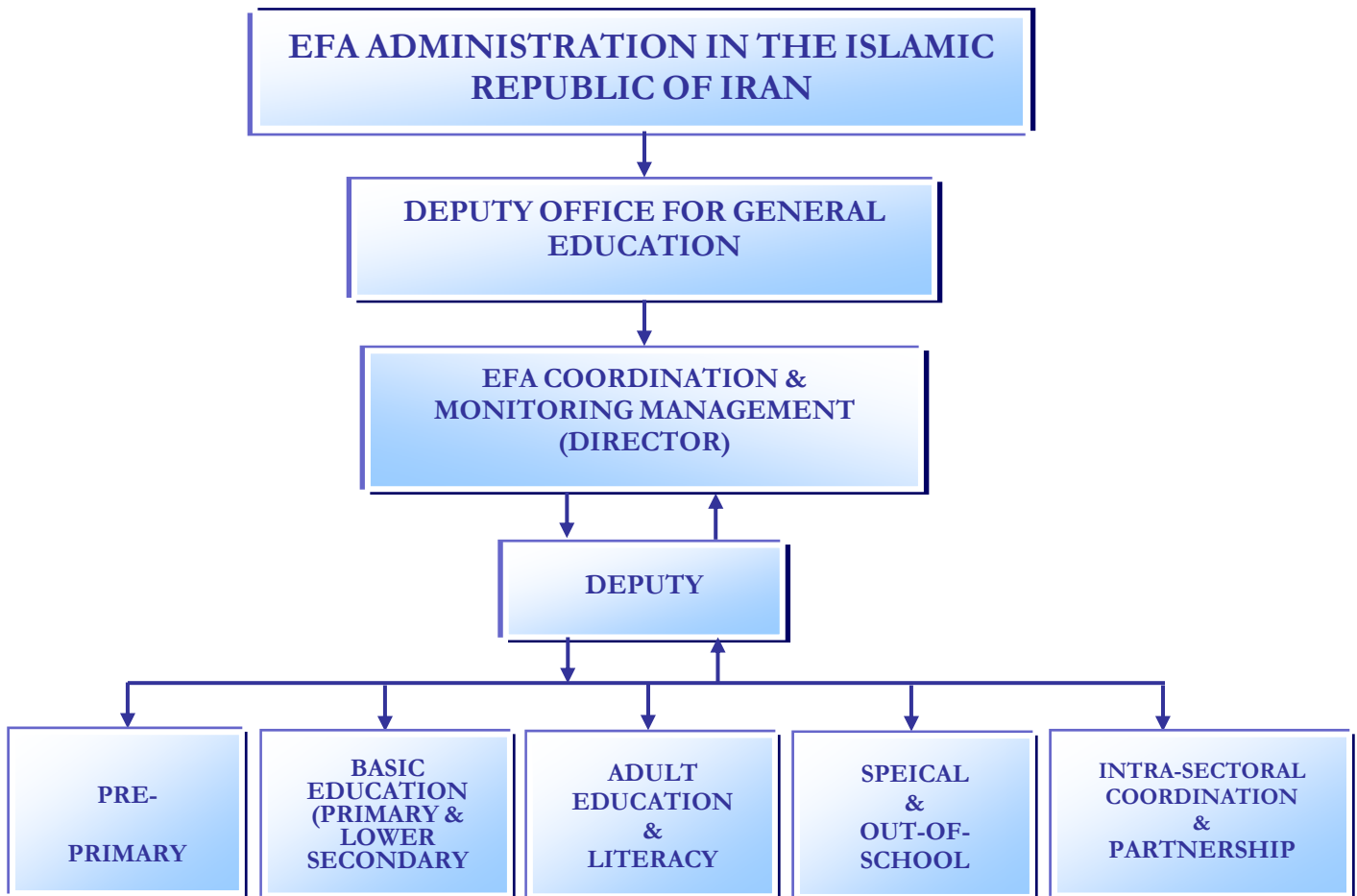
National Council on EFA Plan monitors and organizes related basic guidelines and general policies through its meetings (within the context of EFA goals). It has further explored to minimize major problems and concerns on the way, proportionate to its trans-sectoral capacities and structure. However, the absence of some delegates from member ministries and organizations and irregular convening of the meetings are among challenges that National Council is currently facing.

To put the National Council's approvals into operation, a secretariat was organized in the General Education Deputy Office, under supervision of National Council, prior to formation of EFA Coordination & Monitoring Management in November 2004. The Secretariat had been assigned to plan, organize, coordinate and undertake all EFA-related affairs, the most important of which are:

1. To define the status and importance of EFA in education system of the country;
2. To adopt EFA National Plan.

Pursuant to adoption of EFA National Plan and its approval by the Cabinet of Ministers that met with remarkable achievements within first two years of implementation, education system's policymakers and officials expressing their viewpoints in favor of the plan, the EFA Coordination & Monitoring Management was established in 2004 in the Ministry of Education. This move has laid the ground for better management and supervision of the plan on the one hand, and more tangible efficiency of the plan in the sectors and sub-sectors on the other hand, which, in turn, contributed to the enhancement of objectives.

Organizational Chart of EFA Management, including a director, a deputy and five expert committees is demonstrated in the following chart:



EFA Experts Committees formed on the basis of identified target groups in the country. Each committee is responsible to make required coordination and supervision to materialize predefined goals in the sectors (deputy offices and MOE departments) and sub-sectors (provinces and educational districts), taking into account the related target group. Also, it would make any interaction and cooperation deemed necessary with concerned ministries and organizations.

The policymakers and officials of the I.R. of Iran have emphasized the importance of EFA Plan, with regard to the goals it follows, so as it has been given a special place in the planning system of the country and incorporated in the Fourth Development Plan. (Para A of Article 52)

EFA Plan, at the core of implementation process, is fully compatible with education development plans at national and sub-sectoral level (in provinces and educational districts). In other words, the policies, strategies and goals of EFA Plan are being followed up through national and provincial development plans of action.

On the whole, the recognized legal status of EFA Plan in the national documents on development issues has speeded up the realization of EFA goals and elimination of problems and concerns.

EFA Monitoring and assessment are among top agenda items, focusing on the two following activities:

1. Launching EFA plan
2. Materializing goals

The first activity basically deals with arranging administrative and organizational structure within the first two years of initiating the plan, focusing on the following issues:

- Quality of activities by EFA National Council
- Evaluation of EFA management efficiency in directing the plan
- Appraising the role of other organizations and ministries (partners to the plan) in realizing the plan goals
- Examining structural and organizational links between plan and provinces/educational districts

To monitor qualitative and quantitative progress of goals, which is more important than the first activity, the 6 goals of Dakar Plan of Action, also the policy recommendations and quantity goals on national plan will make the basis of activities. For this purpose, the followings have to be accomplished:

- Upgrading programs through conformity of national and provincial plans with goals, strategies and policies of EFA Plan;
- Revising executive plans and programs in the implementation process of EFA Plan by means of constant reporting, field visiting and receiving feedbacks;
- Appraising the result (quantity & quality) of performances through examining checklists and monitoring tables, and studying its impact on qualitative indices of the plan in order to identify the qualitative changes on each index and to specify the extent of quality goals realized in the EFA National Plan.

Therefore, monitoring and assessment process would be feasible on a short-term (three-month), mid-term (one-year), and long-term (five-year) basis.



Chapter 2

AN ANALYSIS ON EFA 6 GOALS

GOAL 1

**EARLY CHILDHOOD CARE &
COMPREHENSIVE EDUCATION FOCUSING ON
THE MOST DISADVANTAGED & VULNERABLE
CHILDREN**

Goal 1

To promote and upgrade health care and comprehensive education for children at the early stage of life, particularly for the most disadvantaged and vulnerable children.

A. Definition & Analysis of Goal

1-1- An explanation of pre-primary cares and educations in the I.R. of Iran:

The ECCE (early childhood care & education) programs are applied to those activities that ensure children's life, health, and growth in physical, cognitive, sentimental and social aspects.

1-2 Duration of ECCE (early childhood care & education) in the education system of I.R. of Iran and its age group:

It includes mothers' care and education programs, pre-marriage, pre/in/post-pregnancy period, up to age 8; systematic and official education of infants at pre-primary centers from age 3 up to school entrance age at 6.

Therefore, the pre-primary target group in EFA Plan consists of nursery children aged 5, for whom goals have been set on the EFA National Plan.

B. Background of Goal

As per rules and regulations, the infants care programs shall be organized and implemented by Ministry of Health, Treatment & Medical Education, Ministry of Welfare & Cooperation, and Welfare Organization.

Whereas, pre-primary educational and training services are planned, implemented and supervised by several authorities including Ministry of Education, Welfare Org., Ministry of Labor & Social Affairs, Municipality and NGOs.

Based on provisions of Pre-Primary Articles of Association approved in 2003 by Education Supreme Council, the Ministry of Education is the authority for issuing license, and controlling all pre-primary centers, either governmental or non-governmental, that present educational and training services for children aged 4-5.

There are some exclusive legislation for ECCE (early childhood care and education) at national level as follows:

Legislations on Educational Programs

- 1- Approval of Cultural Revolution Higher Council of 1998 on strength of which the entire pre-primary issues shall be regulated by Education Supreme Council.
- 2- Pre-Primary Articles of Association approved by Education Supreme Council in 2003. Based on this, pre-primary is applied to a two-year training course that enrolls children aged 4-5. A pre-primary is established as a governmental school with community participation and as a non-governmental center in accordance with the rules and regulations.

By virtue of provisions of this Article of Association, all pre-primary schools that enroll children 4-5 are duty bound to obtain license from Ministry of Education.

- 3- Based on Article (26) of the Law on drawing up part of Government's financial regulations, Welfare Organization is responsible to issue Activity Permit for applicants of establishing a nursery center upon receiving expert opinion on their job plan.
- 4- One of the practicable strategies of the Third Five-Year Economic, Social & Cultural Development Plan is to develop one-month nursery classes in bilingual or multi-lingual regions of the country, with a priority to rural areas, through collaboration of Ministry of Education, also conducting one-year nursery courses (pre-school) by non-governmental sector under supervision of Ministry of Education.
- 5- Para (A) of Article (52) of the Fourth Five-Year Economic, Social & Cultural Development Plan refers to provision of necessary grounds for implementation of EFA Plan, and pre-primary education as one of Plan's target-groups.
Para (O) of this Article stresses on adoption and implementation of required programs for developing pre-primary and nursery education, particularly in bilingual regions to eradicate educational poverty.
- 6- Article (78) of I.R. of Iran Labor Law
By virtue of this Law, the workshops in which women labor forces work with 5 children and more, are obliged to establish a labor nursery; the workshops in which this number of children is less than 5, the employer has to compensate a part of children's day-care and education expenditures for the labor family.

Legislation on Child's Care Programs

- 1- The Law on Accession of the Islamic Republic of Iran to the Child Right Convention was approved in February 1994. The articles and paragraphs of the above law make a direct reference to the right of children to enjoy caring supports such as protection, highest health standards, needed facilities for curing diseases and rehabilitation, good nutrition and security.
- 2- The Law on Protection of Children & Adolescent approved in Dec. 16, 2002. It defends the right of children and younger adults against all forms of vexation, molestation, sale and purchase, exploitation and taking advantage of them for committing offences.
- 3- Article (4) of executive by-law of the Law on Securing Unattended Women & Children approved in Aug. 2, 2005. It includes the following issues:
 - A. Financial supports such as provision of facilities for self-sufficiency or a pension in cash in a periodical or continuous basis
 - B. Cultural and social supports such as educational and training services
 - C. Taking care of children, daily or round-the-clock... in Welfare Org. centers, or delegation of children/women's guardianship to eligible persons
- 4- By virtue of Article (3) of the Law on Promotion of Breast Feeding & Supporting Nursing Mothers approved in March 1996, those mothers with breast-fed infants who work in governmental or non-governmental sectors are entitled to enjoy a 6-month paid leave of maternity. Based on the Note of the Article above, upon restarting the job, in case of nursing the child up to the age of 20-month at least, the mother may use one-hour paid leave per day.

C. Executive Programs for Implementation of Goals

C-1- Early Childhood Care Programs

A number of protective programs that have basically been carried out in rural and underprivileged regions of the country with a multi-sectoral intervening approach are as follows:

❑ Adoption & Implementation of Participatory & Supportive Children's Nutrition Enhancement Program

Since 1996, the program was implemented in three cities with inter-sectoral partnership to reduce the rate of malnutrition among rural children. The intervening activities of the programs are:

- Theoretical and practical training of mothers on child nutrition;
- Education of low-literate women with health and nutrition issues;
- Creating little green gardens at home and at schools;
- Reinforcing child growth monitoring services
- and ...

In 2001, the nutrition supportive activities were extended to children aged under 6, generalizing the program up to 14 provinces and was further developed throughout the country since 2005. Currently, 40,000 children are under supportive umbrella by Ministry of Health, and with the collaboration of Ministry of Welfare & Social Security, and Imam Khomeini Relief Committee they receive monthly food baskets valued at Rls. 100,000. So far, 150 cities, 7,400 health houses, 1,555 health care centers have been involved, and about 2 million children have benefited from nutrition enhancement program.

In this program, other sectors concerned with development and social welfare played their crucial roles in realizing goals, including Literacy Movement Organization through upgrading mothers' literacy, Ministry of Agriculture Jihad with publicizing the culture of consuming more fruits and green groceries by families, Welfare Organization and Ministry of Education by involving teachers and instructors in educational programs.

Some of the measures taken are as follows:

- Organizing 300 training workshops for health care-treatment personnel and other relevant sectors
- Equipping 1400 health houses with local kitchens for practical training of supplementary nutrition to mothers
- Launching 80 nutrition consulting centers to help children with malnutrition
- Creating more than 14,000 little green gardens in health houses, homes and schools with the collaboration of Ministries of Agriculture Jihad and Education
- Supporting more than 40,000 children with protective program of Imam Khomeini Relief Committee and distributing food baskets among them
- Marking the contents of food baskets by Community Nutrition Enhancement Department in conformity with nutritional culture of the region, access to food stuffs and... assisted by experts of nutrition and Relief Committee of the province

- Conducting 15,000 continuous educational classes with the subject of health-nutrition issues for mothers
- Studying indicators of children's physical inspection in different cities by 14 universities in order to identify the regions in need of intervening programs
- Organizing more than 2000 classes for new-literates with the collaboration of Literacy Campaign
- Monitoring and assessment of Plan

(Source: Report of Ministry of Health, Treatment & Medical Education Nutrition Department, 2007)

❑ **Disadvantaged Pregnant & Nursing Women Nutrition Support Program**

Since 2006, pregnant women nutrition support program has been initiated in 11 provinces of the country. Based on this, needy pregnant women under protection of Welfare Organization are nominated so as their dietary condition is being reported, and upon confirmation of a malnutrition condition by the center, they will be introduced to regional welfare compounds to receive food baskets. The program covers 2000 pregnant women and their families in 11 provinces of Tehran, East Azarbayjan, Ardebil, Boushehr, Khoozestan, Kerman, Hormozgan, South Khorasan, Sistan & Balouchestan, and Kohkilouye & Boyer Ahmad.

In 2007, with cooperation of Ministry of Welfare & Social Security and Imam Khomeini Relief Committee, more than 10,000 pregnant and nursing women (with per capita of Rls. 1,500,000 for each person yearly) have been covered by nutrition support programs nationwide.

Some of the accomplished tasks are as follows:

- Organizing 150 educational classes on standard dietary principles during pregnancy for supported women
- Educating proper nutritional programs during pregnancy to the staffs of Welfare Organization
- Reinforcing nutritional health care during pregnancy of women under support
- Verifying the conforming of the designed food basket with dietary culture and habits of the region by university nutrition experts
- Distributing more than 5000 food baskets among people
- Monitoring and assessment of the program

❑ **Provision of One Warm Healthy Meal in Village Nurseries**

In order to help the poor and rural children aged under 6 with good nutrition and education, the program of a warm meal for children aged 3-6 was launched in village nurseries. It has been implemented in more than 5000 village nurseries, covering 140,000 children. (ibid)

❑ **Children's Diseases Care Development program**

The program incorporates guidelines to train mothers how to help their children to recover and to take disease preventive measures such as proper nutrition of the child, on-time vaccination and... It is an integrated child health program, and not merely a disease-oriented activity; it focuses on treatment methods as well as disease basic preventive services to involve the entire household in the curing process of the child, so as to minimize the factors of being contracted or negligence from risky symptoms of a disease. Since it coordinates care programs of children aged under 5

through which the quality of services and efficacy of cares would be enhanced and the costs of services would be diminished, the program is a strategy by itself. The program deals with infant diseases, standard ailment control and treatment, infection of respiratory and central neural systems, dysentery and vomiting, growth and nutrition disorders in a disease, fever, convulsion, coma, shock, vaccination and administering supplements for children referred to health centers supervised by Ministry of Health, regardless of their gender.

❑ **Well Child Care Program (WCC)**

The program seeks to separate a healthy child from apparently healthy children or those prone to be inflicted who have not yet developed the symptoms of a disease. In fact, the program aims at standard screening system of caring children aged 0-8 and the implementation of the system.

Under this program, all children aged under 8 are inspected for their general condition, diet, weight, height, head circumference, sight, growth, vaccination and drug supplement, whenever they are taken to a health center. The examination process is accomplished through questioning parents and observing symptoms. The answers and the results of medical examinations will determine the need of the child for administering an emergency measure. If needed, and prior to transferring the child to health care centers, required advices and explanations would be given to the mother. If the child is needless of referring to a health center, mother will be provided with the following consultations:

- Best method of child treatment at home (how to use drugs, food and beverages)
- Recognizing a symptom that would help mother to take her child to the treatment center as soon as possible
- Evaluating modes of child nutrition such as breast feeding
- Mother's health.

Under this program, all data about health and growth condition is inserted on Child's Health ID Card. Besides physical condition, the parents' required information on vaccination, how to act in case of an accident, a disease, how to take care of the teeth and mouth, as well as information on growth stages are provided in the ID card. It is submitted to the families as child's health and treatment record.

(Source: Report of Ministry of Health, Treatment & Medical Education Child Department, 2007)

❑ **Florid Therapy Program**

Since the year 2000, all children at primary level in urban/rural areas, including first and second grades (7-8 years old) receive a bottle, containing 250 cc of florid, free of charge on a yearly basis.



❑ **Tooth 6 Insurance Program**

Since 2005 as the year of launching this program, first permanent teeth of all children aged under 12 are examined with a preventive and educational approach, and if needed, cost effective reparative services will be rendered; the major part of expenditures (70%) is undertaken by the government and the remaining 30% by families. If students are not covered under insurance services, they will be insured by Tooth 6 Insurance Program to benefit from inexpensive services.

❑ School –Based Dental Sealant Program

Under this program, and if the educational center has a health instructor, students' teeth are checked and if the ridges are deep, they will be referred to tooth and mouth headquarters so as dental material are applied to the pit-and-fissure surfaces of teeth to prevent decay.



❑ School Milk Program

Based on the approval by the Cabinet of Ministers, all new entrants of pre-primary and students of primary, lower secondary levels as well as personnel of these courses shall receive 2 to 3 servings of pasteurized and homogenized milk per week, each serving for 200 to 250 cc. The pilot plan started in the year 2000 in 14 cities and was later generalized all over the country.

❑ Health ID Card for Primary, Lower & Upper Secondary First Grade Students

In order to organize, scientifically develop and making health care of students cost effective, in line with creating school health comprehensive disaggregated information system, the student's health ID Card has been issued and completed since 2002. The ID Card included information on holder's particulars, medical records, preliminary examination of student as a new entrants (physical and mental fitness measurement), immunity, height, age, weight charts of boys and girls, health-related sports tests, questions and general medical examination. The student's health ID Card is kept in the school.

❑ Accident Insurance for All Pre-Primary New Entrants & Urban/Rural Students

C-2- Pre-primary (Nursery) Educational Programs

❑ Adoption of Pre-Primary Articles of Association

In post Islamic Revolution era, for the first time in 2003, the pre-primary articles of association was adopted and approved by Education Supreme Council. It was a big step towards recognizing this course of study and its position in the country's education system. The articles of association underlines general goals of the course, and an advanced curriculum proportionate to the cultural, local and ecological specifications of various parts of the country, with an emphasis on the deprived regions.

❑ Curriculum Guidebook for Nursery Education- Provincial Committees

Developing teaching-learning activities through the following principles:

- a. Conformity of goals with the goals of primary education
- b. Importance of local and regional conditions in developing educational materials
- c. Taking into account the flexibility of educational subjects according to the circumstances and the need of learners
- d. Developing curriculum with the collaboration of educational districts
- e. Variety of educational products instead of single production
- f. Integrity of curriculum (in place of disintegrated and separate fields of study)
- g. Provision of educational kits (instructor's guidebook, stationeries and materials, work papers and...)

❑ Development of Village Nurseries

These centers, established through private investments and cooperation of Islamic council at the center of district and village, deal with education of children aged 3-6. Currently, about 5000 village nurseries exist in the country.

❑ Nursery Classes Annexed to Public & Private Schools



One of the programs that was extremely effective in boosting gross enrolment ratio of children at pre-primary centers (nurseries) is developing nursery classes annexed to governmental and non-governmental schools. These centers are basically run by community participation. Prior to delegation of this course to private sector, the Ministry of Education was responsible for supplying needed educational environment, most part of manpower and equipments of the public sector (government educational centers); other expenditures on education were undertaken by parents and in some rural areas, it was totally free of charge. At present, the expenditures on education in the poor rural areas are quite cost effective and affordable by all villagers.

❑ Conducting One-Month Nursery Classes in Bilingual Regions

The above classes are organized during every summer time, in which children who will start primary first grade within one month, enjoy an average 100 hours of pre-primary programs (game, story, poem, painting and...). The expenditures on education of this course are ensured from governmental budget.

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

D-1- Care Programs

- The outcomes of three sets of studies at national level during 1995, 1998, 2004 on prevalence of malnutrition among children aged under five in terms of certain indicators of length-for-age (nutritional stunting/shortness), weight-for-age (underweight) and weight-for-length (thinness) are shown in the table below:

Nutritional Stunting/Underweight/Thinness 1995-1998-2004

| Region | Year | Length-for-Age (nutritional shortness) in % | Weight-for-Age (underweight) in % | Weight-for-Length (thinness) in % |
|--------------------|-------------|---|---|---|
| Urban | 1995 | 12 | | |
| | 1998 | 11 | | |
| | 2004 | 3 | | |
| Rural | 1995 | 25 | 19 | |
| | 1998 | 22 | 14 | |
| | 2004 | 7 | 6 | |
| Urban/Rural | 1995 | | 17 | 7 |
| | 1998 | | 11 | 5 |
| | 2004 | | 5 | 3.7 |

Studies reveal that, based on the nutritional status indicators, malnutrition trend of Iranian children aged under 5 has significantly reduced during the years of study. The prevalence of thinness in children aged under 5 has diminished from 7% in 1995 to 5% in 1998 and 3.7% in 2004. The incidence rate of average and intense nutritional stunting has reached from 12% of urban areas in 1995 down to 11% in 1998 and 3% in 2004. The indicator for rural areas in the years of study has been 25%, 22%, and 7% respectively that shows a considerable reduction. Also, the prevalence rate of underweight in the rural regions declined from 19% in 1995 to 14% in 1998 and 6% in 2004. The indicator for the whole country at the first year of study has been 17% with an increase of 11% and 5% during 1998 and 2004 respectively. Carrying out multi-sectoral intervening programs and involvement of all concerned sectors in enhancement of children's growth and nutrition including Ministries of Health, Agriculture Jihad, Commerce, Education, Literacy Campaign, Welfare Org. and Imam Khomeini Relief Committee are among major factors for reduction of children's malnutrition rate as well as upholding and enhancement of children's growth rate in the country. On the whole, nutritional stunting indicator as one of the indicators of malnutrition in the rural and urban areas has drastically declined.

The feedbacks from studies confirm that implementation of breast feeding promotional programs were effective in reducing the national costs of milk powder purchase from \$ 100 million to \$ 15 million.

Percentage of Children under Well Child Care Program

| Title | 2002 | 2003 | 2004 | 2005 | 2006 |
|---|------------|-------------|--------------|-------------|-------------|
| Percentage of Supported Children | 8.6 | 21.6 | 38.03 | 65.9 | 67.2 |

The results of examinations show that percentage of children under free-of-charge well child care program has increased from 8.6% in 2002 up to 67.2% in 2006.

- Percentage of students at the first and second grades of primary course enjoying mouth and tooth health care educations during academic years of 2005-2006 and 2006-2007:

Studies prove that, on the whole, a remarkable number of students at primary first and second grades in urban/rural regions of the country have received educations on mouth and tooth health care; however, this rate had a descending trend, i.e. in 2005, 92% of first grade students and 93% of second grade students were trained; whereas, in 2006, this figure for both first and second grades decreased to 89%. The declining trend is considerable in certain provinces like north Khorasan, Golestan, Gilan, Markazi, Hormozgan, and Khoozestan.

