



Islamic Republic of Iran  
Ministry of Education



**2000 -2015**



## National EFA report of Islamic Republic of Iran 2000-2014

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## In the Name of Allah

### Preface

Due to the emphasis made by the holy religion of Islam on learning knowledge<sup>1</sup> and early childhood education and training<sup>2</sup>, the achievement of EFA goals has been stipulated in the country's national macro plans and policies. The article 30 of the Constitution of the I.R. of Iran stating that "the government is obliged to provide free of charge education for all individuals up to the end of secondary level of education and to facilitate free higher education up to achieving self –sufficiency", as well as the decree issued by the Supreme Leader of the Islamic Revolution in January 2010 on eradication of illiteracy within the country" are outstanding indications of priorities attached to education at national level.

The Education for All (EFA) initiative was launched by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2000 as a global agenda raising universal commitment thereby emphasizing the extension and promotion of education at all levels in order to establish equal opportunities for all, eliminate gender disparities, and improve all the qualitative aspects of education. To actualize the goals of this global initiative, the Islamic Republic of Iran adopted and pursued extensive and diverse activities within the framework of a National EFA Document; the goals set in this document which were commensurate with Iran's educational context have been subject to continuous monitoring and evaluation. The mid-decade analysis (MDA) was conducted in 2007 and the report was produced within UNESCO's supervision framework. The above report presents a review of the goals set in the National EFA Document, a situation analysis vis-à-vis the six EFA goals, an assessment of the achievements together with the challenges remaining, a description of the strategies adopted, and an evaluation of the factors leading to and deterring success in terms of each of the six goals.

An overall review demonstrates that the trend regarding all the educational indicators has been upward and improving. Nonetheless, there are still numerous challenges which shall be addressed through the unfailing will and perseverance of all those involved in the country's education system thereby allowing us to achieve educational enhancement both in quality and quantity.

The present report is the product of the invaluable work and collaboration of experts inside and outside the Ministry of Education; I thus deem it necessary to express my gratitude towards each and every single one of my expert colleagues for their conscientious work and contribution. Employing the results of this report through the committed participation of all my colleagues would hopefully facilitate the road towards the betterment of Iran's educational environment and a sustainable multifaceted development based upon quality education for all Iranians.

**Mohammad Dimmevar**  
**Deputy of Primary Education**  
**Ministry of Education**

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- 1- Learn knowledge from cradle to the grave(Mohammad, the holy messenger, PBUH)
  - 2- Learning in childhood is as durable as inscription on the rock( Imam Ali, PBUH)



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## Speech of the Minister

The role of education in promoting various aspects of development is undeniable, as many experts believe; education is the purpose and the tools of development at the same time. In nature, the dual function of education is quite variable and influenced by environmental conditions. Educational planning system is affected by various models in different temporal and spatial situations. Turn of the millennium, was the beginning of define new approaches to educational functions. Redefining the role of education and socio-economic consequences of the new perspectives has created new approaches toward education which need to establish effective and flexible scheduling. New approaches are concentrated on four main areas: "result based management" in educational planning system, "school-based management" in school administrative system, "teacher management" in human resource management system and "public-non public participation" in financial resource management system. The aim is to increase the quality of education.

The trends of educational changing have increased rapidly due to redefinition of processes in order to update and activate the education system. According to research findings the future direction would be toward science competition and education has to play a crucial role in competitive era. Reaching this goal needs to access



to an optimum level of development. Although the pace of change is high but the population of target groups should not be overlooked. They should have equal and fair opportunities to access and participate in education, but the education system has to pay to plan for enhancing quantitative development as equal as qualitative improvement. In order to form this condition, which is considered as a national and international commitment, major policies are set which one of them is "Education for All".

When the EFA entered in educational planning system in Iran, the system experienced quantitative circumstances stability. Although the policies contained in EFA are consistent with the national educational policy, but it was a unique chance to redefine the role of educational experts in national and provincial levels in order to look the concept of development in a coherent framework. The EFA campaign introduced the Iranian planning and administrative potentials to manage the education system without receiving foreign financial or experts aids. The empathy in the beginning of EFA planning in 2004 was led to compilation of national document with cooperation of experts inside and outside of Ministry of Education. The targets which set in EFA national document was a base for target setting in subsequent sector development plans.