The following table illustrates these changes:

Percentage of Primary First & Second Grade Students under Mouth & Tooth Health Care Educations

| Province | Grade Year | First Grade | | Second Grade | |
|----------------|---------------|-------------|----------|--------------|----------|
| | | 2005 (%) | 2006 (%) | 2005 (%) | 2006 (%) |
| North Khorasan | | 98 | 66 | 100 | 66 |
| Golestan | | 100 | 53 | 100 | 53 |
| Gilan | | 85 | 71 | 89 | 71 |
| Markazi | | 94 | 39 | 93 | 41 |
| Hormozgan | | 90 | 74 | 100 | 61 |
| Khoozestan | | 100 | 41 | 100 | 37 |

Among the main reasons of declining trend of children under mouth and tooth health care services are rises in the price of consuming items (mouthwash liquid), not increasing the credits for this program and shortage of health instructors.

Notwithstanding this, a number of provinces such as west Azarbayjan, Ardebil, Zanjan, Semnan, Sistan & Balouchestan, Tehran and cities of Tehran, Qazvin, Qom, Lorestan, Hamedan, and Yazd recorded 100% coverage of the program during the years in study and for the above grades; other provinces were also successful to a great extent in improving the indicator as shown here under:

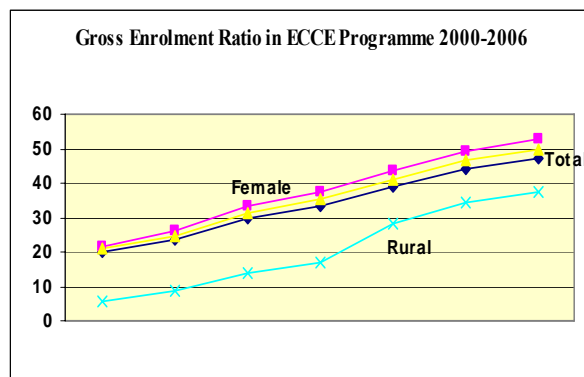
| province | Grade Year | First Grade | | Second Grade | |
|------------|---------------|-------------|----------|--------------|----------|
| | | 2005 (%) | 2006 (%) | 2005 (%) | 2006 (%) |
| Kerman | | 75 | 84 | 77 | 83 |
| Kermanshah | | 44 | 90 | 39 | 100 |
| Mazandaran | | 79 | 100 | 76 | 100 |

D-2- Educational Programs

● Gross Enrolment Ratio of Pre-Primary Education (Nursery)¹

Table & Char t of Pre-Primary Education Gross Enrolment Ratio (Nursery)

| Year | Pre-Primary Gross Enrolment Ratio | | | | Gender |
|------|-----------------------------------|------|-------|-------|--------|
| | Boy | Girl | Total | Rural | |
| 2000 | 20.2 | 21.4 | 20.8 | 5.7 | 1.1 |
| 2001 | 23.6 | 25.9 | 24.7 | 8.8 | 1.1 |
| 2002 | 29.7 | 33.2 | 31.4 | 13.9 | 1.1 |
| 2003 | 33.4 | 37.5 | 35.4 | 17.1 | 1.1 |
| 2004 | 38.9 | 43.6 | 41.2 | 28.1 | 1.1 |
| 2005 | 44.3 | 49.4 | 46.8 | 34.5 | 1.1 |
| 2006 | 47.0 | 52.6 | 49.7 | 37.7 | 1.1 |



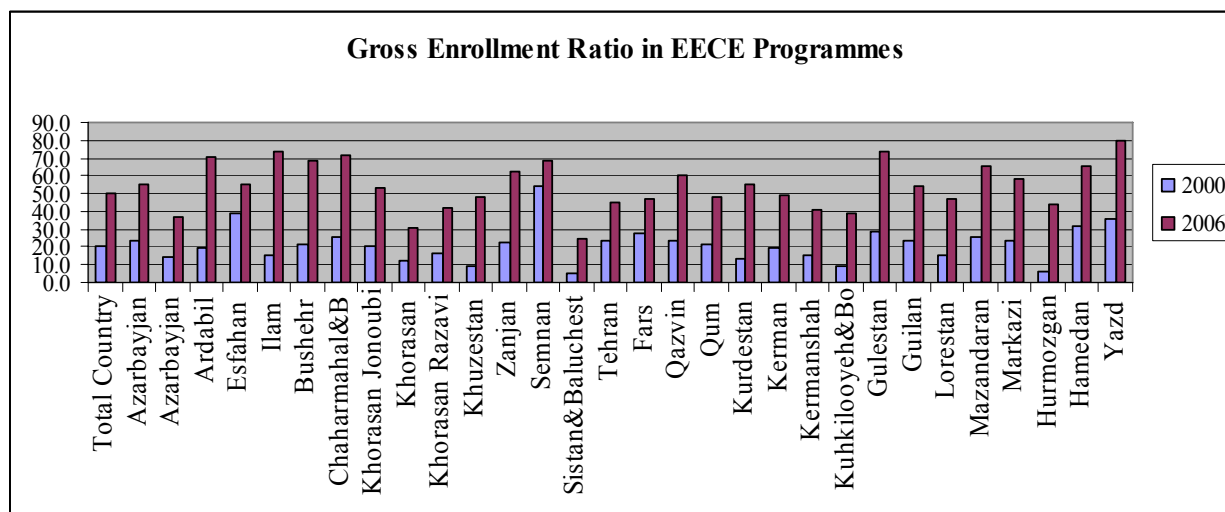
¹- Statistics of part D-2 are related to Ministry of Education only.

The information on the above table shows that the pre-primary gross enrolment ratio had an ascending trend at national level, i.e. from about 21% in 2000 increased to 50% in 2006.

The enrolment ratio for the plan mid-year period, 2003, was 35.4%. The indicator shows growth in the rural areas too. In the year 2000, only about 6% of the rural children benefited from pre-primary educations. But in 2006, the rate grew up to 37.7%.

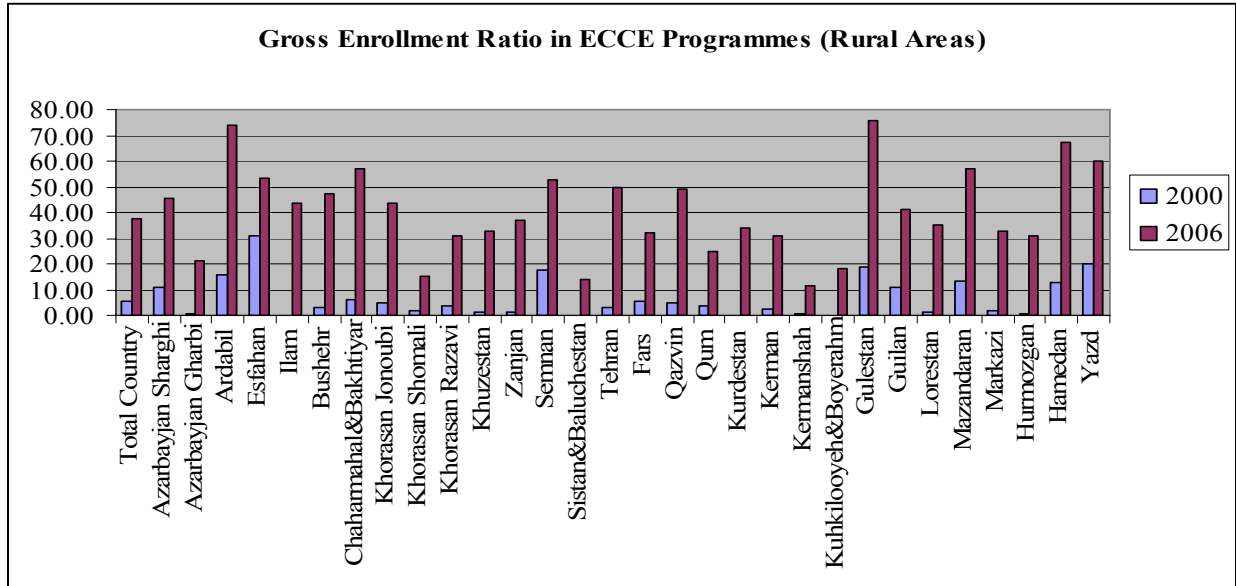
Children's access to pre-primary educations shows a remarkable growth for the whole country. However, the children in urban areas had been more fortunate in using educational opportunities than rural children.

Moreover, the studies reveal that the enrolment ratio of girl new entrants at the first year of the plan (2000) had been 21.4% that increased up to 52.6% in 2006. However, the boy's enrolment ratio during the above years has reached from 20.2% to 47%. It shows that while both girls and boys' enrolment ratio increased, the girls had always benefited more pre-primary educations than same-age boys.



The above chart shows that the provinces of Semnan, Esfahan, Yazd, Hamedan, Golestan, Char Mahal & Bakhtiyari, Ardebil, and Ilam had been successful provinces with greater pre-primary gross intake rate than national average rate. Among them, Ardebil and Ilam are provinces that speeded up nursery growth rate through carrying out special programs.

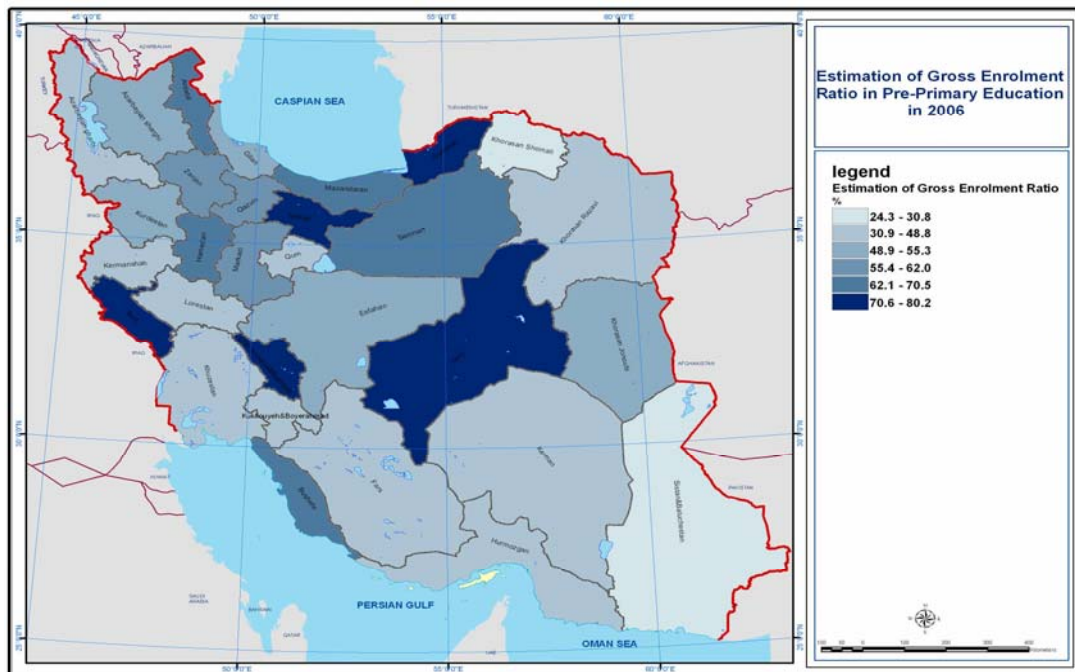
In contrast, provinces of Sistan & Balouchestan, Kohkilouye & Boyer Ahmad, Hormozgan, north Khorasan, Kermanshah, Lorestan, and Khoozestan had a lower pre-primary enrolment ratio as compared to national norms, showing special care and planning are required for these provinces to act more successfully.



The above chart shows that the provinces of Esfahan, Yazd, Golestan, Semnan, Ardebil and Hamedan succeeded more than other provinces in rural children intake in the pre-primary education during the years of plan. Whereas, provinces of Kohkilouye & Boyer Ahmad, Ilam, Lorestan, Sistan & Balouchestan, Kermanshah, north Khorasan, and east Azarbayjan are in an unfavorable situation as compared to national average and urgently need special help.

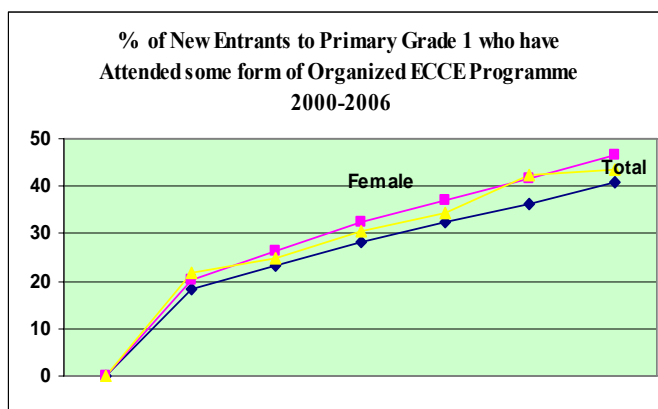
Based on existing statistics and information, about 50% of children aged 5 enrolled by Ministry of Education affiliated centers in 2006. This figure had been 22.7% for centers under Welfare Org. and 14.4% for religious and spiritual centers. On the whole, 87% of Iranian children have enjoyed pre-primary educations prior to entering primary course of study. The reasons for such growth are attributed to taking advantage of primary human resources and excess educational space with regard to the negative growth rate of student population during the recent years, development of nurseries, particularly village nurseries and more participation of parents as well as development of religious and spiritual centers.

The following chart illustrates pre-primary gross enrolment ratio for school year 2006-2007.



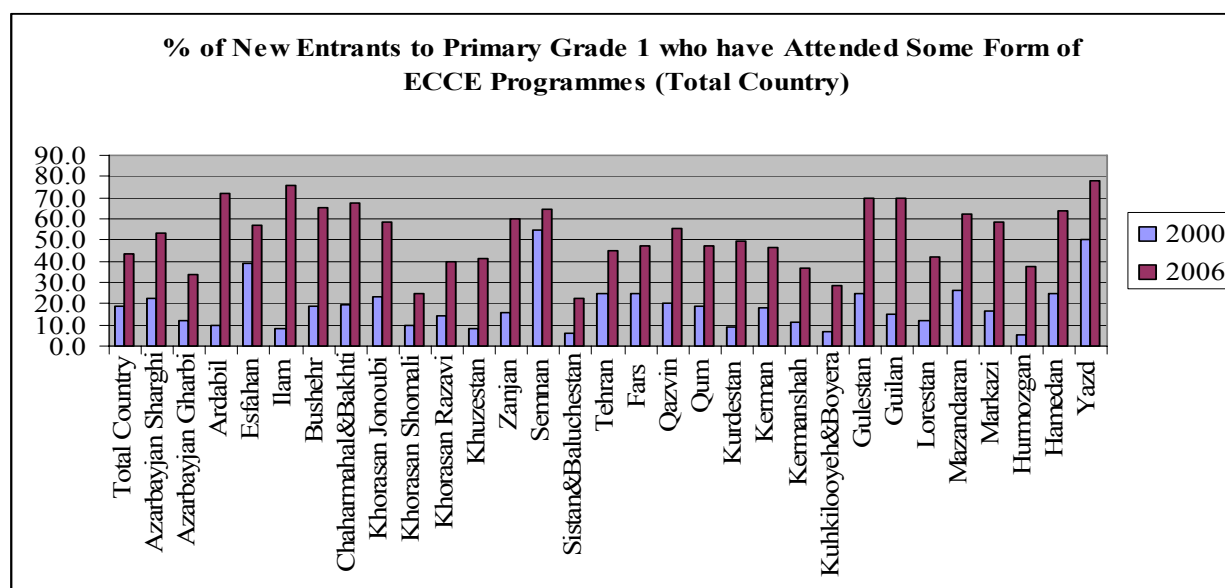
Percentage of Students at Primary First Grade with Pre-Primary Record in Terms of Year, Gender and Village

| School Year | Girl | Boy | Total | Rural |
|-------------|------|------|-------|-------|
| 2000 | 18.9 | 18 | 18.4 | 3.5 |
| 2001 | 20 | 18.1 | 21.9 | 5.7 |
| 2002 | 26.2 | 23.3 | 24.7 | 9.1 |
| 2003 | 32.6 | 28.3 | 30.4 | 14 |
| 2004 | 37 | 32.3 | 34.5 | 18.5 |
| 2005 | 41.8 | 36.3 | 42.2 | 27.8 |
| 2006 | 46.5 | 40.8 | 43.5 | 34/3 |



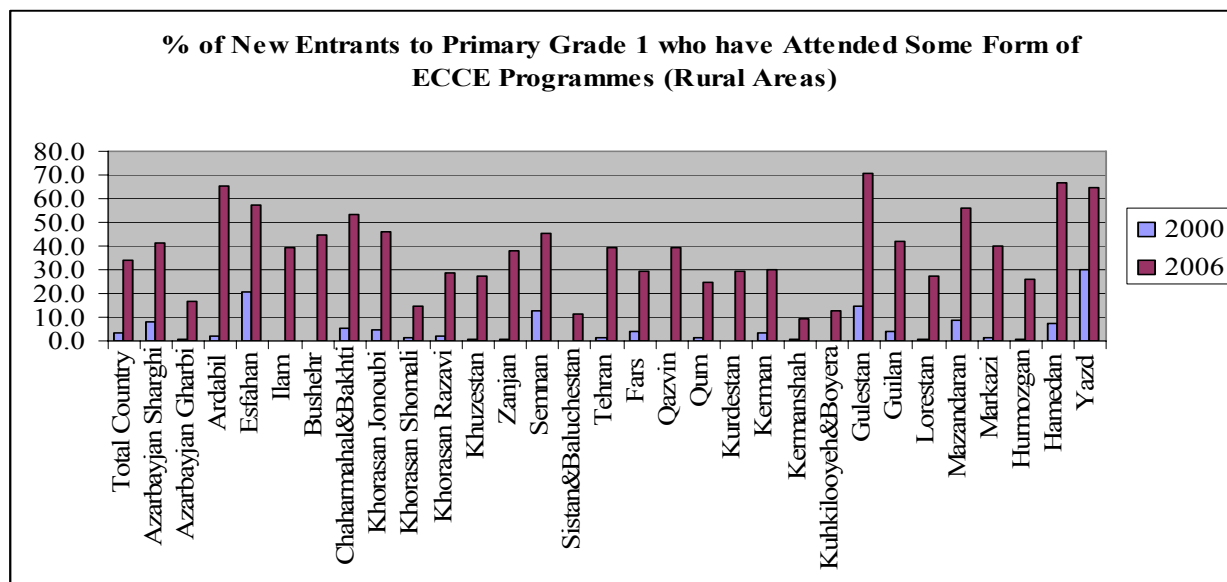
As shown in the above chart and table, percentage of students at primary first grade with a pre-primary background had an increasing trend in the country so as it boosted from 18.4% in 2000 up to 43.5% in 2006. Percentage of girls' students had been more than boys for the indicator, i.e. the number of girls at primary first grade with pre-primary educations exceeded the population of same-age boys. This is an ascending trend for rural areas with an increase from 3.5% in 2000 up to 34% in 2006.

The provincial status of indicator is shown in the following chart:



Based on the above chart, percentage of primary first grade students with pre-primary backgrounds at provinces of Semnan, Yazd and Esfahan has always been more than other provinces. Furthermore, provinces of Mazandaran, Tehran, Char Mahal & Bakhtiyari, Golestan and Gilan succeeded to rank higher than national average for this indicator during the years of study. It is worth mentioning that, Ilam province recorded a leap in increasing the indicator so as from bottom line of the list of provinces during 2000 and 2001, it upgraded to the third rank province in 2006 for its rates being higher than national average.

In contrast, provinces of Sistan & Balouchestan, Kohkilouye & Boyer Ahmad are among provinces with the lowest rate of the indicator during the years of study, and other provinces like Khoozestan, north Khorasan, Lorestan, and kermanshah are placed at the same rank, what necessitates more and exclusive care for these provinces.

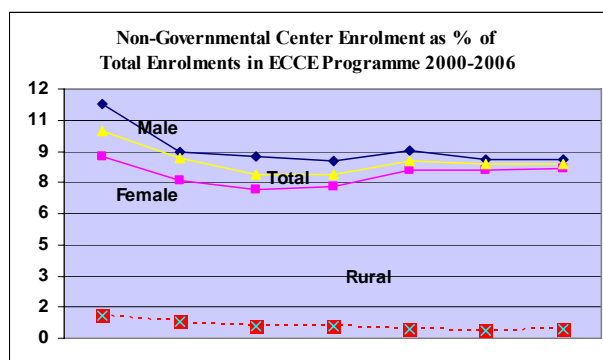


The above chart shows that provinces, in which the percentage of their primary first grade students with pre-primary record had been higher or lower than national average in urban/rural areas, are facing a similar situation in rural regions.

● **Percentage of Enrolment Ratio at Private Centers from Total Pre -Primary (Nursery) Enrolment**

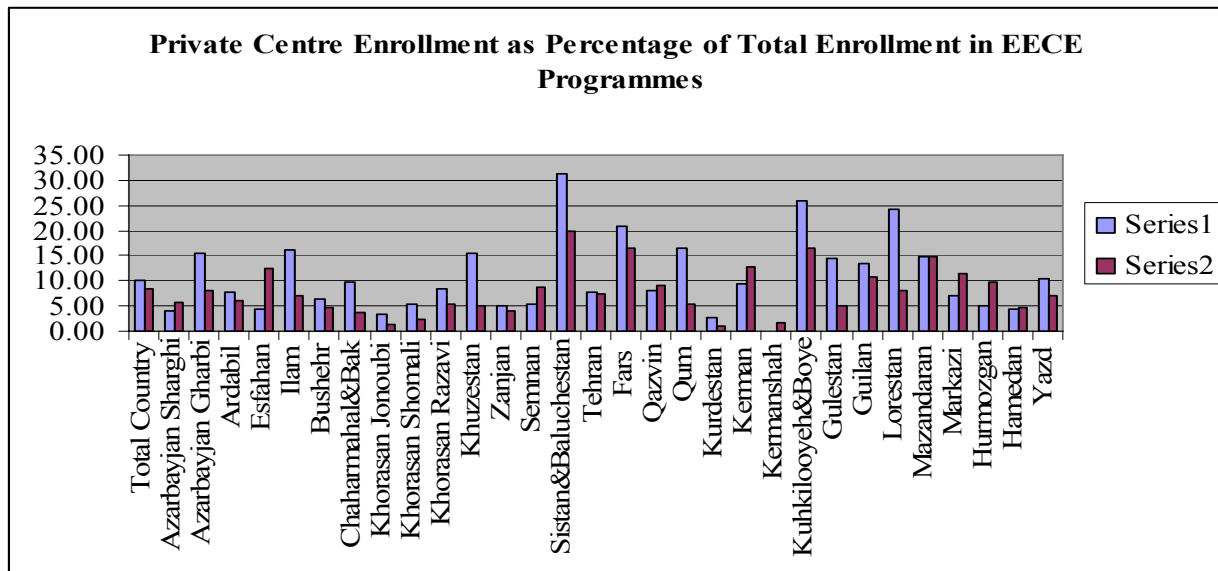
Percentage of Enrolment Ratio at Non-Governmental Centers by Gender 2000-2006

| School Year | Girl | Boy | Total | Rural |
|-------------|------|------|-------|-------|
| 2000 | 8,8 | 11,3 | 10 | 1,1 |
| 2001 | 7,6 | 8,9 | 8,6 | 0,8 |
| 2002 | 7,1 | 8,8 | 7,9 | 0,6 |
| 2003 | 7,3 | 8,5 | 7,9 | 0,6 |
| 2004 | 8,1 | 9 | 8,5 | 0,4 |
| 2005 | 8,1 | 8,6 | 8,3 | 0,4 |
| 2006 | 8,2 | 8,6 | 8,4 | 0,5 |



The studies indicate that the enrolment ratio by non-governmental centers form total percentage of new entrants' enrolment ratio at nursery program had been higher for the first year of study than the succeeding years; however, not a remarkable variation has been reported for this indicator. The same trend exists for rural areas with minor difference between girls and boys.

It is important that the enrolment ratio by non-governmental centers is much lower than public centers. Provincial condition is illustrated in the following chart:



The studies reveal that provinces of Kohkilouye & Boyer Ahmad, Lorestan and Fars have recorded the highest enrolment ratio at pre-primary private school during the years of study, and the provinces of Hormozgan, Kerman and west Azarbayjan are placed in an almost similar situation. For provinces with the lowest rate of such indicator, Kermanshah, Kordestan, south Khorasan, north Khorasan, Khoozestan and Hamedan could be named. It should be mentioned that provinces with the highest enrolment ratio at nursery program, show the lowest enrolment ratio at private nursery centers.

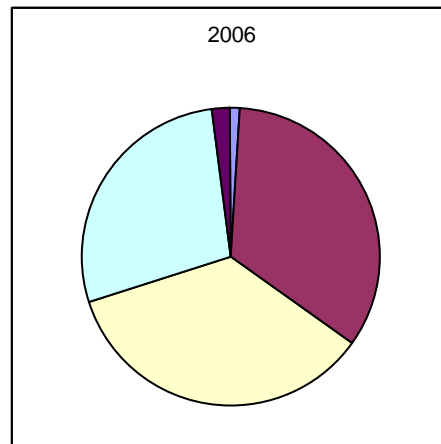
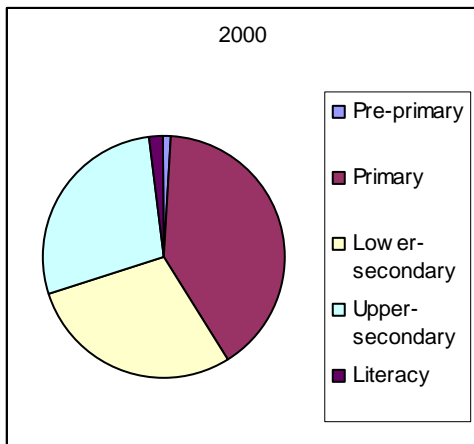
● **Percentage of Eligible Instructors at Pre-Primary Education (Nursery)**

Since an eligible instructor for pre-primary program in the Ministry of Education is applied to those instructors with a related educational degree in terms of dealing with children, all pre-primary instructors (100%) are regarded as qualified for the job due to possessing such degree.

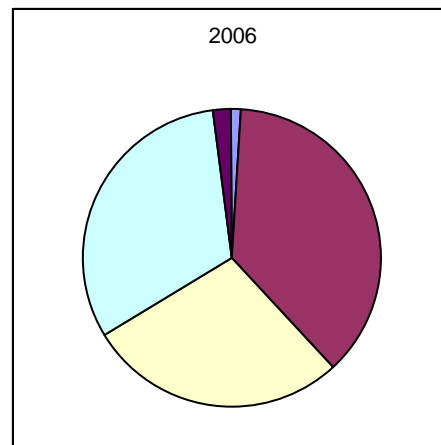
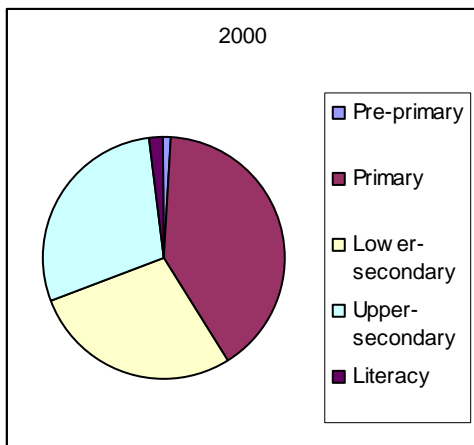
● **Share of Pre-Primary Education from Total Public Budget, GDP & Total Expenditures on Education**

The last indicator studied at this section is the share of educational programs from total public budget, GDP and total expenditures on education. This share is illustrated by pie charts for pre-primary program during 2000 and 2006.

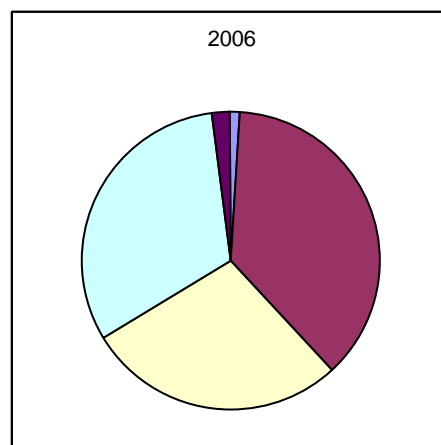
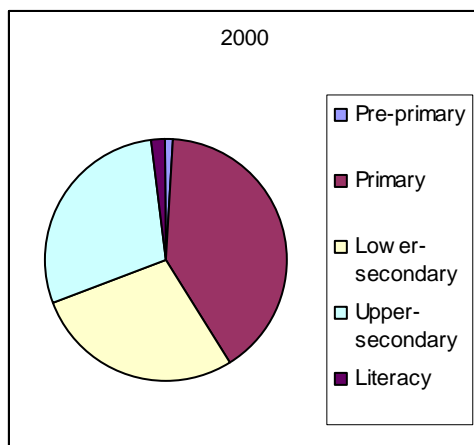
PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE



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. Conducting nursery classes annexed to public and private schools:

With regard to negative growth rate of student population at primary education, the excess manpower and spaces were allocated to develop nursery programs.

2. Development of village nurseries:

Such nursery centers are established by real entities through private investment and in collaboration with Islamic Council at the center of districts and villages.

3. Conducting nursery classes during holiday periods of rural schools:

In certain villages where two-shift school work (morning and afternoon) and it is normally closed on Thursdays, the space of school is used for nursery classes during holidays. Children in those villages may utilize pre-primary educations at least one day per week.

F. Challenges & Concerns

There are certain problems, obstacles and challenges on the way to develop early childhood caring and educational programs:

1. Insufficiency of required budgets and credits for full implementation of programs
2. Shortage of expert manpower in the deprived regions
3. Ineffectual communication and coordination required between organizational internal and external sectors providing infants' caring and educational services
4. Limited resources, facilities, manpower and... for educational services required for children aged under 5
5. Nonexistence of basic skills in cognitive, physical and social aspects and ambiguity of national and provincial norms in terms of such skills for pre-primary curriculum
6. Improper educational and training spaces for pre-primary program with regard to teaching-learning nature of this course
7. Geographical diversity and economic poverty of households in rural and poor areas; scarcity of public supportive mechanisms for development of educational programs at rural level
8. Unsustainable caring and educational policies and strategies for small children due to instable management
9. Inefficient continuous supervision and monitoring system for assessment of programs and activities of various departments responsible for planning and implementation of infants' caring and educational services.

G. Strategic Priorities for Achieving Goals by 2015

G-1- Early Childhood Comprehensive Care

Certain general policies on early childhood comprehensive care, prioritizing rural children, children living at the city outskirts and children being cared at institutes other than home, are as follows:

1. Reducing mortality rate of children under one (IMR), total and by gender
2. Reducing mortality rate of children under five (U5MR), total and by gender
3. Reducing preventable physical disabilities
4. Reducing children's nutrition and growth disorders
5. Reducing the impacts of diseases
6. Increasing access of children under 8 to healthy child standard services

G-2- Early Childhood Education:

1. Utilizing capabilities of cultural-social institutions to enhance public awareness on pre-primary education and their sensitizing about children's rights
2. Working with required mechanisms to promote participation of private sector and civil society in developing this program
3. Developing quality and comprehensive pre-primary education for a greater population of children through flexible methods and extending nursery services, particularly in the poorer regions and infants poverty eradication
4. Promoting awareness and professional skills of instructors, directors and experts of pre-primary education
5. Promoting awareness of parents about the importance of infants integrated growth and development
6. Enhancing quality caring, training and educational services of nurseries and pre-primary centers
7. Creating more coordination between methods and executive policies, and integrity among organizations responsible for pre-primary education.

GOAL 2

TO ASSURE THAT BY 2015, ALL CHILDREN, PARTICULARLY THE GIRLS, CHILDREN LIVING IN HARDSHIP, AND CHILDREN OF MINORITY GROUPS HAVE FULL ACCESS TO QUALITY COMPULSORY PRIMARY EDUCATION.

Goal 2

To assure that by 2015, all children, particularly the girls, children living in hardship, and children of minority groups have full access to quality compulsory primary education.

A. Definition & Analysis of Goal

In Iran, General Education incorporates two formal courses of primary and lower secondary education. Primary education is the first formal program in the country's education system.

Minimum entrance age for primary first grade is full 6 years of age and maximum age for enrolment in primary education is 14 years in urban areas and 16 years in the rural and tribal areas.

Although standard age for primary education is 6 to 10, by virtue of the above rule as well as regulations on educational promotion, younger and older children may also enroll at this program.

The second formal program of education system is lower secondary that enrolls students aged 11 to 13. This program consists of three grades from first to third. The subjects of the course include Koran and Religion, Arabic, Foreign Language (except Arabic), Persian Literature, Experimental Sciences, Mathematics, Sports, Art, Social Sciences and Vocation & Technique. The students have to attend classes for an average of 33 hours per week to study the above subjects. As per Para (B) of Article (52) of the Four Economic, Social & Cultural Development Plan, and its By-law (approved by the Cabinet meeting dated Aug 25, 2005) education is compulsory up to the end of lower secondary.

Furthermore, the executive By-law of schools approved by Education Supreme Council stipulates that maximum age for enrolling in lower secondary school is 17, 18, and 19 for urban, rural and tribal areas respectively. Therefore, as far as a student is eligible to study this course, no obstacle shall hinder his studies at schools. In other words, schools are not entitled to deprive students of study with the excuse of school financial supply and asking for mandated fees.

The third formal program of education system is Theoretical and Skill Upper Secondary Education that enrolls students aged 14 to 17. The upper secondary education consists of 3 grades of study from first to third.

This program falls into three branches of Theoretical, Technical & Vocational, and Kar-o-Danesh (work & Knowledge) (Kar-o-Danesh), and each branch, in turn includes some fields of study.

The Theoretical Upper secondary includes fields of Mathematics-Physics, Literature & Human Sciences, Experimental Sciences and Islamic Knowledge & Education; the two other branches consist of 3 fields of Industry, Agriculture and Services.

Education at this program is conducted on a yearly-credit basis. It is a 3-year program, and the number of credits needed for obtaining high school diploma is at least 96 credits. It is worth mentioning that those students who graduated from upper secondary and would like to participate in university entrance examinations have to complete a one-year pre-university course before passing such examinations.

Education is free of charge in upper secondary program. Based on regulations, maximum age of enrolment at the first, second and third grades are full 18, 19 and 20 respectively.

B. Background of Goal

Several rules emphasize on enrolment and survival of all school-age population at General Education (primary and lower secondary) such as Article (30) of I.R. of Iran Constitution and 20-Year Outlook Plan of the country based on which Ministry of Education is duty bound to provide free-of-charge education for all children up to the end of upper secondary education, particularly for the deprived and less developed regions.

Para (A) and (O) of Article (52) of the Four Development Plan stresses on implementation of education for all and compulsory education up to the end of lower secondary course as well as supplying proper means for eradication of educational poverty. Executive By-law on compulsory education up to the end of lower secondary approved in Aug. 30, 2005, has assigned the Cabinet of Ministers, all concerned ministries and governmental organizations to cooperate with Ministry of Education in identifying, enrolling and making survival of all school-age population aged 6 to 13 possible up to the end of lower secondary.

In the existing legal provisions, one of the key issues of supporting children and younger adults is to provide them with the right of education. In strength of Article (4) of the Law on Protection of Children & Adolescent approved in Jan. 1, 2003 by Islamic Consultative Assembly (verified by the Guardian Council), avoiding children from education is considered a crime and the offender shall be sentenced to cash fine and prison. Although, based on regulations and the latest relevant approval (Para B of Article 52 of the Fourth Development Plan) education is compulsory up to the completion of lower secondary, there are still certain obstacles on enrolling and survival of all school-age children.

Boosting public investment to supply educational facilities, assuring full access to equal educational opportunities, particularly in the less developed regions, expanding knowledge, skill, enhancing human capital productivity, specially among the girls, and quality and quantity development of General Educations are some of basic policies of the Government and education system of the country. In this context, provisions of Article (143) of the Third Five Year Economic, Social & Cultural Development Plan of the Islamic Republic of Iran (2000-2004) and provisions of Article (52) of the Fourth Development Plan (2005-2009) has underscored implementation of EFA and compulsory education up to the completion of the lower secondary education.

C. Executive Programs for Implementation of Goal

For the purpose of identification, enrolment and survival of all school-age children at primary, lower secondary and upper secondary education, several programs have been implemented, including:

1. Implementing Plan on Enrolment of the Out-of-school Girls carried out with the collaboration of Ministry of Education and Women's Participation Center of President's Offices in certain provinces. During two years of the plan, about 12,000 school-age and out-of-school girls in the deprived regions were enrolled with a priority of rural and tribal areas;
2. Implementing Plan on Girls' Education in the less developed provinces;
3. Development of Tribal Education: The access to education and enrolment rate of tribal students has been enhanced, exploiting all legal, financial and human resources. Establishment of new nomad schools, organizing mobile manpower and teachers proportionate to migration of nomads, as well as the Plan on Upgrading Tribal Education

resulted in enrolment and survival of a significant number of school-age rural population within the nomads;

4. Development of Private Schools: In order to extend culture of participation and to enhance quality education, special attention was given to development of private schools;
5. Promotion of Non-formal and Extra-curriculum Activities: Promotion of teachers' role and integrating training programs in educational activities during the years of study has been placed top on the agenda of Ministry of Education. Education of life skills are particularly taken into consideration in the extra-curriculum activities;
6. Empowerment of Educational and Training Groups and Organizing Teaching Models Festival: To promote the quality of education and teachers' partnership in the process of educational and training planning, and to review programs, to discover and train creativities and professional qualifications of teacher at school, educational districts and MOE departments, educational groups were established with the active participation of teachers. One of the key issues for educational groups is to study how to use teaching models and methods. To this end, Teaching Model Festival was organized at the level of school, district, province and MOE, whereby, valuable experiences of teachers have been documented;
7. Keramat (Dignity) Project: It was successfully implemented aiming at deepening moral, social, spiritual beliefs and encouraging dynamic participation of students in teaching-learning process;
8. Utilizing the capacities of boarding, rural, tribal and exemplary public lower secondary schools, central-village schools, central dormitories, rural annexed classes in the poor regions, under-populated and tribal villages;
9. Development of distance learning institutes and semi-face-to-face education in the areas with no access to public and private education centers;
10. Development of lower and upper secondary schools that need much more urgent care and attention;
11. Training students and parents with life skills;
12. Revising by-law on appraisal of lower-secondary education progress: It mainly focuses on variety of monitoring and assessment means and methods, as well as using types of evaluation systems (like group activity evaluation, performance test, self-appraisal and...), students keenness, defining a 50% share of evaluation point from total points gained by students, school and teacher's autonomy in the evaluation process, and individual differences.
13. Extending student guidance and consultation services to reduce educational downgrading and to prevent social and mental failures of students;
14. Developing and strengthening student organizations and encouraging students' participation in the process of decision making and running the schools;
15. Taking advantage of organizational internal and external capacities such as city and village Islamic councils, parents and teachers association and ... to identify and enroll out-of-school children;
16. Extending vocational and knowledge & work educations to greater number of deprived and less developed regions;
17. Implementing Descriptive Evaluation Plan for primary education;
18. Implementing Plan on Enhancement of educational progress in lower secondary education;

19. Conducting workshops on identification, enrolment and survival of girl population within education system, focusing on their mental health issues;

It should be mentioned that most of the above programs have been institutionalized in the provinces, being implemented as strategic projects on a yearly basis.

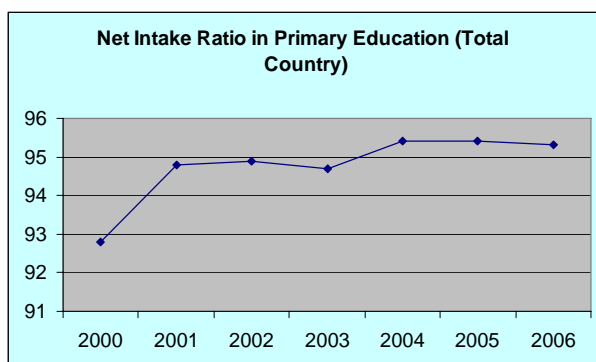
D. Achieved Goals & Examining Indicators at National & Provincial Levels

Accomplishment of several plans on intake and survival of school-age population at primary education resulted in improvement of intake rate, enrolment ratio and gender parity index. To define the extent of achievements in terms of intake rate at the first grade of primary education requires examining enrolment ratio for primary, lower and upper secondary courses, repetition rate by grade and survival rate at primary education.

● Net & Gross Intake Rate at Primary First Grade

The net intake rate at primary first grade increased from 92.8% in 2000 to 95.3% in 2006. Although 2.5% was added to the above rate during the years of study, it is still far from favorable situation. Currently, 4.7% children aged 6 have no access to frequent a school.

The highest net intake rate in 2000 was reported from provinces of Tehran, Mazandaran and Semnan (97.9%, 96.8% and 96.6%) and in 2006 for provinces of Tehran, Mazandaran and Ardebil (99%, 98.8%, and 98.7%), and the lowest rate in 2000 for provinces of Sistan & Balouchestan, Hormozgan, and Kohkilouye & Boyer Ahmad (82.3%, 86%, and 88%) and in 2006 for provinces of Sistan & Balouchestan, Kohkilouye & Boyer Ahmad and Hormozgan (83.3%, 89.6% and 91.9%).

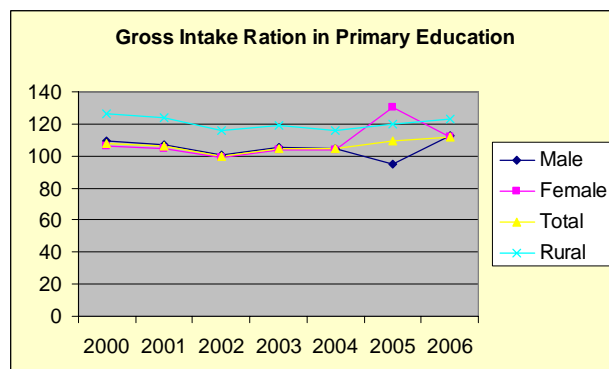


| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|---------------------|------|------|------|------|------|------|------|
| Net Intake Rate (%) | 92.8 | 94.8 | 94.9 | 94.7 | 95.4 | 95.4 | 95.3 |

The gross intake rate at the first grade of primary education increased from 107.86% in 2000 up to 112.19% in 2006, while the same rate for rural areas decreased from 126.58% to 122.91%. As per rules, maximum enrolment age at the first grade of primary education is 9 for urban regions and 11 years for rural and tribal areas. The growth of gross intake rate indicates that more children aged over 6 have been enrolled in education system at urban/rural areas.

The following table and chart illustrate gross intake rate:

| year | GIR at Primary First Grade | | | | Gender Parity Ratio |
|------|----------------------------|--------|--------|--------|---------------------|
| | Boy | Girl | Total | Rural | |
| 2000 | 109,42 | 106,23 | 107,86 | 126,58 | 0,97 |
| 2001 | 107,04 | 104,92 | 106,01 | 124,22 | 0,98 |
| 2002 | 100,55 | 99,25 | 99,92 | 115,99 | 0,99 |
| 2003 | 105,54 | 103,85 | 104,71 | 118,86 | 0,98 |
| 2004 | 104,73 | 103,95 | 104,35 | 115,74 | 0,99 |
| 2005 | 95,31 | 130,08 | 109,43 | 119,51 | 1,36 |
| 2006 | 112,82 | 111,52 | 112,19 | 122,91 | 0,99 |



● Net & Gross Enrolment Ratio at Primary Education

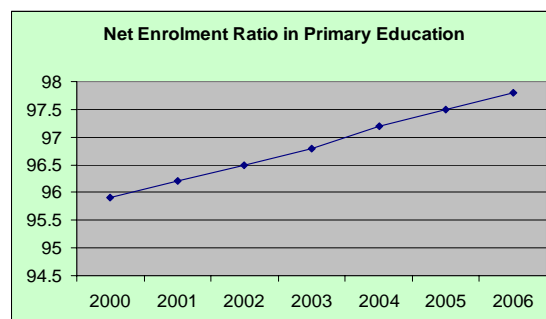
The estimations on net enrolment ratio at primary education for the whole country shows that it has increased from 95.9% in 2000 up to 97.8% in 2006 with a 1.9% growth of net enrolment ratio for primary education. The highest net enrolment ratio for primary education in 2000 belongs to the provinces of Tehran, Mazandaran, Semnan and Yazd respectively (98.7%, 98.3%, 98.2% and 98.2%) and in 2006 for the provinces of Hamedan, Tehran and Mazandaran (99.8%, 99.7% and 99.6%). Study on net enrolment ratio at primary education in 2006 shows that 13 provinces are under national average (97.8%). The lowest rate in 2000 is reported from provinces of Sistan & Balouchestan, Hormozgan and Khoozestan (87.4%, 92.2% and 93.7%) and in 2006 for provinces of Sistan & Balouchestan, Kohkilouye & Boyer Ahmad and Khoozestan (89.9%, 95.1% and 95.7%).

Gross enrolment ratio reached from 109% in 2000 to 104% in 2006 and in rural areas from 126% to 109%, i.e. the growth of net enrolment ratio for primary education has brought about the decline of gross enrolment ratio.

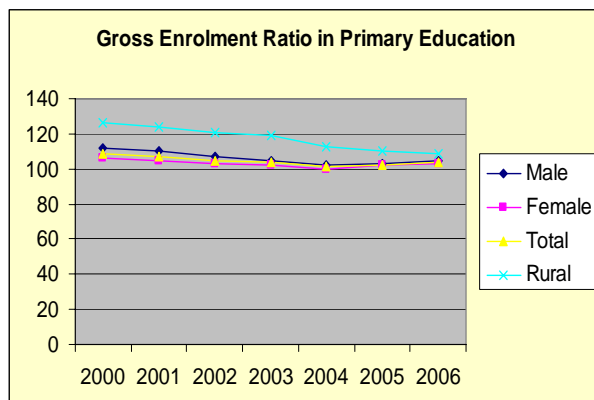
In 2000, the highest gross enrolment ratio for primary education belongs to provinces of Kohkilouye & Boyer Ahmad, Ilam and Ardebil (137.6%, 136.5% and 134.3%) and in 2006 to the provinces of Kohkilouye & Boyer Ahmad, Khoozestan and Lorestan (114%, 110.6% and 110.6%), and the lowest gross enrolment rate for primary education in 2000 is reported for the provinces of Sistan & Balouchestan, Yazd and south Khorasan (73.5%, 86.7% and 90.8%) and in 2006 for provinces of south Khorasan, Kerman and Yazd (89.8%, 89.8% and 99.3%).

The net and gross enrolment ratios for primary education are illustrated in the under table and chart:

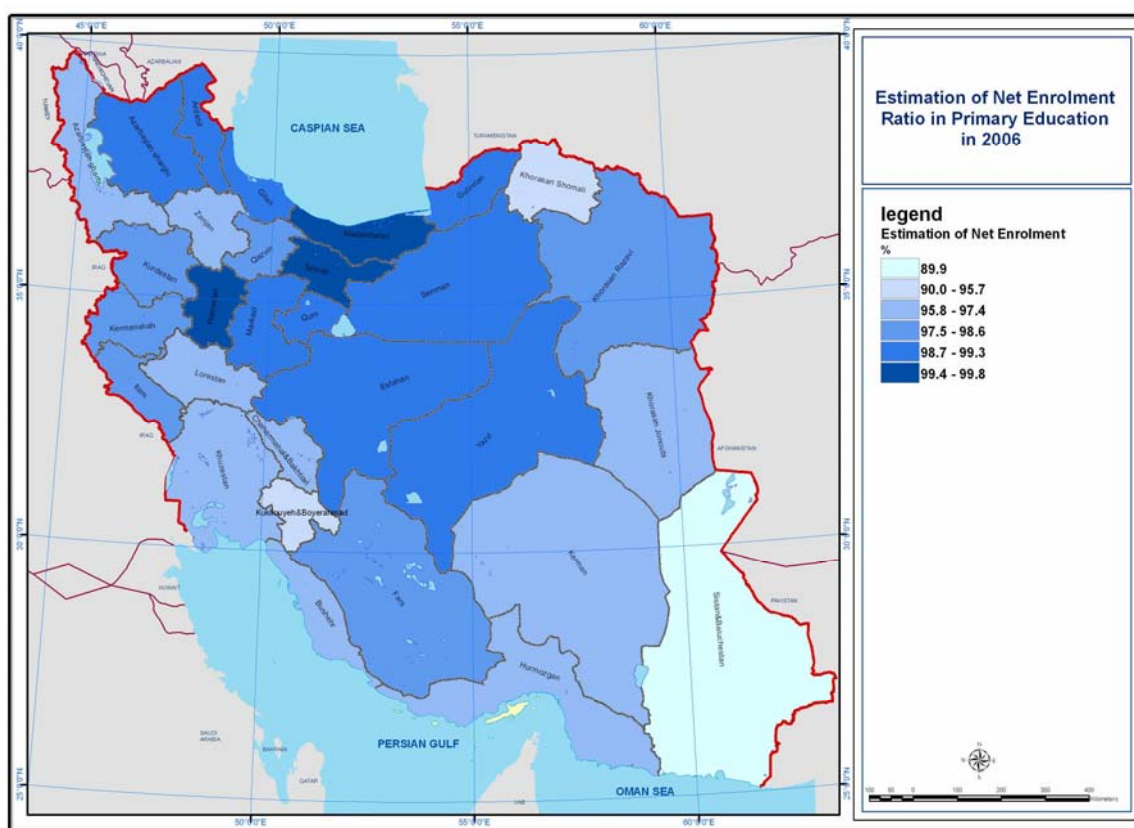
| Net Enrolment Ratio at Primary Education 2000-2006 | | | | | | | |
|--|------|------|------|------|------|------|------|
| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Nationwide | 95,9 | 96,2 | 96,5 | 96,8 | 97,2 | 97,5 | 97,8 |



| year | Gross Enrolment Ratio at Primary Level | | | | Gender Parity Index |
|------|--|------|-------|-------|---------------------|
| | Boy | Girl | Total | Rural | |
| 2000 | 112 | 106 | 109 | 126 | 0.95 |
| 2001 | 110 | 105 | 107 | 124 | 0.96 |
| 2002 | 107 | 103 | 105 | 121 | 0.92 |
| 2003 | 105 | 102 | 104 | 119 | 0.97 |
| 2004 | 102 | 100 | 101 | 113 | 0.98 |
| 2005 | 103 | 102 | 102 | 110 | 0.98 |
| 2006 | 105 | 103 | 104 | 109 | 0.98 |



The following chart illustrates net enrolment ratio for primary education at national level.