The present report is an analysis of the EFA implementation in the Islamic Republic of Iran and introduces the achievements of sextet EFA goals. It could be known as a development illustration of educational sub sectors in different areas. In the late 2014 the compilation of the 6th national development plan will start and the updated findings of this report would be applicable for planning preparation. I appreciate the efforts of related experts to compilation this report and emphasis to trying to overcome obstacles and challenges to achieve educational goals which are mentioned in the report.

**Ali Asghar Faani**  
**Minister of Education**





## Chapter One

# Introduction





## 1.1 Iran's Geography and Demography

### 1.1.1 Iran's Geography

With an area of 1.648 million square kilometers, the Islamic Republic of Iran is located in the southern part of the northern moderate region between 25° and 29° 47" of the northern longitude from the equator and between 44° 2" and 63° 20" of Greenwich. Lying in the northern hemisphere and in

counties, 1224 towns, and 2566 villages<sup>1</sup>.

### 1.2 Iran's Demography

The population of Iran stood at around 60 million in 1996 rising to 75 million 15 years later in 2011<sup>2</sup>. On average, the population has grown one million per annum with the average growth rate being 1.6 percent during 1996-2006 falling down to 1.3 in the 2006-2011



southwestern Asia in the Middle East, Iran is neighbored by Turkmenistan, Azerbaijan, Armenia, and the Caspian Sea on its north, Afghanistan and Pakistan on the East, Turkey and Iraq on its west, and the Persian Gulf and the Oman Sea on its south. The country comprises 31 provinces, 400 cities, 1041

period. According to estimates, the population rose to approximately 76 million in 2012 with 71.8 and 28.2 percent residing in urban and rural areas, respectively. The population age

<sup>1</sup> Iran Center of Statistics, 2014 Almanac, [www.amar.sci.org](http://www.amar.sci.org)  
<sup>2</sup> Iran Center of Statistics, 1996-2006 and 2011 censuses.





mean is 27: 23.4 percent of the population is 0-14, 70.8 percent is 15-64, and the remaining 5.7 percent being over 65. The youth (15-29) comprise 31.5 percent, i.e. almost one-third of the population is comprised of the young generation. Life expectancy is 73.4 percent<sup>1</sup>.

## 1.2 Analysis of Iran's Economy

The Islamic Republic of Iran completed the Third and Fourth National Development Plans (2000-2010) and is implementing its Fifth National Development Plan (2010-2015). The economic changes of Iran have been illustrated within the framework of certain economic variables and indicators such as GDP, economic growth, GDP per capita, and general state budget and its share of the GDP.

### 1.2.1 GDP

Iran's GDP grew from IRR 674,693 billion in 2000 (the first year of the Third National Development Plan) to IRR 1,384,819 billion in 2004; the economic growth in this period was around 5.5 percent on average. The trend of the growth of GDP continued up to recent years such that it stood at IRR 2,038,432 billion in 2006 and IRR 6,757,090 billion in 2012. The economic growth rate was 6.4 and -5.8 percent in 2006 and 2012, respectively. The GDP per capita was USD 1096 in 2000 with the assumption of the equivalence of hard currency with the official price and USD 2324 in 2004. Eventually, it rose to USD 6869 in 2011.

### 1.2.2 General State Budget

The general state budget as the most comprehensive annual financial program

is among the financial instruments and policies which impact the economic performance directly or indirectly. Through providing general commodities and services such as education, health and treatment, social security, and research, the government bears a direct effect on economic growth. The general state budget has grown almost nine-folds in the 2000-2012 period with the percentage of current expenditure within this budget going from 68.8 in 2000 to 83.6 in 2012 while the percentage of the general state budget within GDP falling from 21.7 in 2000 to 15.7 in 2012

### 1.2.3 Educational Expenses

The educational allocation (for all educational levels) in the government budget rose from IRR 26,493 billion in 2000 to IRR 175,496 billion in 2011. The share of the education in the government budget within the GDP stood at 4.6 percent in 2000 dropping to 2.9 in 2011. Furthermore, the percentage of educational expenditure within the state budget fell from 21.1 in 2000 to 15 in 2011.