● **Gross & Net Enrolment Ratio at Lower Secondary Education**

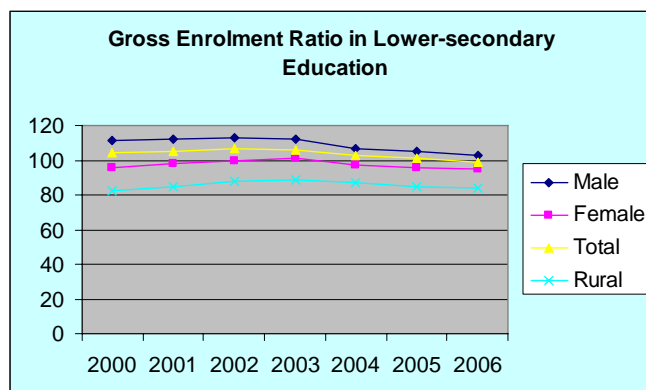
During the years of study (2000-2006), the growth rate for gross enrolment ratio for total student population (at national level) fluctuated between 99% and 104%. The Table on growth of the indicator shows that during 2000 through 2002, the indicator increase with an ascending trend

from 104% to 107%; however, for the succeeding years, it declined to 99% with 8% reduction in the last year of study (2006).

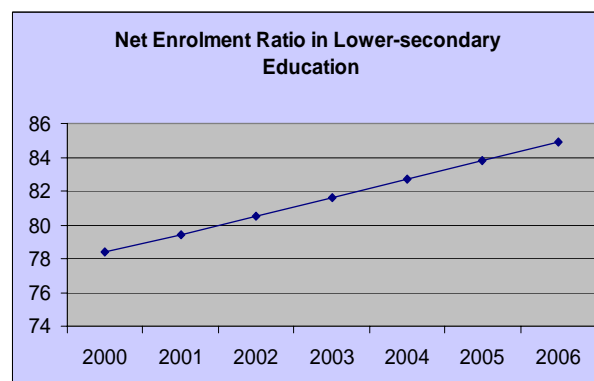
According to the Table on gross enrolment ratio for lower secondary education at national level, the ratio increased from 78.4% in 2000 to 84.9% in 2006, revealing an improvement for this ratio up to 6.5% during the years of study.

The following table and chart illustrate net and gross enrolment ratio at lower secondary education during 2000-2006.

| year | GER at Lower Secondary Education 2000-2006 | | | | Gender Parity |
|------|---|------|-------|-------|------------------|
| | Boy | Girl | Total | Rural | |
| 2000 | 111 | 96 | 104 | 82 | 0.87 |
| 2001 | 112 | 98 | 105 | 85 | 0.87 |
| 2002 | 113 | 100 | 107 | 88 | 0.88 |
| 2003 | 112 | 101 | 106 | 89 | 0.90 |
| 2004 | 107 | 97 | 103 | 87 | 0.91 |
| 2005 | 105 | 96 | 101 | 85 | 0.92 |
| 2006 | 103 | 95 | 99 | 84 | 0.92 |



| Net Enrolment Ratio at Lower Secondary Education 2000-2006 | | | | | | | |
|--|------|------|------|------|------|------|------|
| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Nationwide | 78.4 | 79.4 | 80.5 | 81.6 | 82.7 | 83.8 | 84.9 |



Based on information, the net enrolment ratio of 12 provinces has been below national average (78.4%) in 2000. Also, the lowest net enrolment ratio has been reported for the provinces of Sistan & Balouchestan and north Khorasan in 44.16% and 58.62% respectively, and the highest net enrolment ratio for the provinces of Tehran, Gilan, Mazandaran, Semnan and Yazd with 90.45%, 87.68%, 87.69%, 87.43% and 87.12% respectively.

Estimations for the year 2006 show that only in 11 provinces, the net enrolment ratio at lower secondary education had been below national average, 88.9%. From among provinces of the country, Sistan & Balouchestan, and north Khorasan have reported the lowest net enrolment ratio at 51.45% and 66.39% and Mazandaran, Gilan and Tehran showing the highest net enrolment ratio among other provinces respectively at 96.66%, 94.02% and 93.69%.

The same trend was repeated for gross enrolment ratio of boys and girls in rural areas. As shown in the Table, gross enrolment ratio for boys reaches from 111% in 2000 to 113% in 2002, but it faces a 10% decrease to about 103% in 2006.

Gross enrolment ratio of girls from 96% in 2000 reaches to 101% in 2003 with a 5% initial growth, but it ends up to 95% in 2006 with a 6% reduction.

Gross enrolment ratio for rural areas starts with an ascending trend from 82% up to 89% in 2003 and shifts to a descending trend of 84% in 2006 with a 5% reduction.

Encouraging function of these indicators, particularly significant growth of net enrolment ratio are the results of government's policy making, implementing out-of-school intake plans welcomed by rural and deprived regions, distance learning and semi-face-to-face classes, exploiting the capacities of boarding schools, conducting rural annexed classes, upgrading transition rate, promotion rate by grade, drop-out rate of students.

Although we witnessed remarkable achievements during the past years, the net enrolment ratio of rural children and gender parity index are still far from our expectations. Therefore, certain obstacles such as cultural barriers, ethnic prejudices, parents' need to labor children, shortage of educational spaces in some regions, lack of resources and... have to be eliminated or lessened if we are to attain the preset goals.

Gross enrolment ratio of lower secondary students in Sistan & Balouchestan with 49% in 2000 and in Mazandaran province with 125% shows the lowest and highest rate among other provinces respectively. In the same year, the rural part of Sistan & Balouchestan and Qom reported the lowest and highest gross enrolment ratio with 33% and 147% respectively.

Studies show that during the above year, gross enrolment ratio reached to an acceptable degree within 17 provinces and higher from national average (104%); during the same year, gross intake rate for 10 provinces was reported fewer than 100%.

Tables on rural gross enrolment ratio show that in provinces like Qom, Esfahan and the City of Tehran, the above ratio is more than other provinces up to 2003 due to the open doors of these provinces to immigrants.

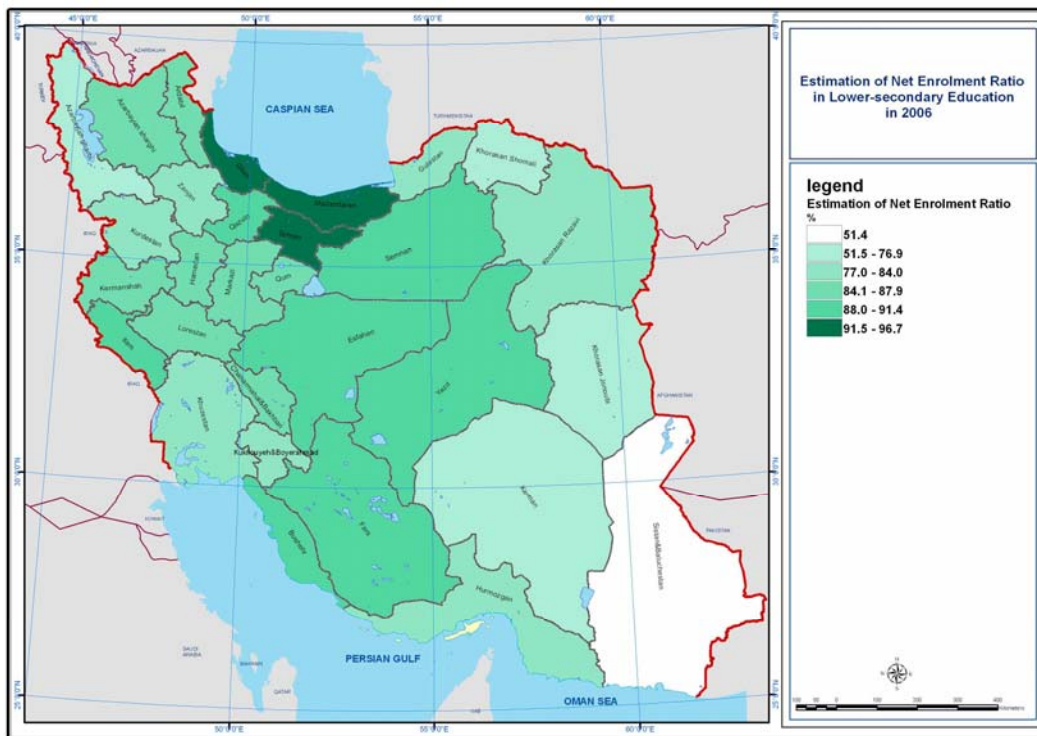
Based on information, and as a rule of thumb, the above ratio and even gender parity index for the deprived provinces such as south Khorasan, Sistan & Balouchestan, Kordestan and Hormozgan are too much farther from standard situation than other provinces, with Sistan & Balouchestan at the lowest rank.

As for net enrolment ratio, the above provinces are listed with a great distance from national average (75.16%) among which, Sistan & Balouchestan province is placed at the bottom of the list with 41% in terms of net enrolment ratio.

Efficient measures taken by the Government and education system in the provinces have caused improvement of educational rates and indicators such as net and gross enrolment ratios by 2006.

Allocation of one fourth of General Education centralized budget to the province of Sistan & Balouchestan during the last years of Third Development Plan, development of boarding and central-village schools, implementing out-of-school intake plan, increasing total budget of the province by government, implementing development plan such as construction of education and health spaces, road construction, financial contributions to poor families and ... are among initiations during this period.

The under chart illustrates national net enrolment ratio at lower secondary education:



● **Gross Enrolment Ratio at Upper Secondary & Pre-University**

During the years of study, gross enrolment ratio for total students of upper secondary from 68.7% in 2000 reaches to 60.9% in 2006 with a declining trend. It shows an 8% decrease for the ending year as compared to the initial year.

The same study shows that gross enrolment ratio for boys has decreased from 68% to 60% with an 8% reduction and girls' gross enrolment ratio from 70% to 62% with 8% reduction.

The reasons for such decline are as follows:

1. Unfeasibility of conducting classes and schools of upper secondary education in under-populated areas due to technicality of the course and absence of expert teachers in the region;
2. Lack of motivation among students, specially boys students, to continue studies;
3. Educational degrading, particularly high students drop-out rate;
4. Economic and cultural poverty, and fake occupations in some border provinces;
5. Inflexible rules and regulations, educational methods and curricula for this course of study, also the irrelevant textbook contents with market needs as well as students' requirements.

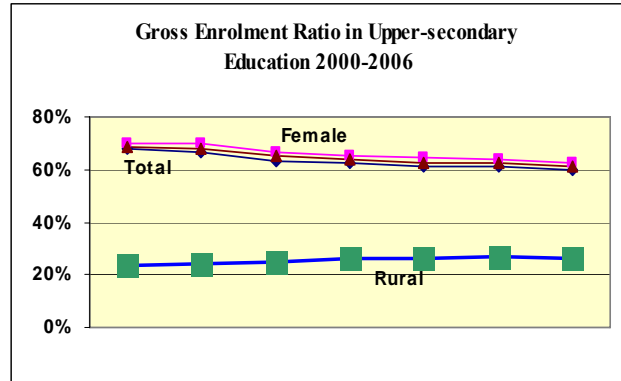
Rural gross enrolment ratio fluctuated between 23% in 2000 (with 3% increase) and 26% in 2006 during the years of study.

Although the above ratio has significantly increased during these years, the ratio is too far from standard point (at national average). The main reasons for such low gross enrolment ratio are as follows:

- Impossibility of establishing classrooms in rural areas due to technicality of the course;

- Dispersion, arduous roads, and long distance to rural and deprived regions;
- Immigration of villagers to cities and/or rural students frequenting urban and central village educational schools that are not calculated in urban statistics.
- Employment and absorption by job market.

| year | GER at Upper Secondary & Pre-University 2000-2006 | | | | Gender Parity |
|------|--|------|-------|-------|------------------|
| | Boy | Girl | Total | Rural | |
| 2000 | 67,6 | 69,7 | 68,7 | 23,5 | 1.03 |
| 2001 | 66,5 | 69,7 | 68,0 | 24,0 | 1.05 |
| 2002 | 63,4 | 66,6 | 64,9 | 25,0 | 1.05 |
| 2003 | 62,8 | 65,5 | 64,1 | 26,1 | 1.04 |
| 2004 | 61,2 | 64,2 | 62,7 | 26,5 | 1.05 |
| 2005 | 60,9 | 63,7 | 62,3 | 26,7 | 1.05 |
| 2006 | 59,7 | 62,2 | 60,9 | 26,4 | 1.04 |



As shown in the Tables, three provinces of Tehran, Semnan and Mazandaran respectively recorded the highest rate with 93%, 88% and 88%, and provinces of Sistan & Balouchestan, Hormozgan, west Azarbayjan and Kordestan the lowest gross enrolment ratio with 24%, 49%, 50%, and 50% among other provinces in the year 2000.

The above information indicates that distance of the ratio in provinces with the lowest ratio as compared to national average is so significant (60%).

It should be noted here that gross enrolment ratio of 15 provinces is lower than national average. Analysis of the Table on gross enrolment ratio at upper secondary education in 2006 reveals that three provinces of Ilam, Kohkilouye & Boyer Ahmad, and the City of Tehran are among places with the highest ratio of 70%, 76%, and 77%, and Sistan & Balouchestan, west Azarbayjan and south Khorasan with the lowest ratio of 30%, 49% and 51% respectively.

In rural sector, gross enrolment ratio of certain provinces like west Azarbayjan, north Khorasan, Sistan & Balouchestan, Qom, Markazi and Hamedan was under 20% in 2006, showing a gap with national average and as compared to rural school-age population of upper secondary education.

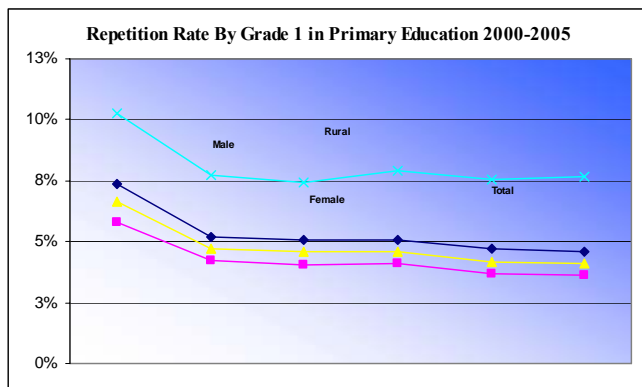
In spite of improvement of ratio in 2006 as compared to 2000, the degree of increase is not promising in the provinces.

Although a lot of effort has gone into development of education at rural areas such as development of theoretical upper secondary, pre-university schools, and technical and vocational schools, much more energy is needed to hit the goal.

● Repetition Rate by Grade at Primary Education Primary First Grade

As shown in the following table and chart, repetition rate in primary first grade at national level (urban/rural) during the years of study has reached from 7% to 4%, while repetition rate in primary first grade for rural areas decreased from 10% to 8%.

Boys' repetition rate in primary first grade was 7% in 2000 and 5% in 2005, while girls' repetition rate of primary first grade has reached from 6% to 4%.



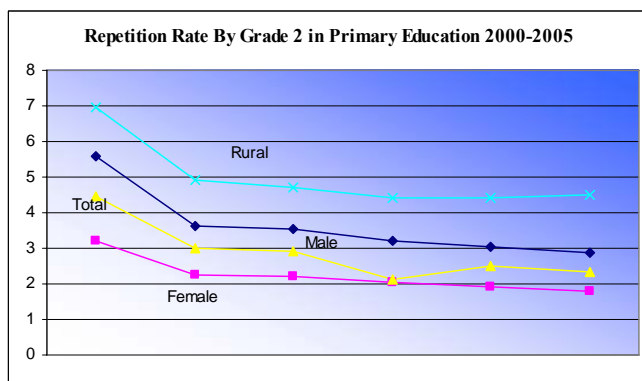
| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------|-------|------|------|------|------|------|
| Boy | 7.4% | 5.2% | 5.1% | 5.1% | 4.7% | 4.6% |
| Girl | 5.8% | 4.2% | 4.1% | 4.1% | 3.7% | 3.6% |
| Total | 6.6% | 4.7% | 4.6% | 4.6% | 4.2% | 4.1% |
| Rural | 10.3% | 7.7% | 7.5% | 7.9% | 7.5% | 7.7% |

Studies show that girls' repetition rate by grade during the years of study is lower than that of boys. Although repetition rate in the first grade of primary education for boys and girls had been declining nationwide as well as in rural areas, it recorded the most recurrent rate of repetition by grade as compared to other primary grades. Of course, the impact of experiencing first grade repetition, as an initial experience, is much deeper and important.

Repetition Rate by grade in primary first grade at rural areas is more common than in urban areas with the least difference during the years of study. Such phenomenon arises from numerous factors including bilingual children, unavailability of nursery programs, incoherent studies and vocational qualifications of some teachers at primary first grade classes, newly-published textbooks, non-proficiency of teachers over subjects and... The importance of first experience on future progress requires that practical strategies be designed for reducing repetition rate. The Highest repetition rate by grade in primary first grade relates to provinces of Sistan & Balouchestan, Hormozgan, and Kohkilouye & Boyer Ahmad in 2000 (16%, 13%, and 11%) and in provinces of Sistan & Balouchestan, north Khorasan, Hormozgan and Kohkilouye & Boyer Ahmad for the year 2005 respectively (15%, 8%, 7% and 7%).

Primary Second Grade

Repetition rate by grade in primary second grade at national level during the years of study shows a decrease from 4.46% to 2.33% as shown in the following table and chart. Repetition rate in the second grade of primary education has also reduced in rural areas from 6.95% to 4.49%; however, it is still higher than repetition rate in second grade at national level (urban/rural).



| year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------|------|------|------|------|------|------|
| Boy | 5,6 | 3,64 | 3,54 | 3,20 | 3,04 | 2,87 |
| Girl | 3,21 | 2,26 | 2,21 | 2,05 | 1,92 | 1,80 |
| Total | 4,46 | 2,98 | 2,90 | 2,13 | 2,50 | 2,33 |
| Rural | 6,95 | 4,92 | 4,73 | 4,43 | 4,43 | 4,49 |

Boys' repetition rate in primary second grade decreased from 5.6% in 2000 to 2.87% in 2005 and girls' repetition rate from 3.21% in 2000 to 1.80%.

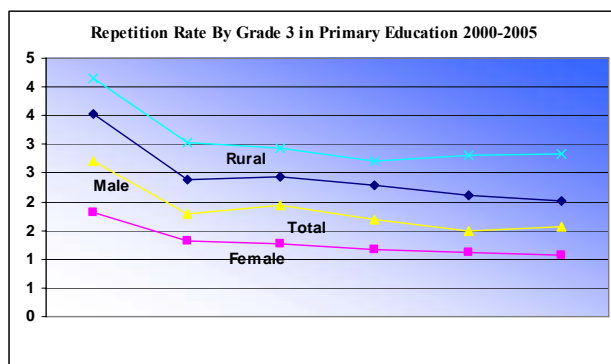
The girls' repetition rate in primary second grade is lower than that of boys during the years of study with no variation for this period.

In 2000, the highest repetition rate by second grade of primary education was reported in provinces of Sistan & Balouchestan, Hormozgan and Zanzan respectively (13.36%, 8.20% and 7.01%) and in 2005 in Sistan & Balouchestan, north Khorasan and Kohkilouye & Boyer Ahmad (11.04%, 4.08% and 3.77%).

In 2000, the lowest repetition rate by second grade of primary education was recorded from provinces of Tehran, Yazd and Semnan (1.18%, 1.19% and 1.48%) and in 2005 from Tehran, Mazandaran and Yazd (0.27%, 0.57% and 0.72%).

Primary Third Grade

During the years of study, repetition rate by third grade of primary course at national level has declined from 2.70% in 2000 to 1.56% in 2005. While, repetition rate in primary third grade at rural areas reached from 4.16% to 2.84% with an about 1.32% reduction. Still, it is higher than repetition rate by grade at national level (urban/rural) and the variation of repetition rate between national level and rural areas has remained almost unchanged.



| year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------|------|------|------|------|------|------|
| Boy | 3.53 | 2.39 | 2.43 | 2.29 | 2.12 | 2.01 |
| Girl | 1.80 | 1.32 | 1.27 | 1.16 | 1.13 | 1.08 |
| Total | 2.70 | 1.80 | 1.94 | 1.69 | 1.50 | 1.56 |
| Rural | 4.16 | 3.02 | 2.92 | 2.71 | 2.81 | 2.84 |

Boys' repetition rate by grade has reached from 3.53% in 2000 to 2.01% in 2005 and the same rate for girls from 1.80% to 1.08%.

The highest repetition rate by third grade of primary education in 2000 was reported from Sistan & Balouchestn, Zanzan and Kohkilouye & Boyer Ahmad respectively (8.33%, 4.27% and 4.25%) and in 2005 from Sistan & Balouchestan, north Khorasan and Khoozestan (6.94%, 2.85% and 2.73%).

The lowest repetition rate by third grade of primary education in 2000 was recorded in Tehran, Mazandaran and Semnan (0.85%, 0.91% and 1.09%) and in 2005 in Mazandaran, Yazd and Tehran (0.16%, 0.17% and 0.21%).

During the entire period of study, girls' repetition rate by third grade of primary education was less than that of boys.

Primary Fourth Grade

Repetition rate by grade at primary fourth grade for the whole country has reached from 2.99% in 2000 to 1.16% in 2005; the rural repetition rate at primary fourth grade had been declining too from 4.23% in 2000 down to 2.77% in 2005, but it was higher than repetition rate of students at national level during the years of study.

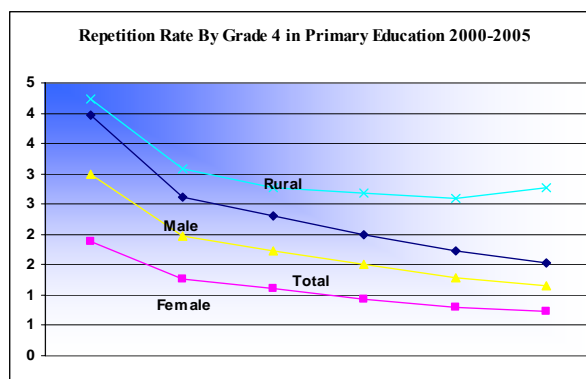
Boys' repetition rate by fourth grade of primary has decreased from 3.98% in 2000 to 1.54% in 2005 and for girls' student from 1.88% to 0.73%.

The Highest repetition rate at primary fourth grade in 2000 belongs to the provinces of Sistan & Balouchestan, Khoozestan and Hormozgan respectively (6.77%, 4.85% and 4.45%), and in 2005 in the provinces of Sistan & Balouchestan, Khoozestan and Zanzan respectively (7.9%, 4.49% and 4.22%).

The lowest repetition rate by fourth grade of primary education in 2000 was reported from Mazandaran, Yazd and Tehran (1.64%, 1.86% and 2.09%) and in 2005 from Mazandaran, Hamedan and Tehran (0.56%, 0.57% and 0.84%).

Girls' repetition rate in all provinces during the years of study had been less than that of boys' students.

| Repetition Rate By Grade 4 in Primary Education 2000-2005 | | | | | | |
|--|------|------|------|------|------|------|
| year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Boy | 3.98 | 2.63 | 2.30 | 2.00 | 1.72 | 1.54 |
| Girl | 1.88 | 1.26 | 1.11 | 0.94 | 0.80 | 0.73 |
| Total | 2.99 | 1.98 | 1.73 | 1.50 | 1.29 | 1.16 |
| Rural | 4.23 | 3.07 | 2.77 | 2.68 | 2.59 | 2.77 |



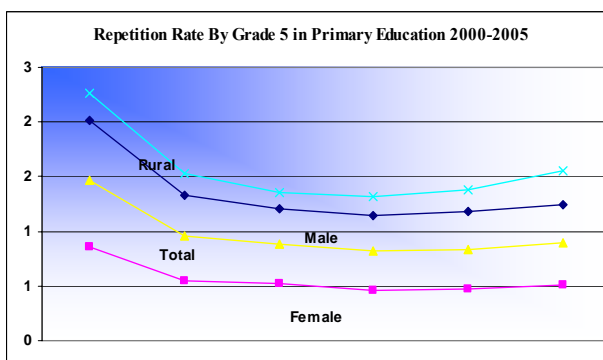
Primary Fifth Grade

Studies show that repetition rate by fifth grade primary education has reached from 1.46% in 2000 to 0.89% in 2005 with a descending trend and the rate for rural areas during the same years has decreased from 2.27% to 1.56%; however, it was always more than repetition rate for the whole country.

During the years of study, repetition rate by fifth grade of primary education has reached from 2.02% to 1.24% for boys and from 0.85% to 0.51% for girls' students. While, girls and boys' repetition rate shows a decreasing trend, boys' repetition rate for all the years of study had always been more than that of girls.

The highest repetition rate of primary fifth grade in 2000 was reported from provinces of Sistan & Balouchestan, Khoozestan and Hormozgan (3.25%, 2.61% and 2.28%) and in 2005 from provinces of Sistan & Balouchestan, Zanzan and Khoozestan (3.03%, 1.83% and 1.61%). The lowest repetition rate of primary fifth grade in 2000 belongs to the provinces of Ardebil, Mazandaran and Yazd (0.5%, 0.66% and 0.73%) and in 2005 to Mazandaran, Tehran and Yazd (0.23%, 0.25%, and 0.41%).

| Repetition Rate By Grade 5 in Primary Education 2000-2005 | | | | | | |
|--|------|------|------|------|------|------|
| year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Boy | 2.02 | 1.34 | 1.21 | 1.15 | 1.18 | 1.24 |
| Girl | 0.85 | 0.55 | 0.52 | 0.46 | 0.47 | 0.51 |
| Total | 1.46 | 0.96 | 0.88 | 0.82 | 0.84 | 0.89 |
| Rural | 2.27 | 1.52 | 1.36 | 1.32 | 1.38 | 1.56 |



Nationwide

The highest repetition rate by grade during the years of study has been reported in the first grade of primary education that in spite of a 43% reduction (from 7% in 2000 to 4% in 2005) the rate is still distressing. The girls' repetition rate by grade during the years of study had always been less than that of boys for the first to fifth grades of primary education.

The highest repetition rate in the first to fifth grades of primary course during the years of study was reported in Sistan & Balouchestan. Although it showed a declining trend, it is still more than other provinces. The repetition rate by first grade of primary education in Sistan & Balouchestan province decreased from 16% in 2000 to 15% in 2005 and in the second grade from 13.36% to 11.94%, in the third grade from 8.33% to 6.94%, in the fourth grade from 6.77% to 5.88%, and in the fifth grade from 3.25% to 3.03%.

After Sistan & Balouchestan, the highest repetition rate by grade has been reported in the following provinces:

Primary first grade: in Kohkilouye & Boyer Ahmad from 11% in 2000 to 7% in 2005, north Khorasan from 10% to 8%, Hormozgan from 13% to 7%.

Primary second grade: in Hormozgan from 8.2% in 2000 to 4.08% in 2005, in north Khorasan from 6.22% to 4.08% and in Kohkilouye & Boyer Ahmad from 4.62% to 3.77%.

Primary third grade: during the years of study in north Khorasan from 3.82% to 2.85%, in Zanjan from 4.27% to 2.59% and in Kohkilouye & Boyer Ahmad from 4.17% to 2.57%.

Primary fourth grade: during the years of study in Khoozestan province from 4.85% to 3.14%, in Zanjan from 3.7% to 2.73% and in Kohkilouye & Boyer Ahmad from 3.95% to 2.76%.

Primary fifth grade: during the years of study in Boushehr from 2.21% to 1.75%, in Zanjan from 1.73% to 1.83% and in north Khorasan from 1.68% to 1.7%.

Rural Areas

The highest repetition rate has been reported in the first grade of primary education and the lowest reduction of repetition rate by grade during the years of study has occurred in the same grade.

The repetition rate by grade in primary first grade at national level (urban/rural) has reached from 7% to 4%, in the second grade from 4.5% to 2.3%, in the third grade from 2.7% to 1.56%, in the fourth grade from 2.99% to 1.16%, and in the fifth grade from 1.46% to 0.92%.

In the rural areas, repetition rate in primary first grade has reached from 10% in 2000 to 8% in 2005, in the second grade from 7% to 4.5%, in the third grade from 4% to 2.8%, in the fourth grade from 4.2% to 2.8% and in the fifth grade from 2.2% to 1.6%.

A comparative study of repetition rate by grade in the rural areas and the whole country shows that in all grades of primary course, repetition rate by grade in rural regions was more than the whole country (urban/rural); during the years of study, repetition rate by first grade of primary education in rural areas was more than all grades in the village and the whole country (urban/rural); the reduction rate for all grades was also less than that of the entire country.

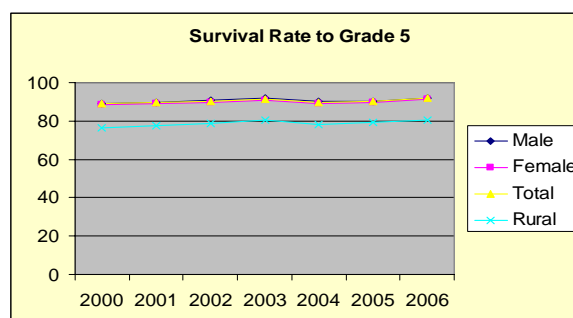
Comparing Reduction Percentage of Primary Repetition Rate by grade in Urban/Rural Areas with Rural Areas (2000-2005)

| Grade | Regions | 2000 | 2005 | Reduction percentage |
|--------|--------------------------|------|------|----------------------|
| First | Nationwide (urban/rural) | 7 | 4 | -43% |
| | Rural | 10 | 8 | -20% |
| Second | Nationwide (urban/rural) | 4.5 | 2.3 | -49% |
| | Rural | 7 | 4.5 | -36% |
| Third | Nationwide (urban/rural) | 2.7 | 1.56 | -42% |
| | Rural | 4 | 2.8 | -30% |
| Fourth | Nationwide (urban/rural) | 2.99 | 1.16 | -61% |
| | Rural | 4.2 | 2.8 | -35% |
| Fifth | Nationwide (urban/rural) | 1.46 | 0.92 | -39% |
| | Rural | 2.2 | 1.6 | -27% |

Survival Rate from Primary First Grade to Fifth Grade

Based on the information on below the table and chart, survival rate from first grade to fifth grade of primary education in the whole country has reached from 88.83% in 2000 to 91.84% in 2005, showing the growth of this rate. In other words, a higher percentage of children who are enrolled in primary first grade, continue their studies up to the end of primary education. In rural areas, the above rate has increased from 76.3% to 80.4%.

| Survival Rate to Grade 5 | | | | | | | |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|
| year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Boy | 89.24 | 89.91 | 90.64 | 91.94 | 90.07 | 90.38 | 92.18 |
| Girl | 88.37 | 88.83 | 89.61 | 90.86 | 89.30 | 89.65 | 91.41 |
| Total | 88.83 | 89.39 | 90.15 | 91.48 | 89.70 | 90.03 | 91.84 |
| Rural | 76.30 | 77.41 | 78.75 | 80.51 | 78.15 | 79.16 | 80.40 |



Although this rate shows an increasing trend for the whole country and rural areas as well, it is far from standard level. On the other hand, the difference of this rate in rural areas as compared to the whole country shows a very minor change.

It reveals that reduction of the existing gap and growth of survival rate for students of primary education in rural areas require enhancement of quality education and more concentration on regional special characteristics.

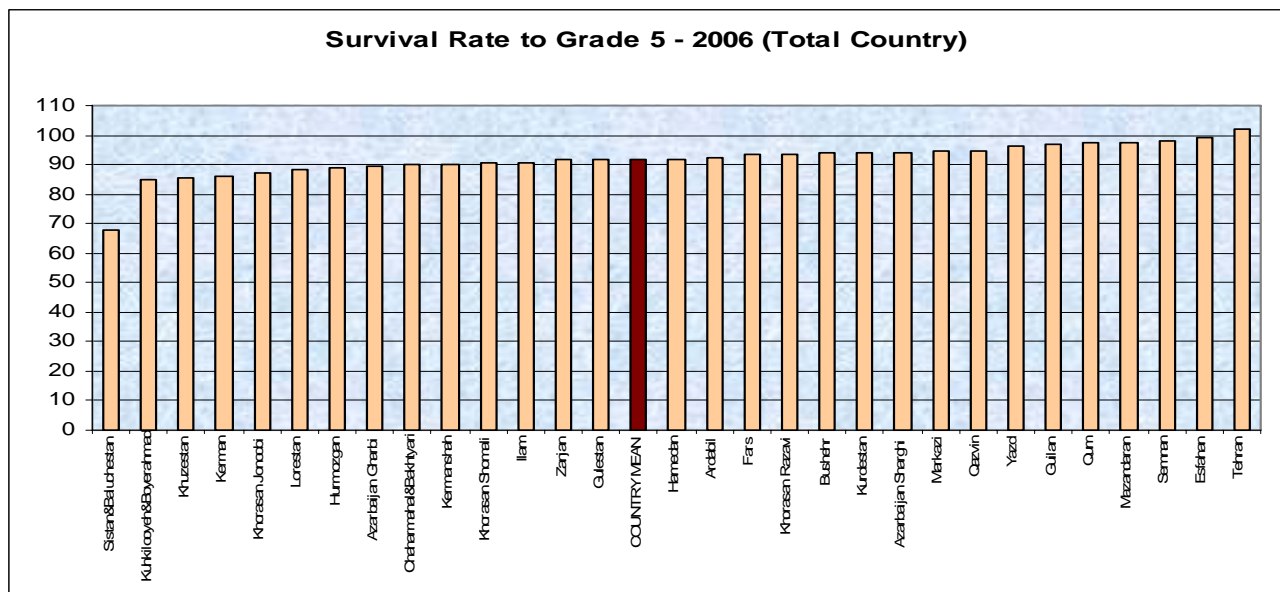
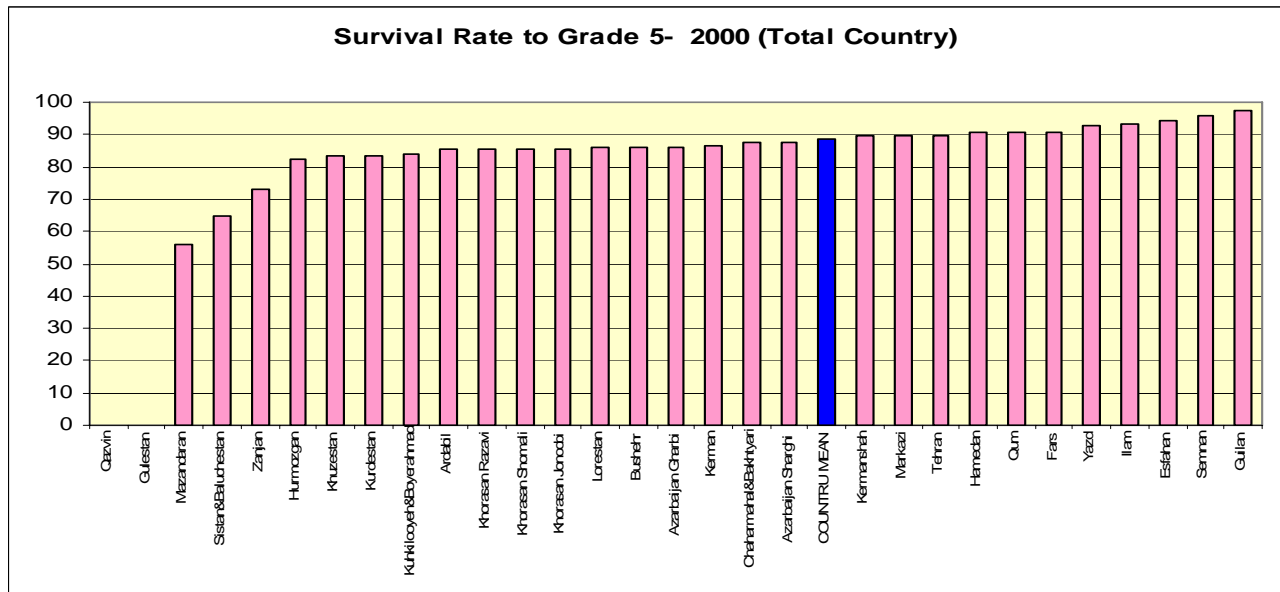
Boys' survival rate is higher than that of girls throughout the years of study.

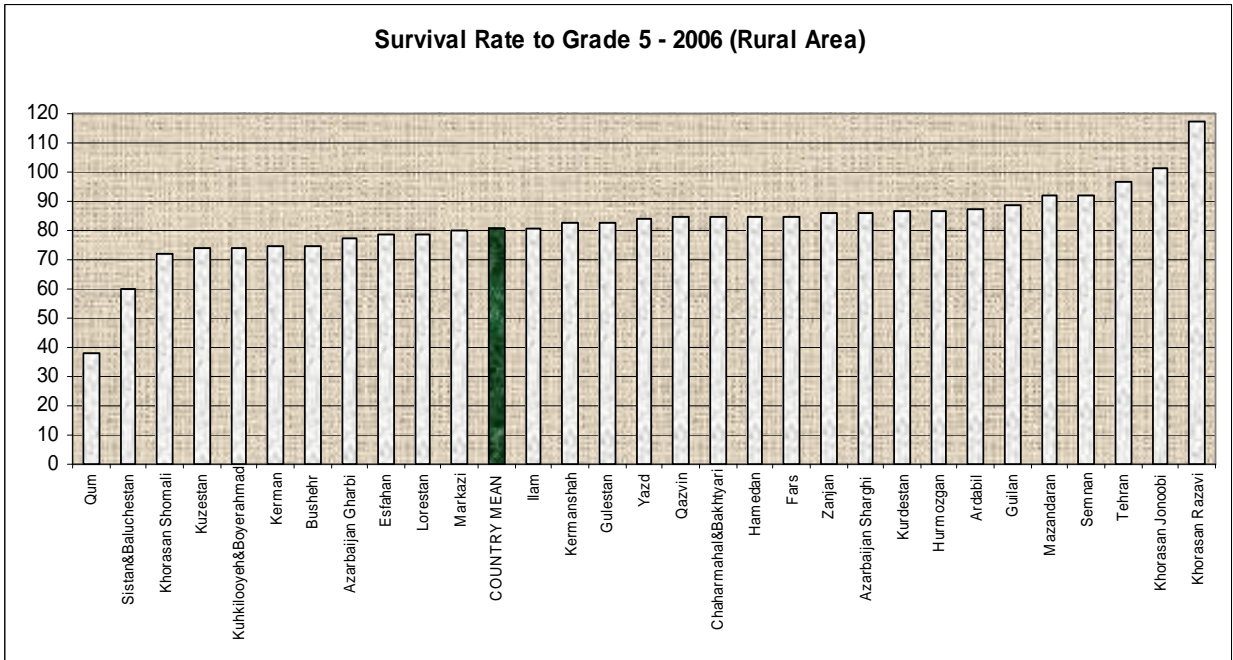
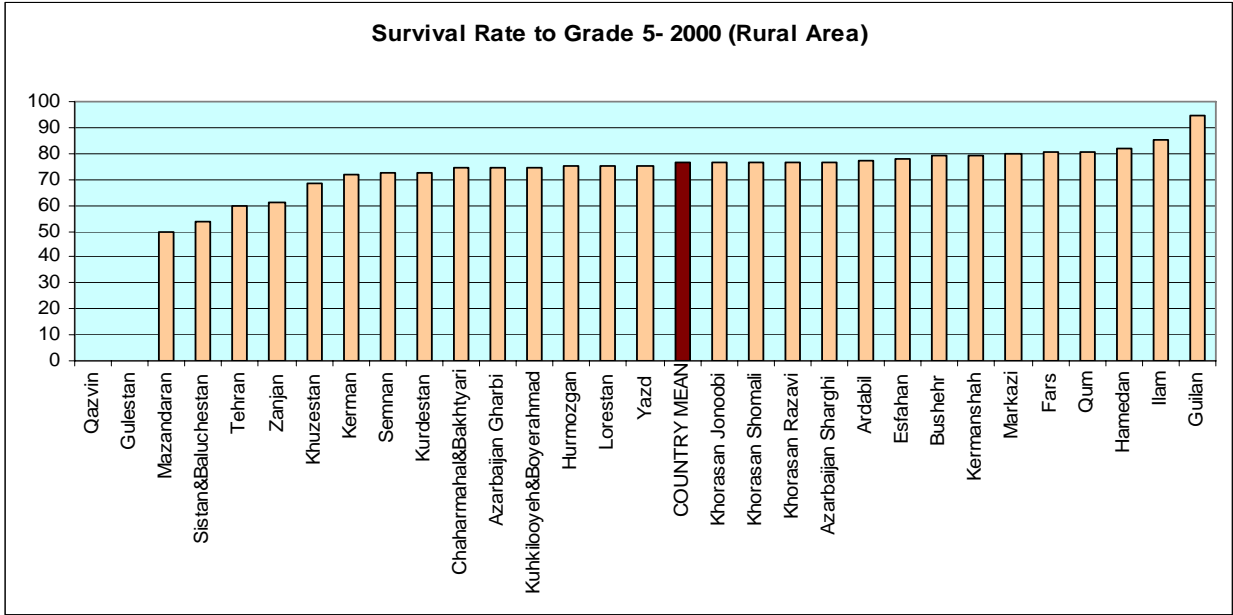
Boys' survival rate has reached from 89.24% in 2000 to 92.18% in 2006, while the same rate for girls' students has reached from 88.37% to 91.41%. It means that girls' drop-out rate in primary education is higher than that of boys' students, while gender disparity index in the years of study

has remained almost unchanged. The highest survival rate from first to the fifth grade of primary education in 2000 belongs to the provinces of Gilan, Semnan and Esfahan respectively (97.65%, 95.74%, 94.11%), and in 2006 in the provinces of Tehran, Semnan and Mazandaran respectively (102.04%, 98.32%, and 97.63%).

The lowest survival rate in 2000 has been reported in Mazandaran, Sistan & Balouchestan and Zanzan respectively (63.96%, 64.55%, 64.55% and 73.10%), and in 2006 in the provinces of Sistan & Balouchestan, Kohkilouye & Boyer Ahmad and Khoozestan (68.01%, 84.73% and 85.36%). During the years of study, girls' survival rate was less than that of boys.

The survival rate from first to fifth grade in 2000 and 2006 for the whole country and villages is illustrated in the following charts:

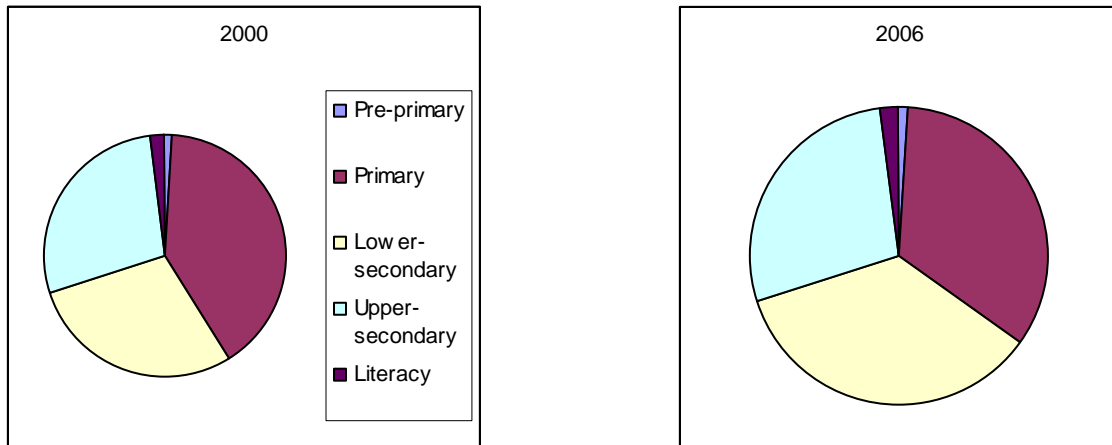




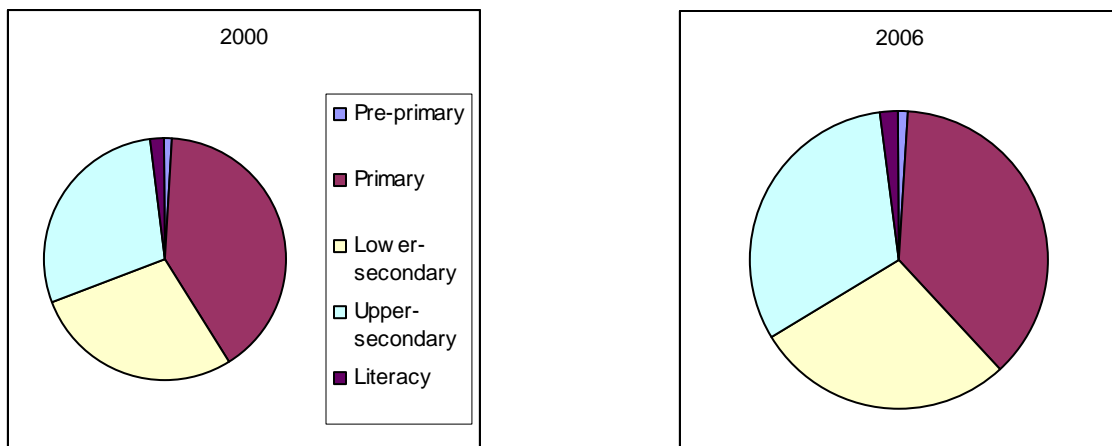
• Share of Primary, Lower/ Upper Secondary Education from Total Public Budget, GDP & Total Expenditures on Education

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:

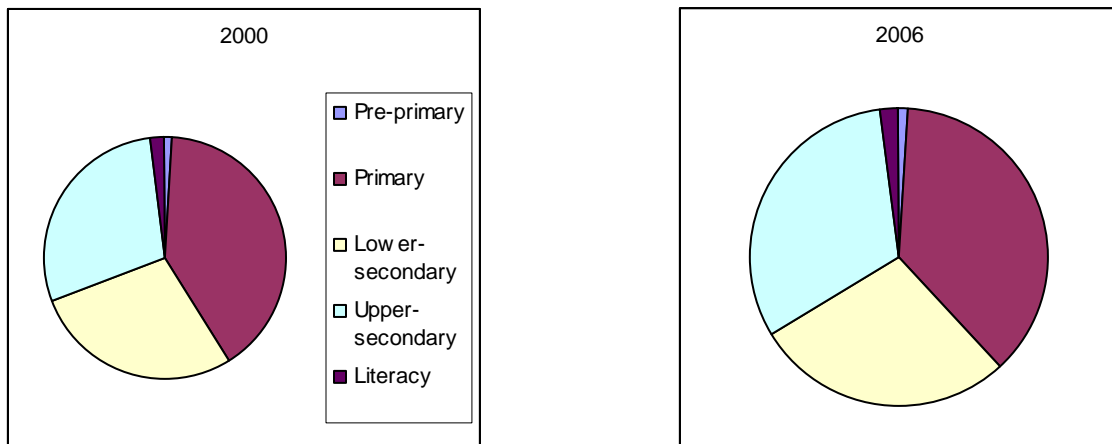
PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE



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



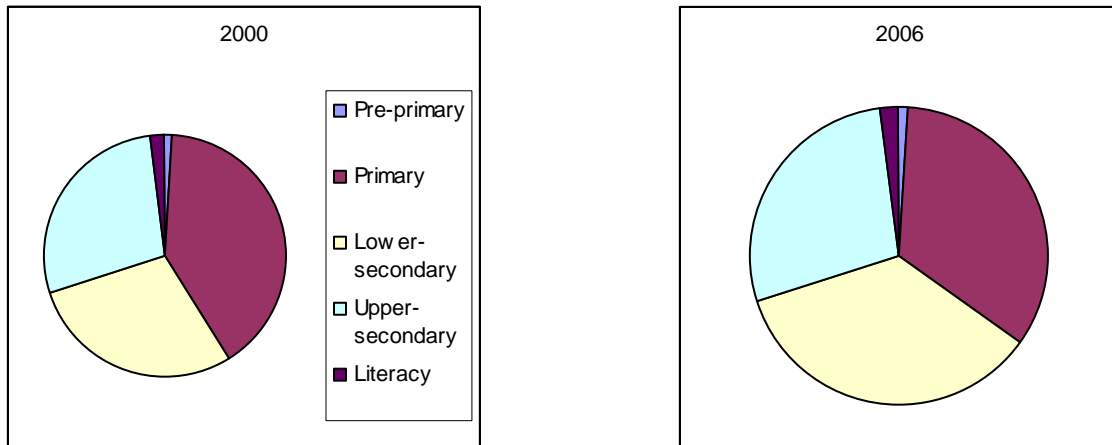
PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL EDUCATIONAL EXPENDITURE



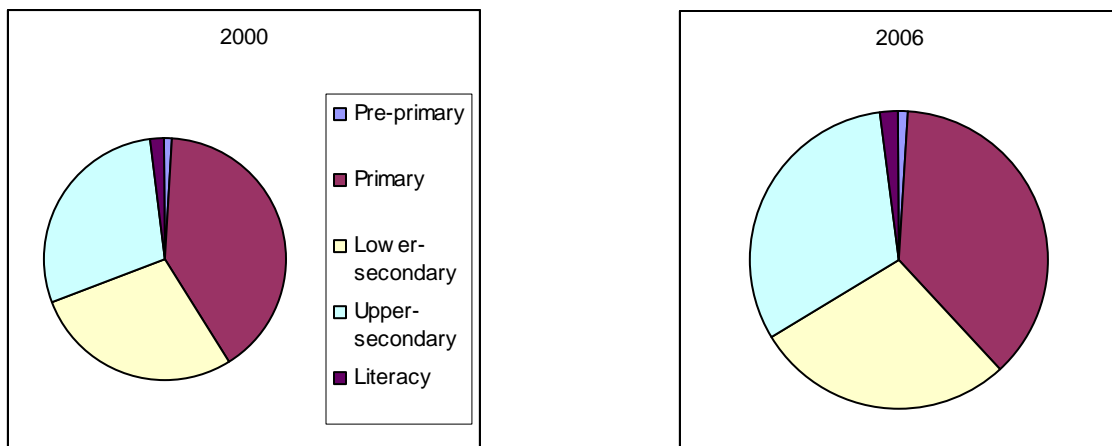
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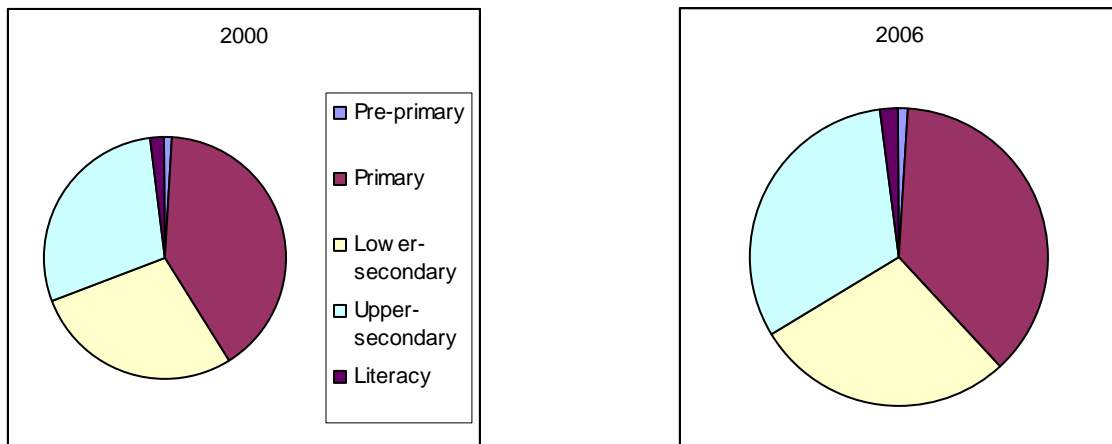
PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE



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 4th 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 4th 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 th Economic Social Development Plan Law | Islamic Consultative Parliament | Sep. 2, 2004 | Article 53 (enactment of Article 151 of 3 rd 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 institutions¹, 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 4th 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 centers², mobile teams³ (teaching villagers and district population), garrisons⁴ and industries⁵ 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.

¹- 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.

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

³- 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.

⁴- 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.

⁵- 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 2nd 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 1st 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

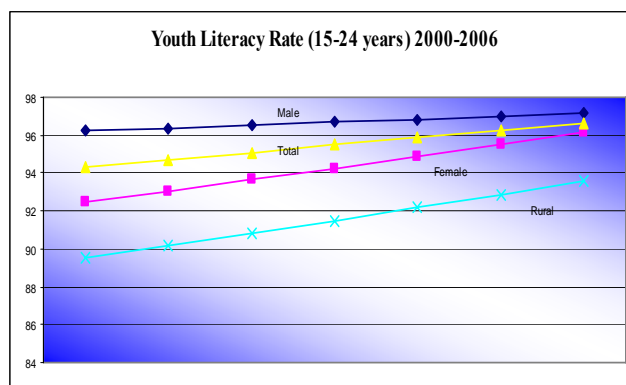
In this section, the achievements of the goal are displayed by main indicators (literacy rate of population aged 15-24, gross enrolment ratio at technical & vocational and Kar-o-Danesh (work & Knowledge) upper secondary programs, transition rate from primary to lower secondary course and transition rate 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 |

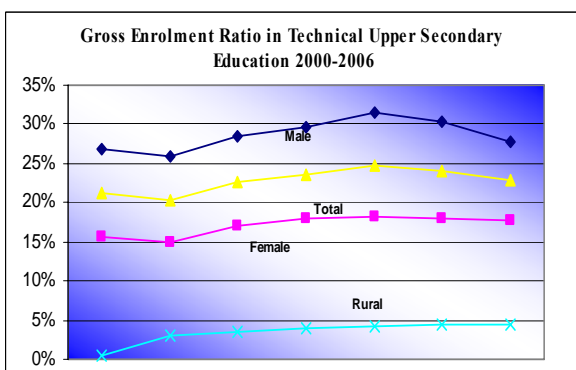


▣ Gross Enrolment Ratio at Technical & Vocational Educations

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

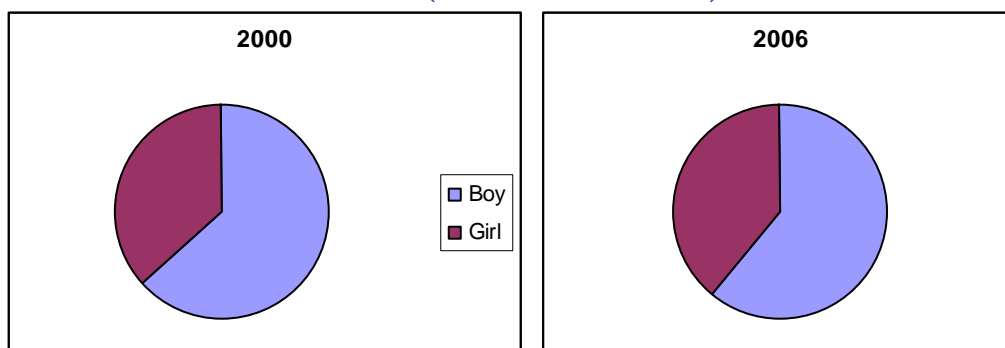
As put it earlier, upper secondary education in I.R. of Iran consists of one common school year and two separate years in Theoretical, Technical & Vocational, Kar-o-Danesh (work & Knowledge) and Art Branches. Based on existing information, about 21.2% of enrolments in 2000 have been carried out in upper 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 4th 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

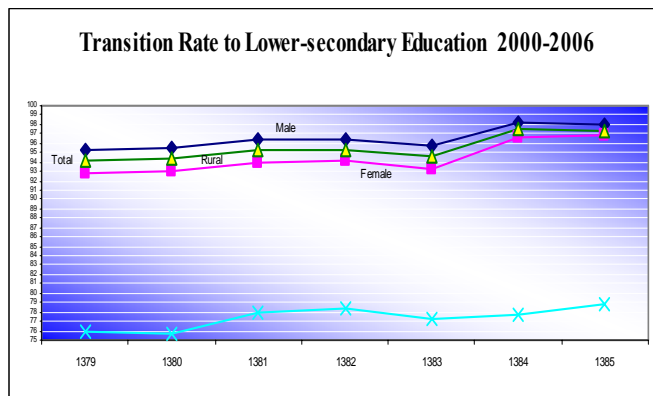
| Year | Share of Industries | Share of Services | Share of Agriculture |
|------|---------------------|-------------------|----------------------|
| 2002 | 35.6% | 61.2% | 3.2% |
| 2003 | 40.6% | 55.3% | 4.1% |
| 2004 | 47.2% | 49.3% | 3.5% |
| 2005 | 44.5% | 50.4% | 5.1% |
| 2006 | 39.7% | 54.5% |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

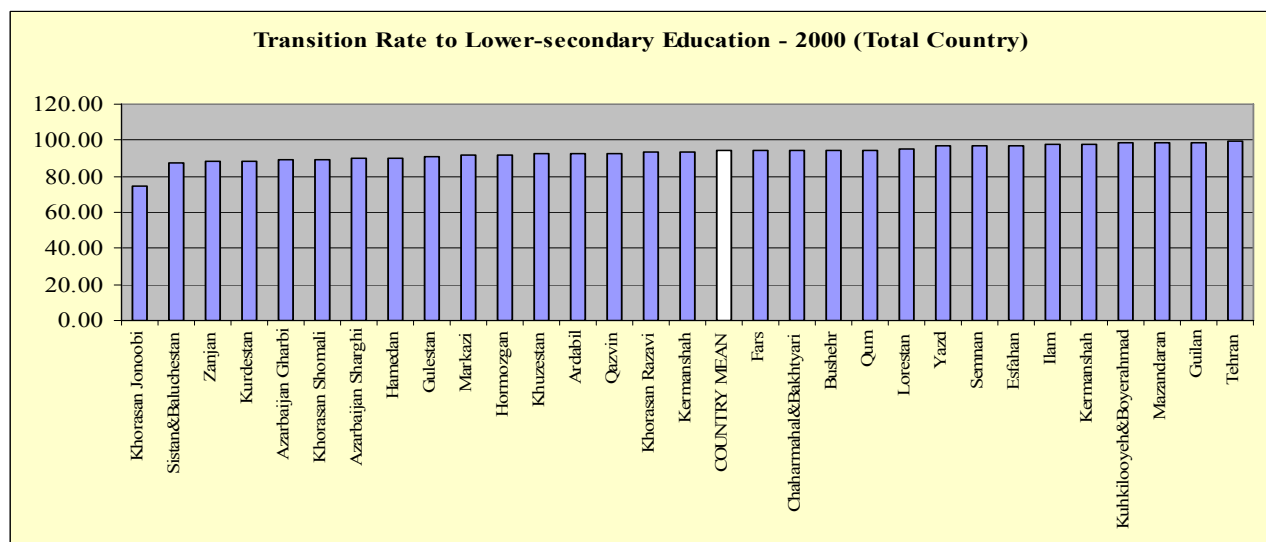
Transition rates are so crucial in educational planning of I.R. of Iran since they are highly effective in assessment of success of policies on survival and promotion of students and the information on these rates helps stakeholders to plan for educational guidance and conducting priority programs.

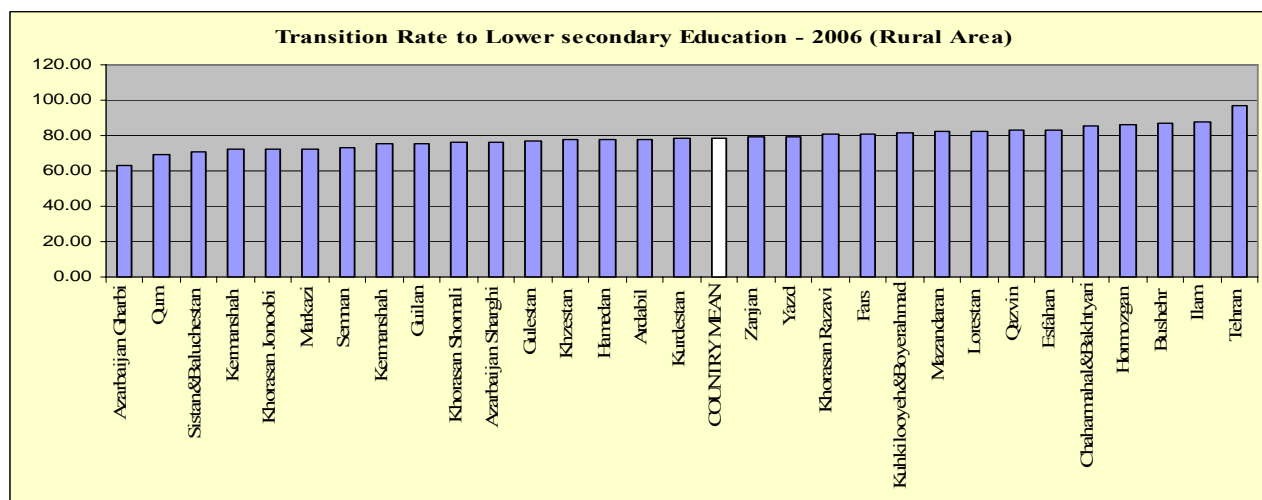
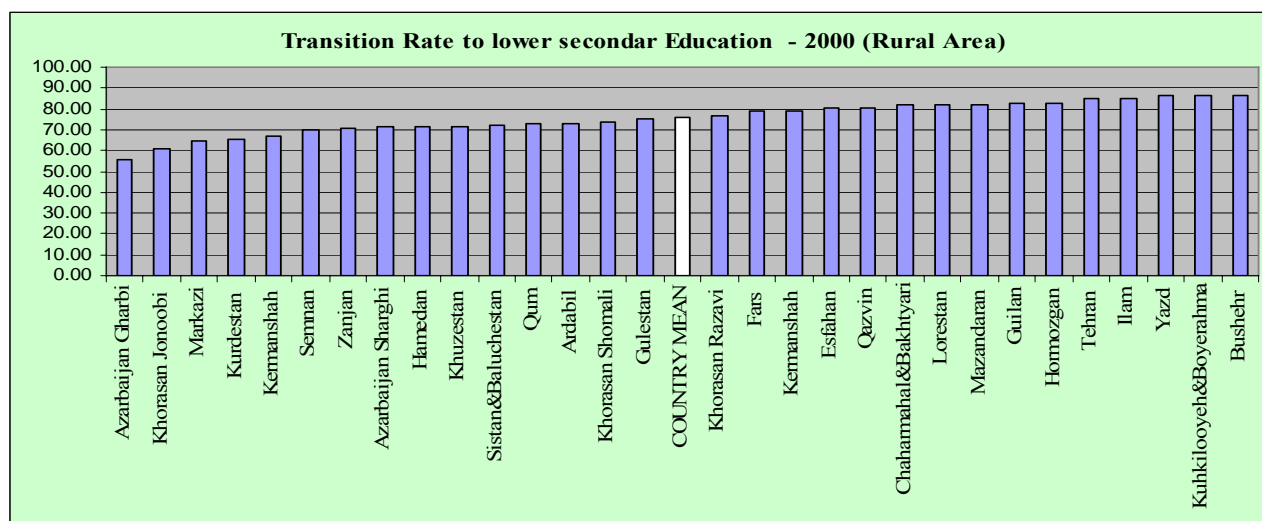
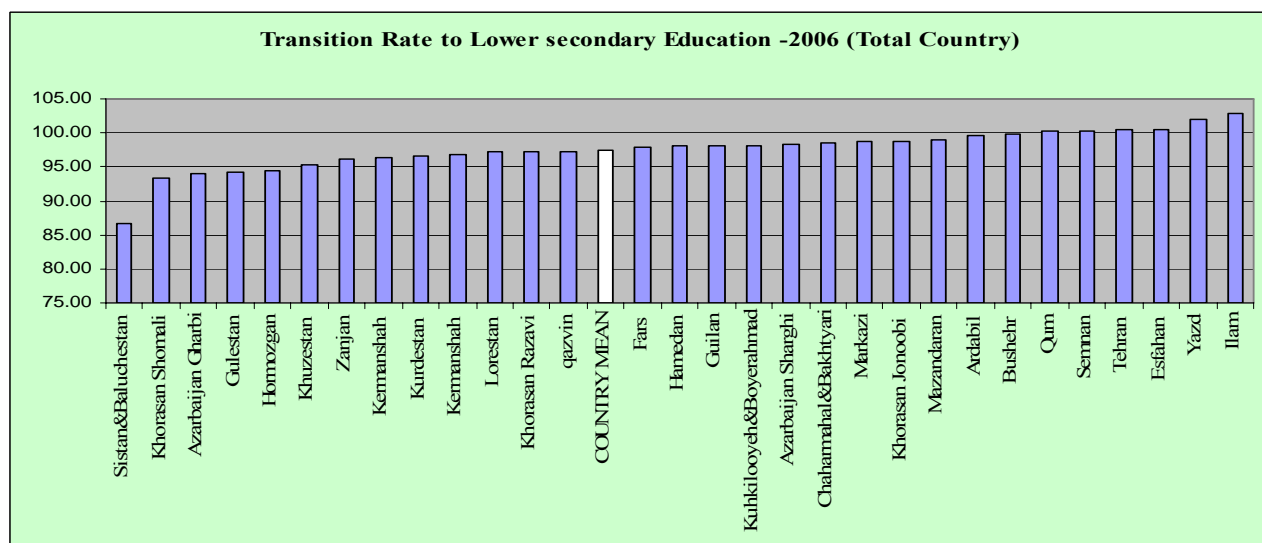
In education system of I.R. of Iran, technical and vocational educations are not included at lower secondary programs, but transition of students from primary to this course, and later to upper secondary programs, completes student cycle and guides them through for receiving technical & vocational and 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 |

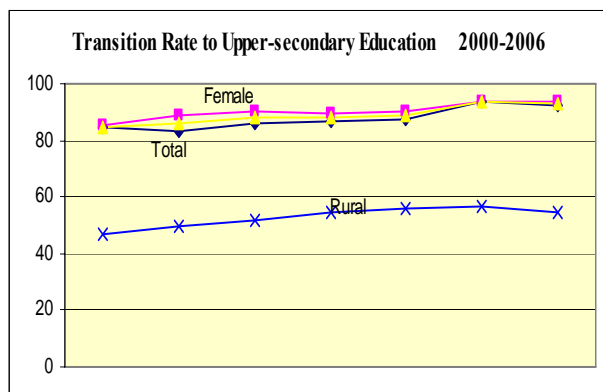
Status of Provinces on Transition Rate from Primary to Lower Secondary Education in 2000 & 2006 at National and Rural Levels





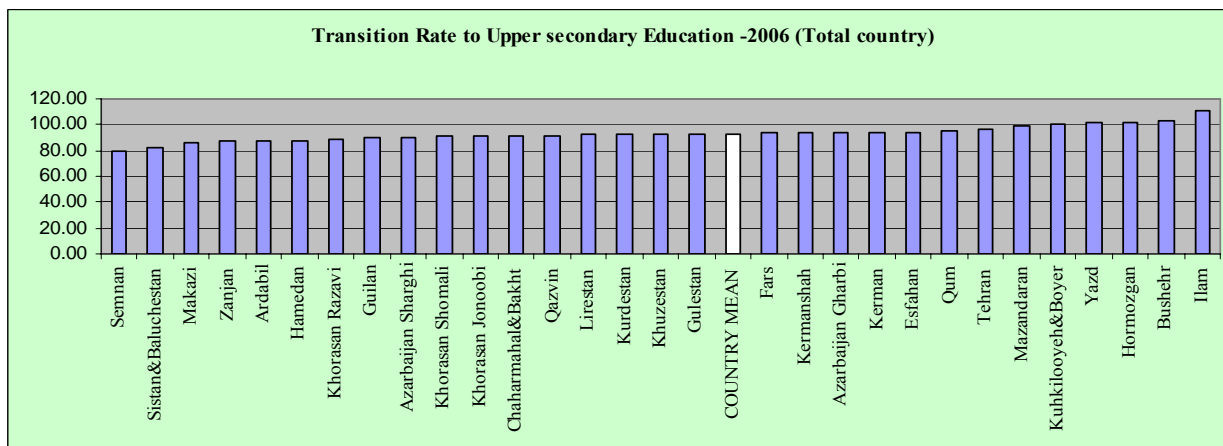
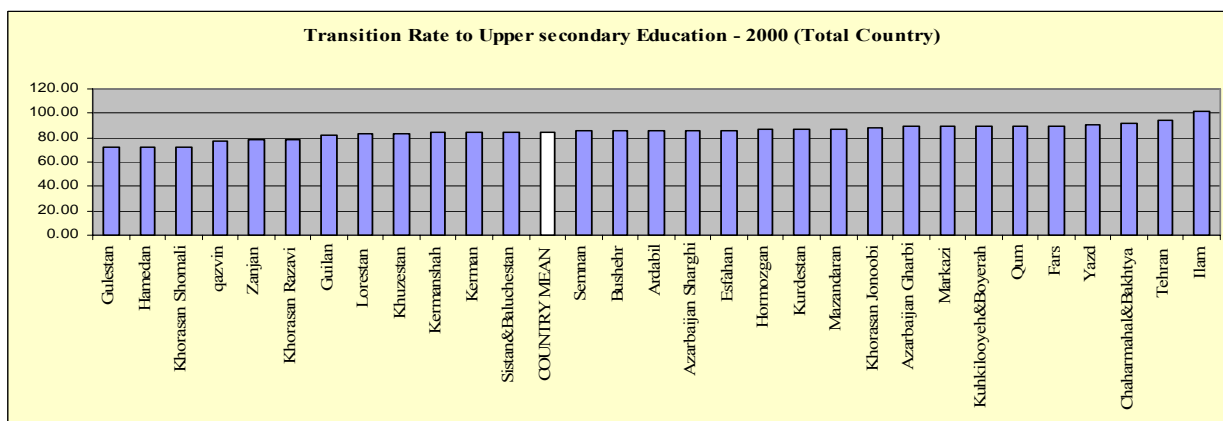
Transition Rate of Students from Lower Secondary to Upper Secondary Education

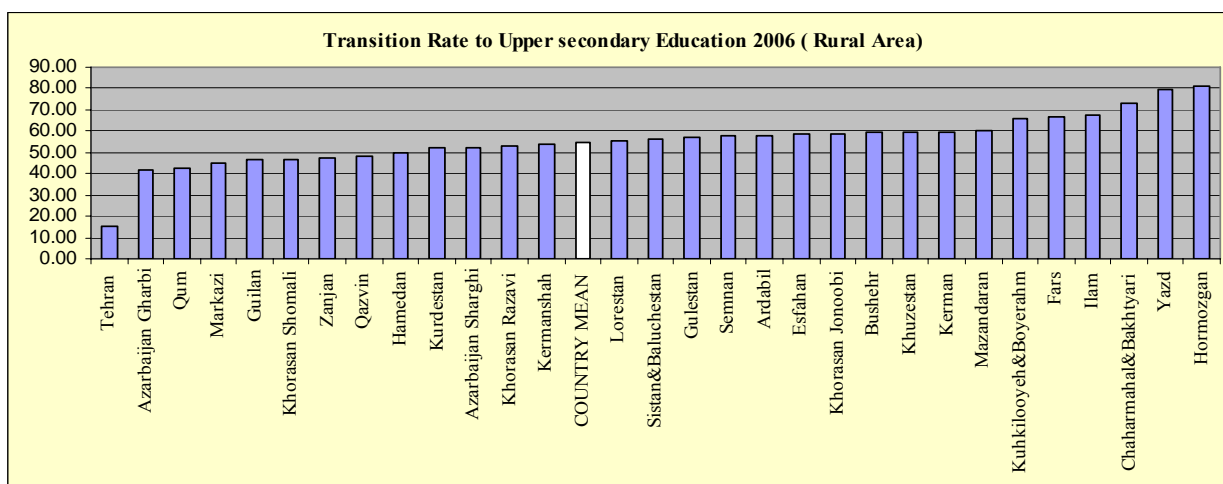
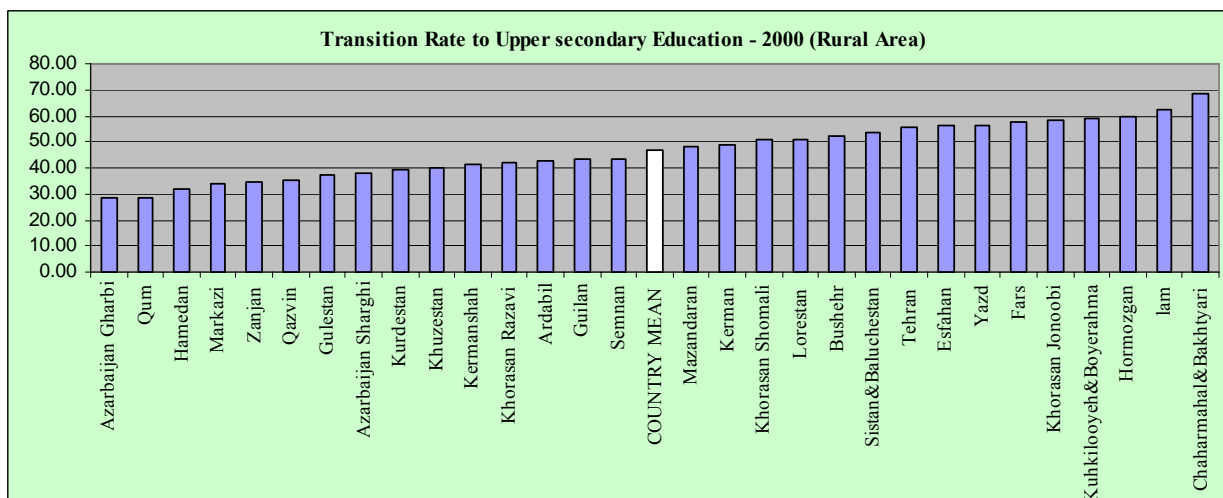
Transition rate of students from lower secondary to upper secondary education increased from 84.8% in 2000 to 93% in 2006 with an average growing trend of 1.6% per year. This rate for rural students has increased from 47.08% to 54.5% with the same growing trend. Reviewing gender parity index of this 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 3rd and 4th Development Plans, a macro literacy plan has been designed and different ministries and organizations were appointed to implement the plan. The 4th 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 5th 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)¹ 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

¹-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)¹
- 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



¹ _

- 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 4th Development Plan, Para (A) and (J) of the Amendment on 4th Economic, Social & Cultural Development Plan, approvals of 595th 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

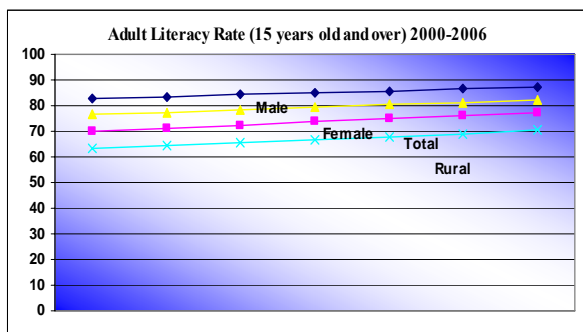
▷ Literacy Rate Indicator of Population Aged 15 & Over

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.

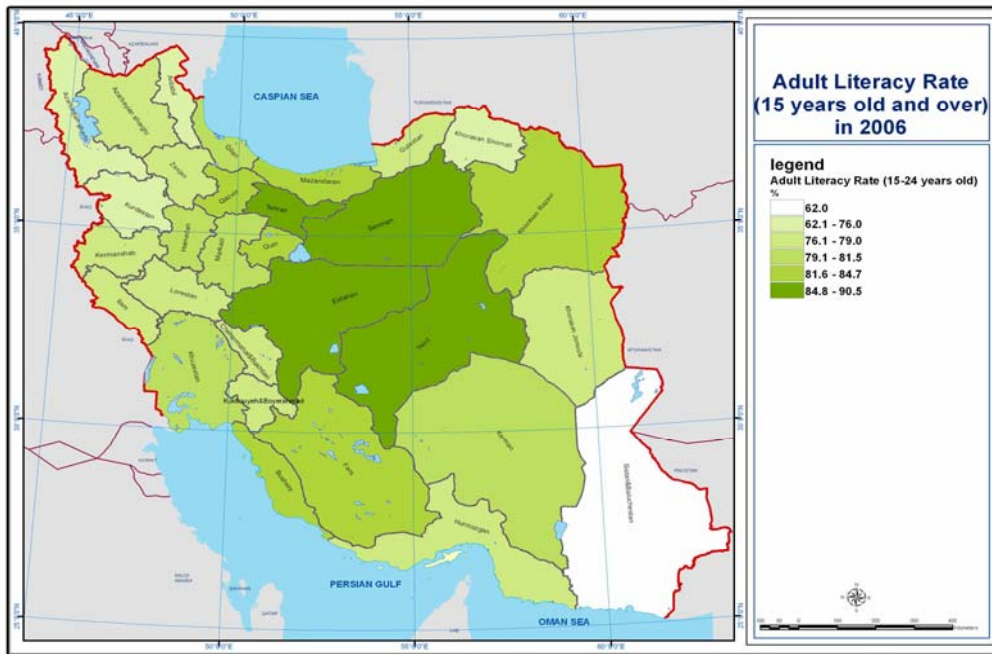
The 2006 national census shows that from total population aged 15 and over, 82% (43,484,717 persons) have been literate. Literacy rate of men's population was 87% and 77% for that of women's population. Based on the results of census, rural literacy rate has been 70% and gender parity index about 89%.

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:

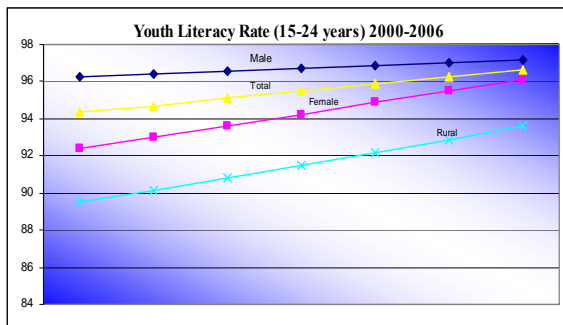
- 1- Literacy rate grew about 5% in total population aged 15 and over.
- 2- Literacy rate grew about 4% in men's population aged 15 and over.
- 3- Literacy rate grew about 7% in women's population aged 15 and over.
- 4- Literacy rate grew about 7% in rural population aged 15 and over.
- 5- Literacy rate 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.

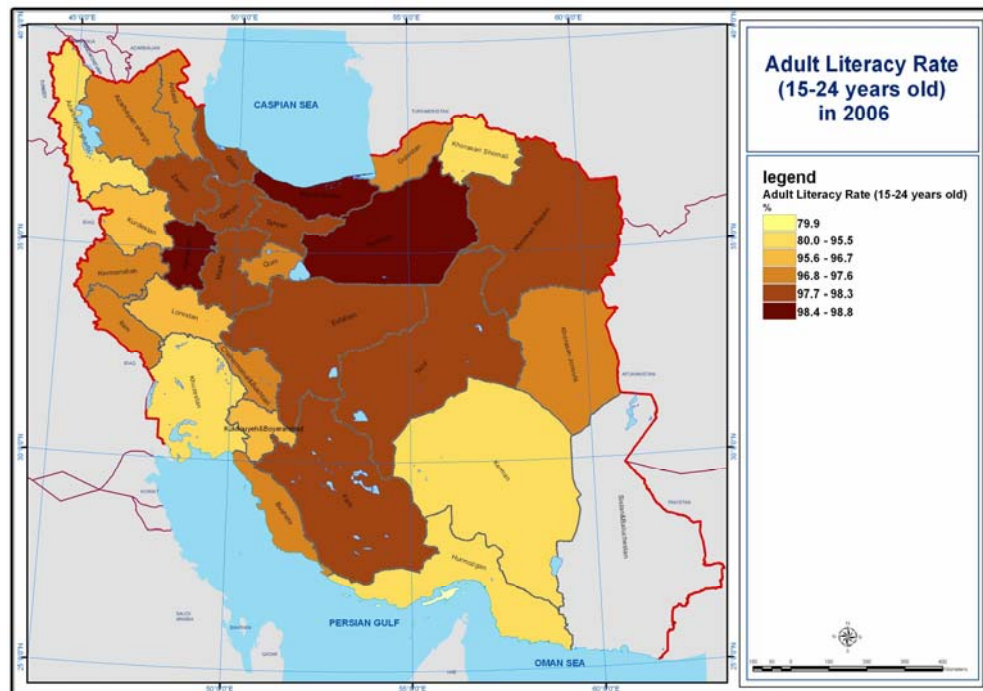
Statistics and information reveal that in 2006, form total population aged 15-24, 97% (17,144,064 persons) have been literate. Men's literacy rate was 97% and women's literacy rate about 96%. At the same time, rural literacy rate was 94% and gender parity index of literacy rate was about 99%.

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.

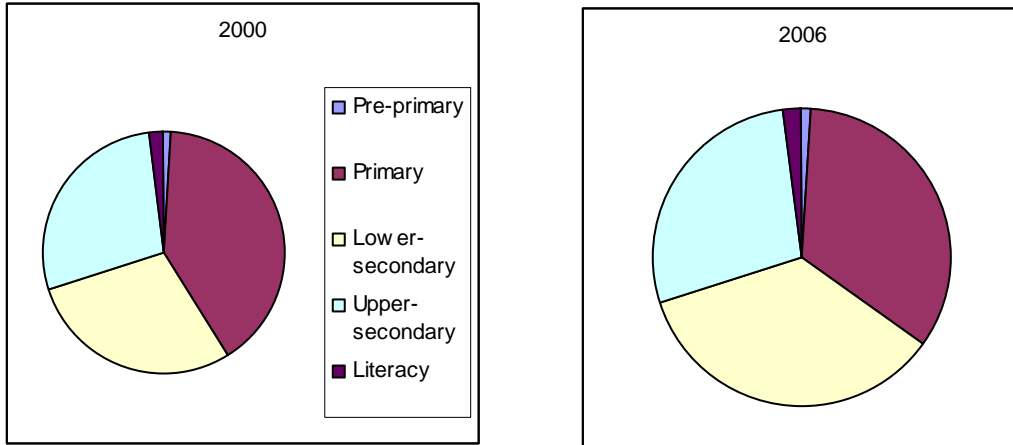
Chart of Literacy Rate of Population Aged 15-24 at National Level (2006)



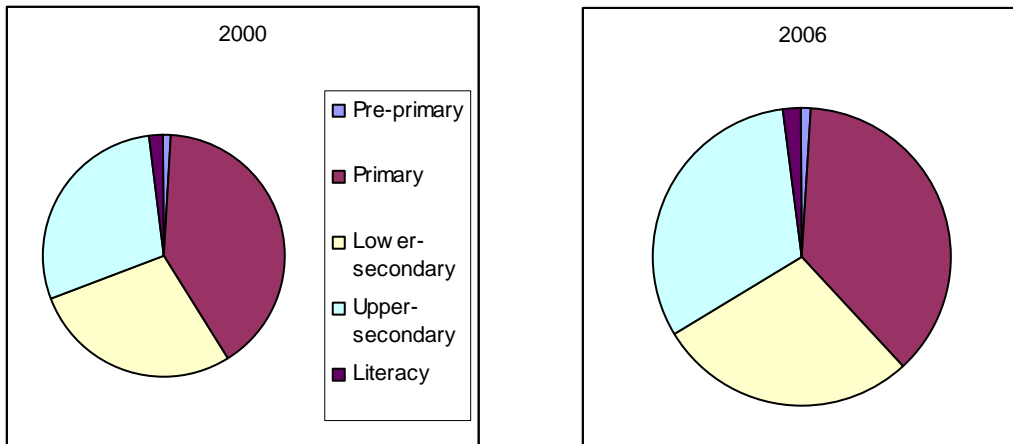
▷ **Share of Literacy from Total Public Budget, GDP, & Total Expenditures on Education**

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.

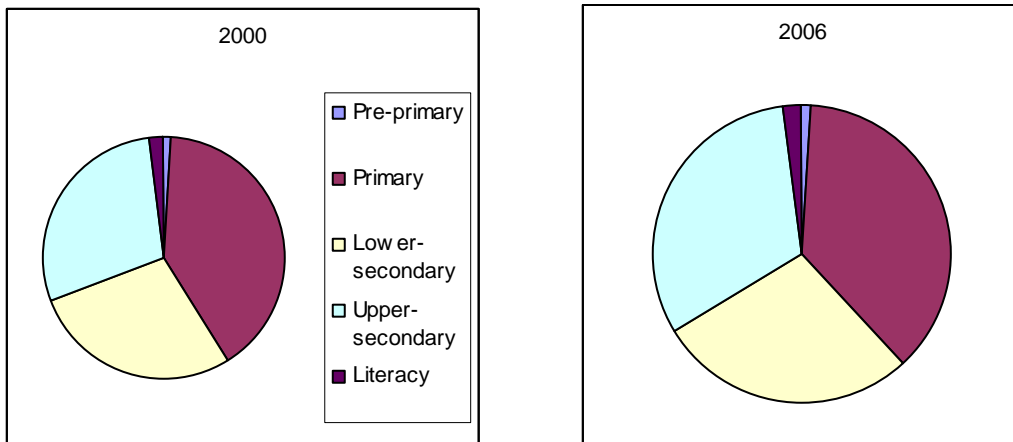
PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL GOVERNMENT EXPENDITURE



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

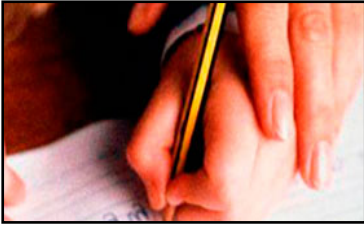


PUBLIC EXPENDITURE ON EDUCATION AS PERCENTAGE OF TOTAL EDUCATIONAL EXPENDITURE



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 3rd 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 4th 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 4th 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 4th 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 4th 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 3rd and 4th Development Plans are mentioned:

- Strategy No. 3 of General Education chapter in the education strategies of the 3rd 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 4th 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 4th 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 3rd and 4th 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.

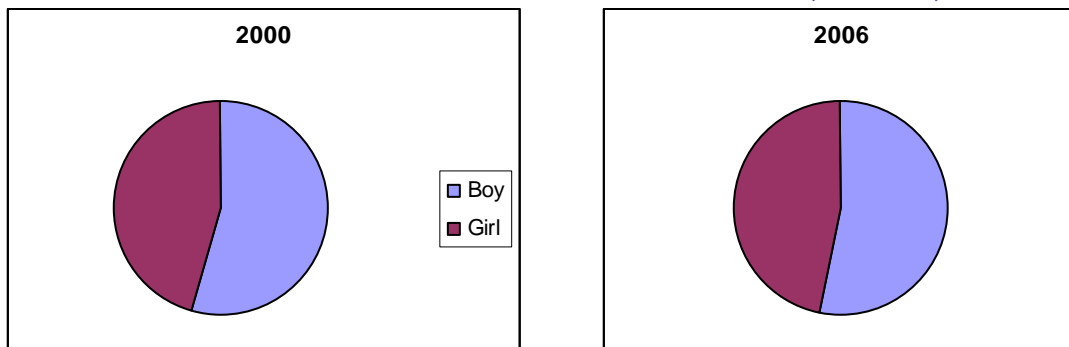
▷ Study on gender parity index of literate adults aged 15 and over and age group 15-24 shows that both rates had an ascending trend during 2000-2001 through 2006-2007. Gender parity index of literate adults aged 15-24 increased from 96% in 2000-2001 to 99% in 2006 and gender parity index of literate 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.

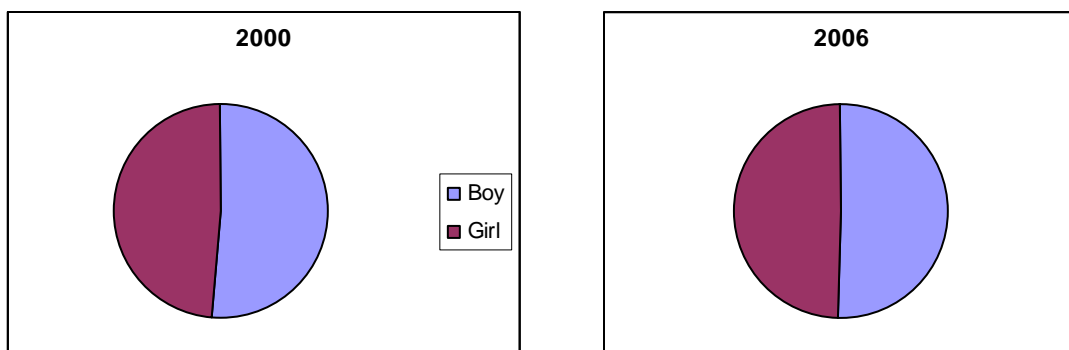
The growth of this indicator and its proximation to figure 1, particularly for 15-24 age group, is specially remarkable at national and provincial level; in other words, gender parity has almost been achieved for this indicator. However, we are still far from desirable level in terms of literate population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

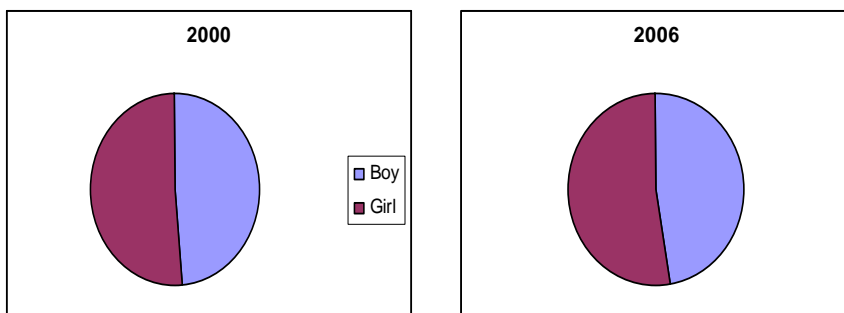


▷ Gender parity index at pre-primary education during the years of study shows an ascending trend. This indicator has reached from 1.06 in 2000-2001 to 1.12 in 2006-2007; i.e. girl new-entrants access to pre-primary educations had been 0.12 more than that of boys. Similar conditions exist for all provinces, 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:

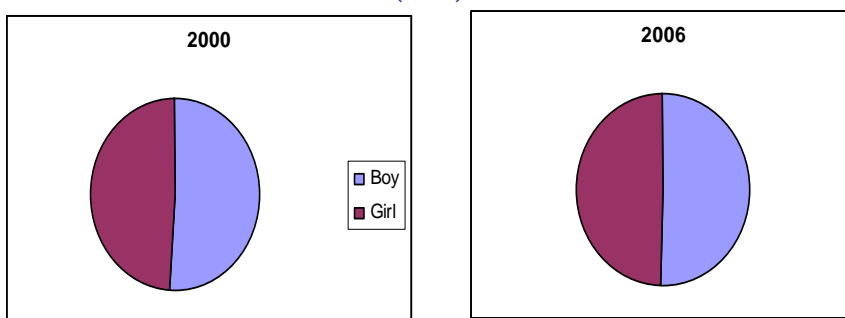
GPI FOR GROSS ENROLMENT RATIO IN EARLY CHILDHOOD DEVELOPMENT PROGRAMMES



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:

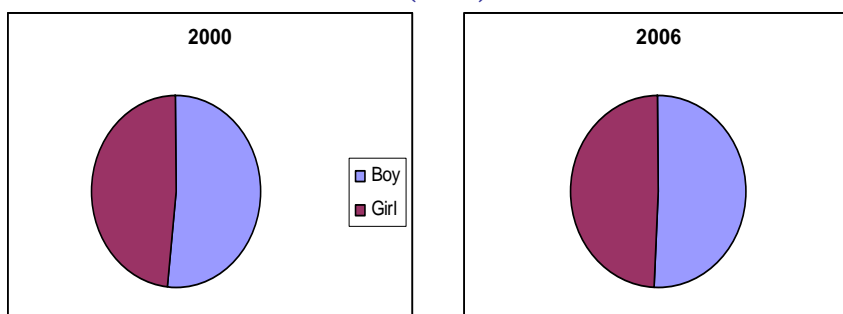
GPI FOR GROSS INTAKE RATE (GIR) AT PRIMARY EDUCATION



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:

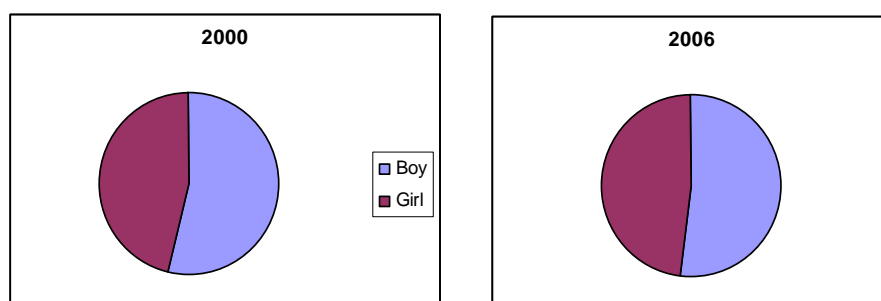
GPI FOR GROSS ENROLMENT RATIO (GER) AT PRIMARY EDUCATION



- ▷ 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

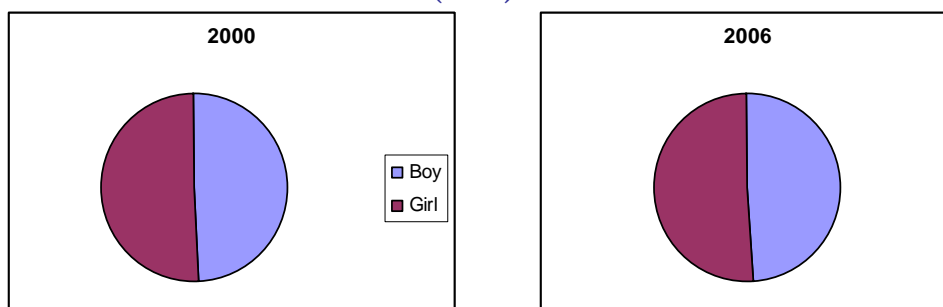


- ▷ Gender parity index in gross enrolment ratio at upper secondary education shows a persistent fluctuation during 2000 and 2006. This indicator has reached from 1.03 in 2000 up to 1.05 in 2001. However it remained invariable in 2002, 1.04 in 2003, and 1.05 in 2004 and 2005 anew, but decreased to 1.04 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:

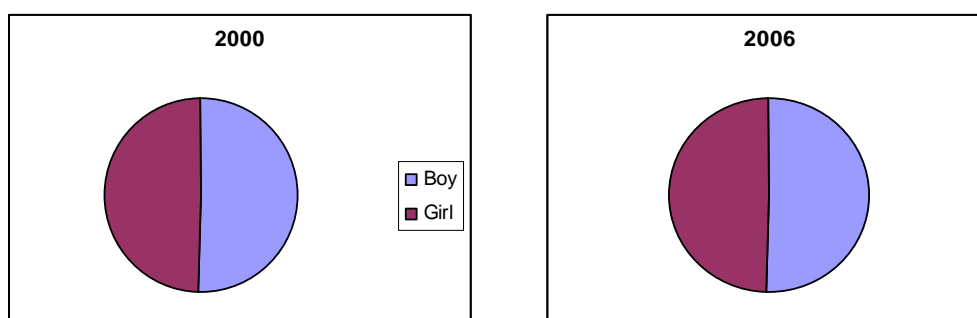
GPI FOR GROSS ENROLMENT RATE (GER) AT UPPER-SECONDARY EDUCATION



▷ 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 Azarbayjan (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 Azarbayjan and Khoozestan.

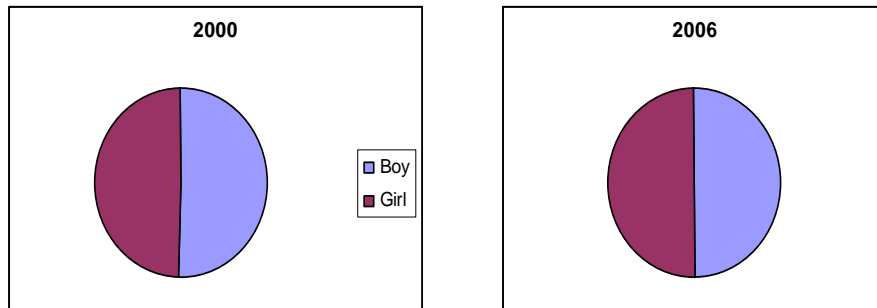
On the whole, whereas girls' transition rate from primary to lower secondary education is less than that of boys at national level, but:

- 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

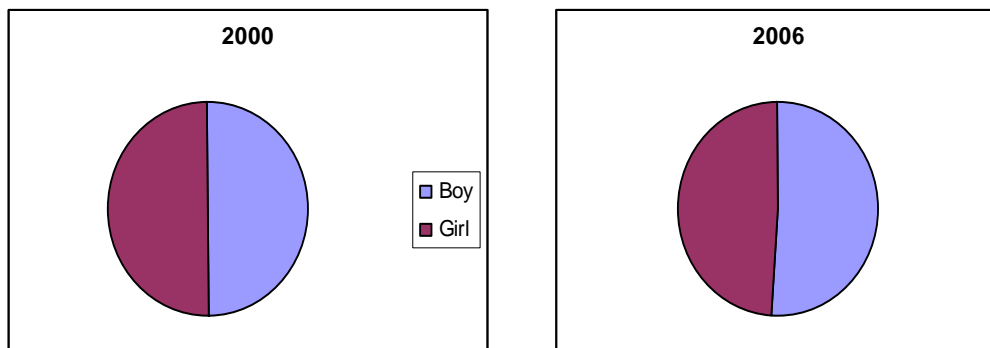


▷ Gender parity index in transition rate from lower secondary to upper secondary education during the years 2000 to 2006 for the whole country shows that girls' access to upper secondary education was more than that of boys (1.03) up to academic year 2004-2005, equal to that of boys (1) in 2005-2006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

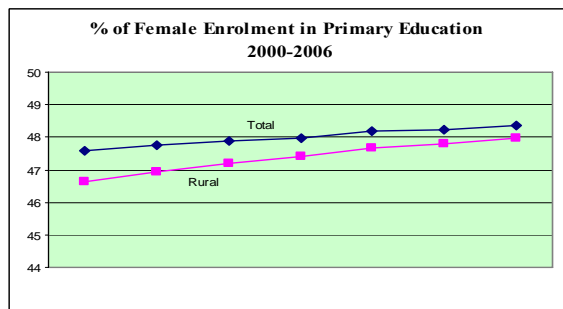
Gender parity index in transition rate from lower secondary to upper secondary education is illustrated in the following charts for 2000 and 2006:

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%.

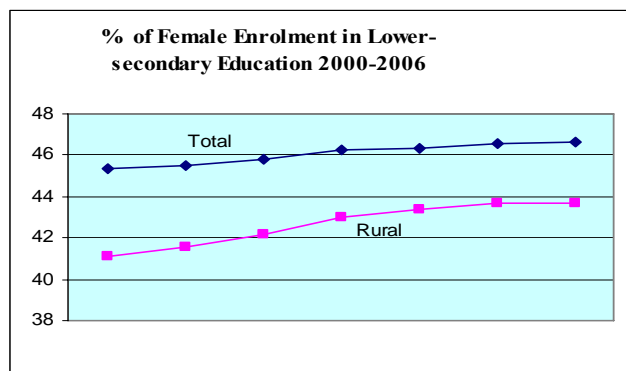


| Percentage of Girls' Enrolment in Primary Education 2000-2006 | | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| year | 200 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Total | 47.60 | 47.76 | 47.89 | 47.99 | 48.19 | 48.24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

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:



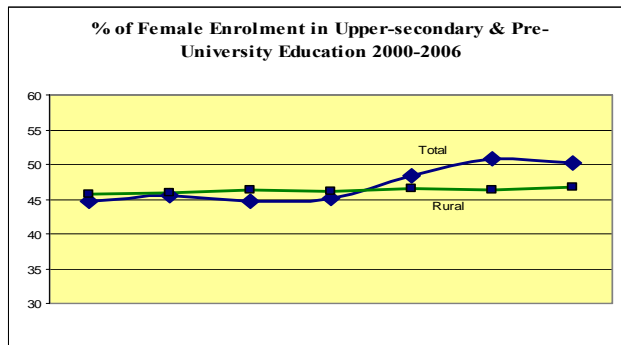
| year | Percentage of Girls' Enrolment at Lower Secondary Education | |
|------|---|-------|
| | Total | Rural |
| 2000 | 45,32 | 41,11 |
| 2001 | 45,53 | 41,54 |
| 2002 | 45,81 | 42,14 |
| 2003 | 46,25 | 43,02 |
| 2004 | 46,35 | 43,35 |
| 2005 | 46,58 | 43,66 |
| 2006 | 46,66 | 43,66 |

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 |

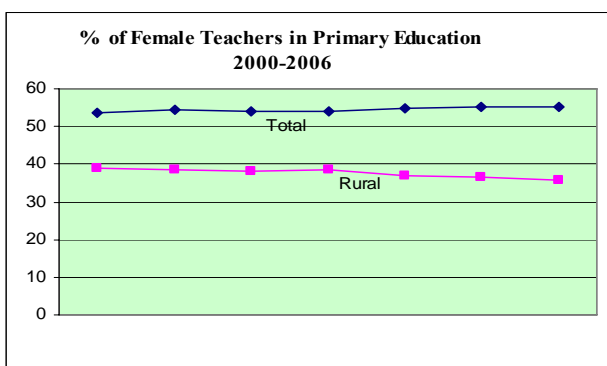
Percentage of Female Teachers to Total Population of Teachers in:

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.

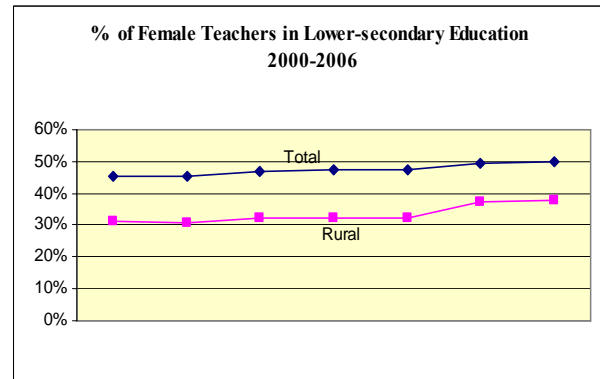
Provinces in rural areas also experienced a growth in percentage of female teachers to total. The highest percentage belongs to Tehran Province with 54.54% and the lowest percentage to provinces of Kordestan (16.52%) and Kohkilouye & Boyer Ahmad (18.93%).

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:

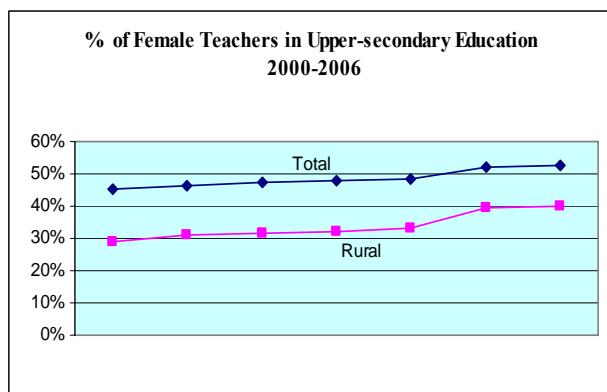
| year | Percentage of Female Teachers at Lower Secondary | |
|------|--|-------|
| | Total | Rural |
| 2000 | 46 | 31 |
| 2001 | 46 | 31 |
| 2002 | 47 | 32 |
| 2003 | 47 | 32 |
| 2004 | 47 | 32 |
| 2005 | 49 | 37 |
| 2006 | 50 | 38 |



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 3rd 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 4th 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 4th 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 3rd and 4th 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 3rd and 4th 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 3rd 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 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Bachelor's & Higher | 339177 | 370851 | 412798 | 432603 | 445439 | 477048 | 487069 |
| High School Diploma & Associate Degree | 631536 | 600947 | 563709 | 540776 | 511105 | 488705 | 460451 |
| Total | 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

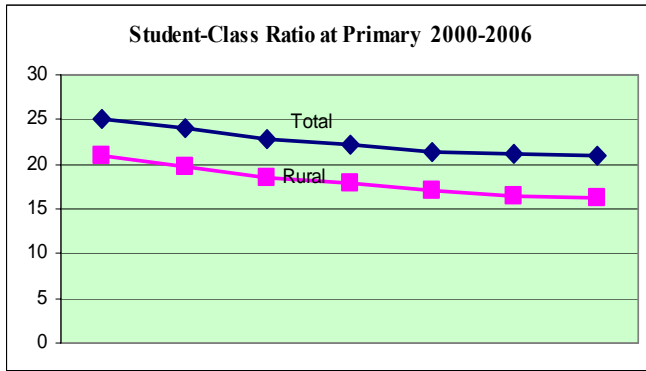
is studied for various educational programs:

● **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:

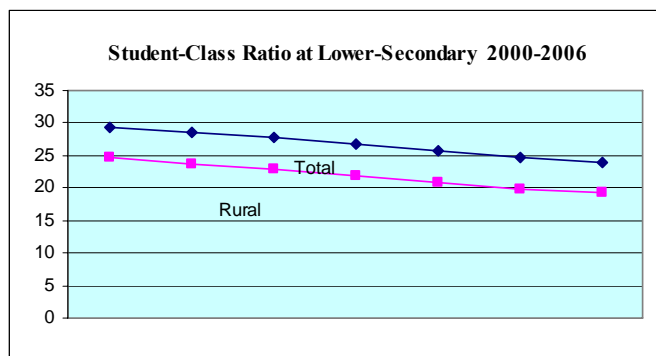


| year | Student-Class Ratio at Primary | |
|------|--------------------------------|-------|
| | Total | Rural |
| 2000 | 25,1 | 20,9 |
| 2001 | 24,0 | 19,8 |
| 2002 | 22,7 | 18,5 |
| 2003 | 22,2 | 18,0 |
| 2004 | 21,4 | 17,1 |
| 2005 | 21,1 | 16,5 |
| 2006 | 20,9 | 16,2 |

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:

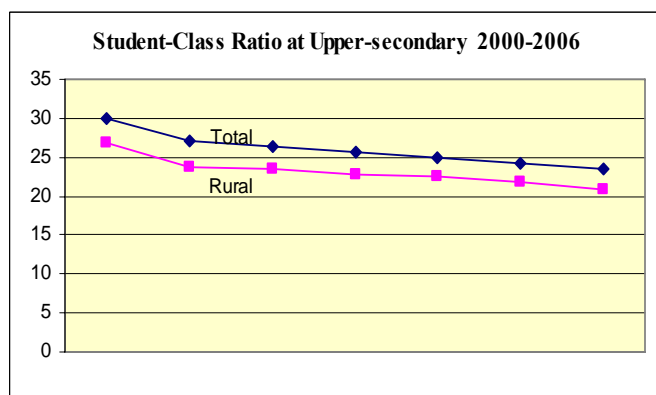


| year | Student –class ratio at Lower Secondary | |
|------|---|-------|
| | Total | Rural |
| 2000 | 29,5 | 24,7 |
| 2001 | 28,7 | 23,7 |
| 2002 | 27,7 | 23,0 |
| 2003 | 26,7 | 21,9 |
| 2004 | 25,6 | 20,9 |
| 2005 | 24,6 | 19,9 |
| 2006 | 23,9 | 19,3 |

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.

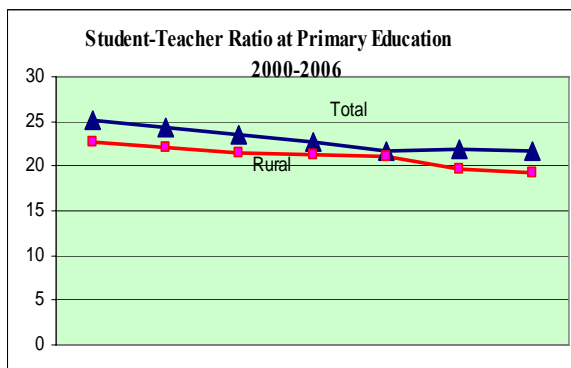
The total variation in the trend of above indicator for all educational courses shows that currently the classes at 17 provinces of the country work with ratio of 20 students per primary course, 18 provinces with ratio less than 23 students per lower secondary education and 17 provinces with ratio less 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:

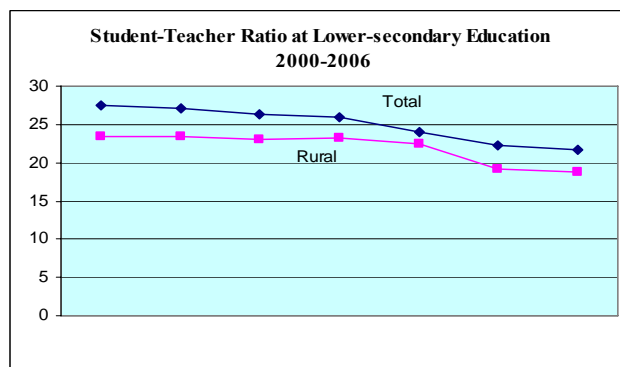
| year | Primary Education Student-Teacher Ratio | |
|------|---|-------|
| | Total | Rural |
| 2000 | 25,2 | 22,8 |
| 2001 | 24,4 | 22,1 |
| 2002 | 23,6 | 21,4 |
| 2003 | 22,6 | 21,3 |
| 2004 | 21,7 | 21,0 |
| 2005 | 21,8 | 19,6 |
| 2006 | 21,8 | 19,2 |



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:

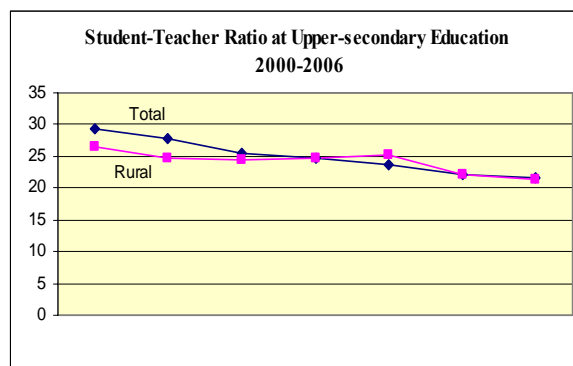
| year | Lower Secondary Education Student-Teacher Ratio | |
|------|---|-------|
| | Total | Rural |
| 2000 | 27,5 | 23,3 |
| 2001 | 27,2 | 23,5 |
| 2002 | 26,3 | 22,9 |
| 2003 | 26,0 | 23,2 |
| 2004 | 24,1 | 22,4 |
| 2005 | 22,3 | 19,2 |
| 2006 | 21,8 | 18,8 |



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 Workforce¹ at Various Educational Programs**

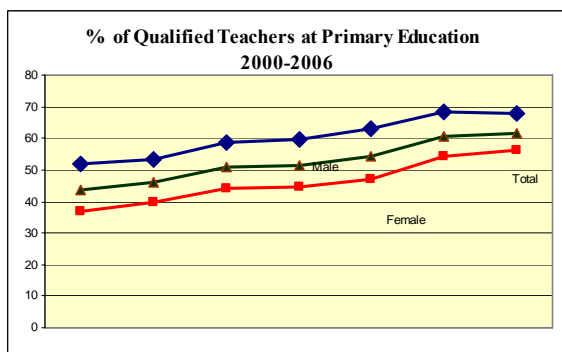
With regard to standing regulations on recruitment of special educators for pre-primary education on the one hand, and based on information and statistics of this course of study for 2000-2006 on the other hand, it proves that 100% of teachers at this program had been qualified teaching workforce during 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:

¹⁻ 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

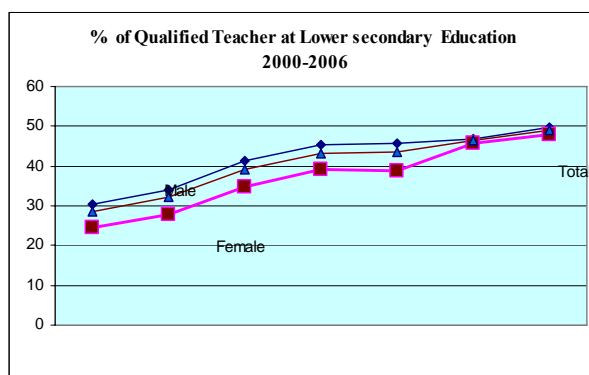


| year | Percentage of Qualified Teachers at Primary Education | | | |
|------|---|--------|-------|---------------------|
| | Male | Female | Total | Gender Parity Index |
| 2000 | 51,71 | 37,00 | 43,79 | 0,72 |
| 2001 | 53,55 | 39,66 | 46,00 | 0,74 |
| 2002 | 58,50 | 44,33 | 50,82 | 0,76 |
| 2003 | 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:

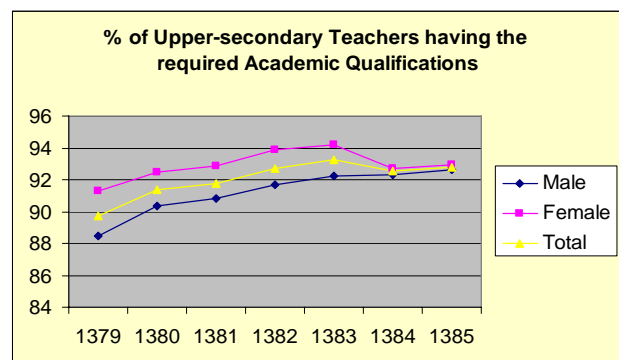
| year | Percentage of Qualified Teachers at Lower Secondary Education | | | |
|------|---|--------|-------|---------------------|
| | Male | Female | Total | Gender Parity Index |
| 2000 | 31,17 | 22,19 | 27,04 | 0,71 |
| 2001 | 34,19 | 25,37 | 30,17 | 0,74 |
| 2002 | 41,48 | 32,64 | 37,35 | 0,79 |
| 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 |



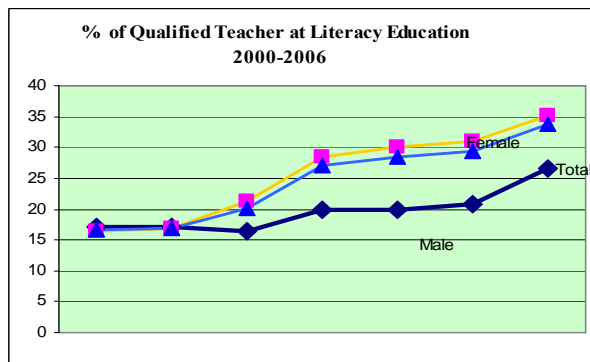
Study of indicator on percentage of qualified teachers at upper secondary and pre-university education shows relative growth of indicator for the period of study. National percentage of the indicator for 2000 had been 89.73% and 92.8% for 2006 (3.07% variation). It is worth mentioning that during this 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.

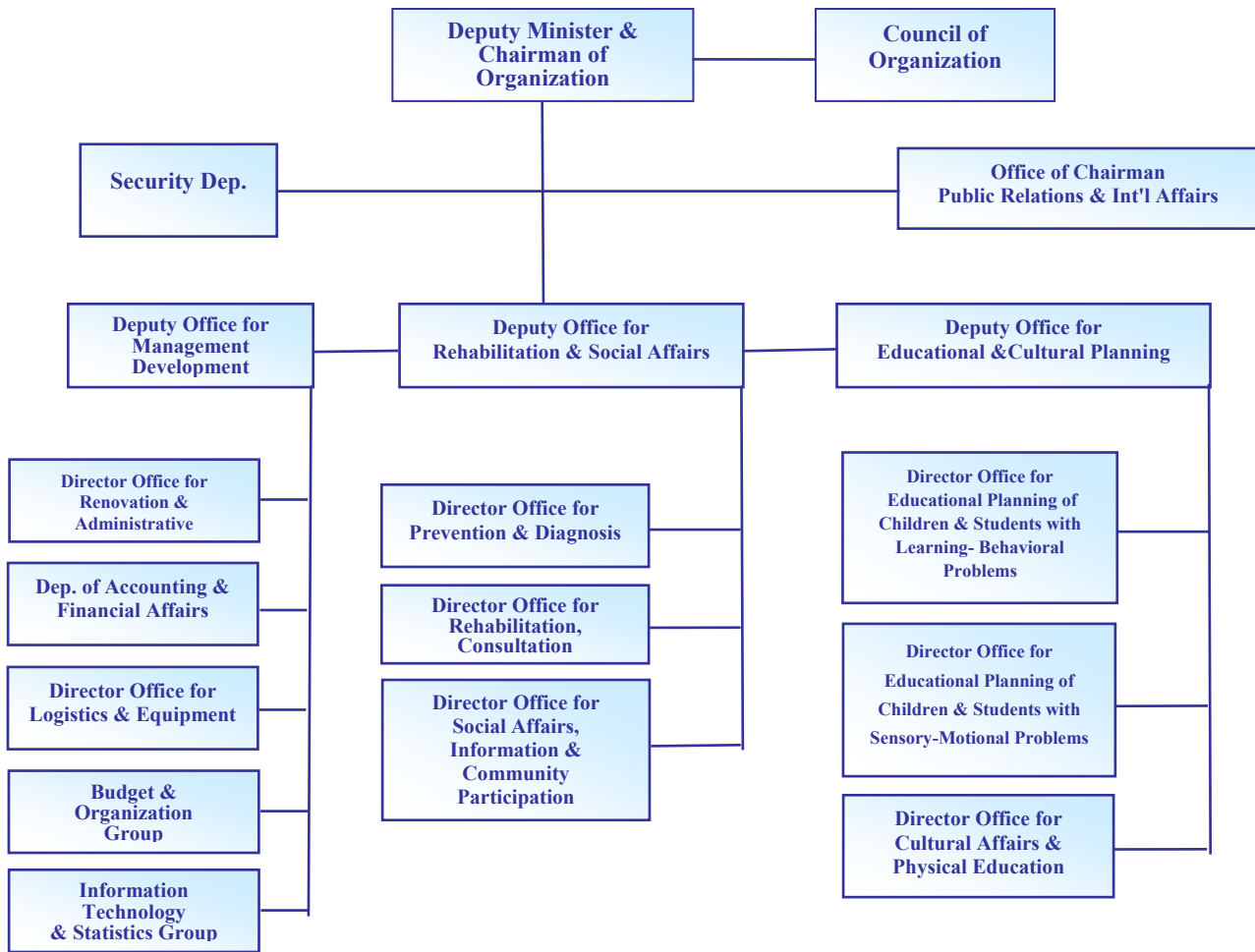
Great concentration of the government on special education led to an approval by Islamic Consultative Parliament based on which "Special Education Organization" affiliated to Ministry of Education was established in 1991 to cover larger groups of children and students with special needs.

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 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|-----------|-------------------------------------|------|---------|--------------------|---------|---------|---------|---------|---------|
| | | | 1 | Number of Students | Person | 11414 | 11145 | 8052 | 8497 |
| 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 st to 5 th 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.

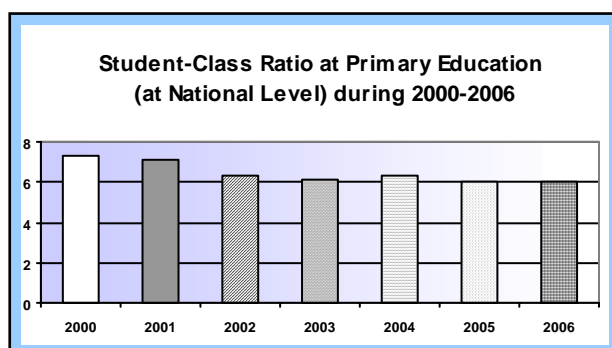
Provinces of south Khorasan with 86%, Zanjan with 84%, Tehran with 90%, Lorestan, Markazi and Mazandaran with 80% each possessed the greatest number of female teachers in 2006. The lowest rate of this indicator in 2006 belongs to Qom province with 50% and Kohkilouye & Boyer Ahmad with 49% teachers at 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) & Incomplete¹

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)

¹ - 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 2nd and 3rd 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

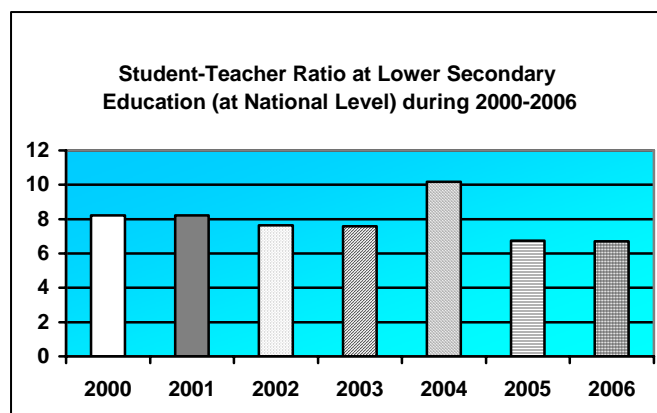
Study of 2000-2006 statistics on percentage of girl students show that the indicator decreased from 40% in the base year to 38% in the last year with a 2% reduction in enrolment of special girl students.

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

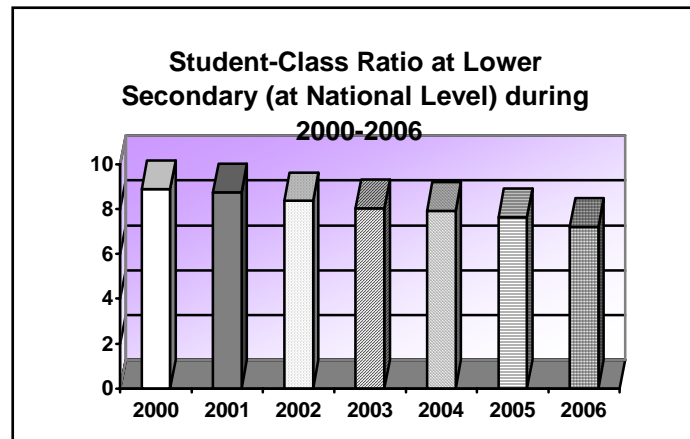
A study on student-teacher ratio shows a declining trend so as from 8 students in 2000 has reached to 6 students in 2006. Also in 2006, provinces of south Khorasan, Khoozestan, north Khorasan with 17, 14 and 13 students recorded the highest ratio in lower secondary education respectively and Boushehr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

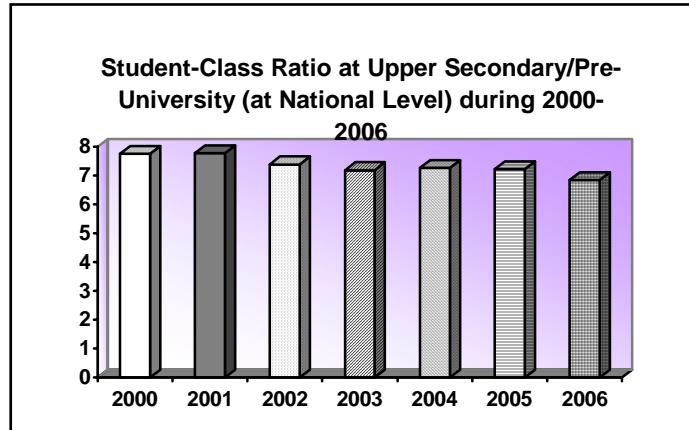
Indicators of special students access to upper secondary and pre-university education is illustrated in the following tables:

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

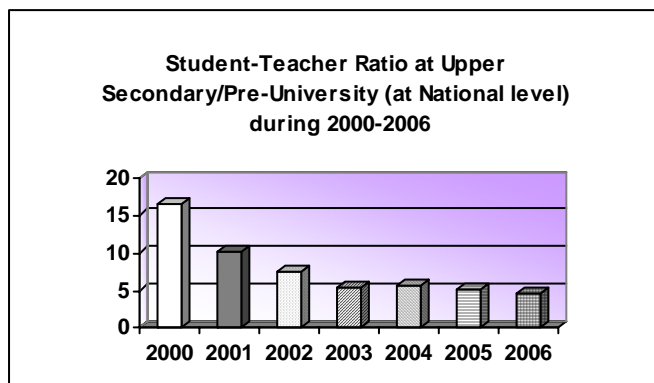
The study of this indicator shows that 56% of total special students in the year 2000 had been girl students with a 15% reduction reaching to 41% in 2006.

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 5th 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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EDUCATION FOR ALL