In the same interval, the percentage of basic and general education expenses in the government educational expenses underwent certain changes. With the commencement of the EFA program in 2000, the share of the government educational expenses was 75 percent or 3.5 percent of the GDP while in 2011, approximately 68.2 percent of the educational expenditure was allotted exclusively to the expenses of the Ministry of Education. and the share of GDP decreased to 2 percent. Nevertheless the expenses of higher education was the equivalent of 19.7 percent of the government educational expenses in 2000 and 27.2 percent in

<sup>1</sup> Presidential Office's Deputy for Strategic Planning and Supervision: Performance Report of the Fifth National Development Plan Act, 2012.



2011 while the GDP share was fixed 0.8 percent during the period.

### 1.3 Overview of the Development Projects of the Ministry of Education and Their Link with the EFA Initiative

As elaborated above, the Islamic Republic of Iran hosts various

and optimization of the educational context in Iran through intervening in the conditions governing the interior and exterior of the education sector.

The results of the research studies and needs analyses conducted in the different parts of the country which delineated the major challenges for the education sector played a pivotal role in



specificities in terms of vastness, cultural and ethnic diversity, population diffusion, and specific socioeconomic features. Accordingly, a variety of policies has been incorporated in the five-year national development plans to moderate the circumstances of implementing educational programs. In the period under study (2000-2014), three development plans have been implemented in the Islamic Republic of Iran with a general results-based approach. In other words, the plans sought to gradually facilitate the grounds for the promotion of the circumstances

the process of drafting the development plans and the executive policies of these plans focused mainly on the elimination of these challenges. In a general classification, the overall policies of the development of the education sector can be summarized in the following table for the period under discussion.



	3 <sup>rd</sup> Development Plan 2000-2004	4 <sup>th</sup> Development Plan 2005-2009	5 <sup>th</sup> Development Plan 2010-2014
<b>Input</b>	<ul style="list-style-type: none"> <li>Regional development and eliminating disparity</li> <li>Establishing criteria for drawing in and promoting human resources especially teachers</li> <li>Standardizing educational spaces</li> <li>Supporting the development and construction of schools in different regions</li> <li>Mobilizing new financial resources in addition to state budget for the education sector</li> </ul>	<ul style="list-style-type: none"> <li>Regional development and eliminating disparity</li> <li>Renovation, resilience, and standardization of schools</li> <li>Adopting legislation for recruiting and preserving teachers in less developed regions</li> <li>Extending boarding schools</li> <li>Developing remote and media learning</li> <li>Developing educational and sport spaces</li> <li>Extending preschool especially in rural and bilingual regions</li> </ul>	<ul style="list-style-type: none"> <li>Developing technical-vocational secondary education</li> <li>Developing secondary education in humanities</li> <li>Adjusting the majors of secondary education with respect to social needs</li> <li>Teaching at least one skill to secondary school students</li> <li>Conducting educational programs in order to promote students' physical and psychological health</li> <li>Developing students' counseling system</li> <li>Increasing the educational space per capita</li> <li>Optimizing the application of financial, human, and physical resources through different procedures</li> <li>Strengthening the usage of regional dialects and indigenous literature in schools</li> <li>Developing the education of students with special needs through inclusive education</li> </ul>
<b>Process</b>	<ul style="list-style-type: none"> <li>Eliminating the factors causing failure at school</li> <li>Extending social incentives to motivate participation in education</li> <li>Deregulating and establishing the necessary flexibility in the education system</li> <li>Promoting teachers' social and professional stance and standing</li> <li>Adjusting the school calendar with specific geographic and ecological conditions</li> </ul>	<ul style="list-style-type: none"> <li>Supporting the implementation of the EFA initiative</li> <li>Increasing the mandatory education period up to the end of junior high school</li> <li>Promoting schools' financial, managerial, and executive independence</li> <li>Reforming educational programs aiming at enhancing the quality of math, science, and English courses</li> <li>Professional promotion and motivation of teachers</li> <li>Developing a system to assess teachers' qualification and ranking</li> <li>Developing and conducting a strategic literacy campaign to eradicate illiteracy among the under-30 population</li> <li>Using ICT in developing and implementing the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Changing educational and curricular programs</li> <li>Providing educational guidance based on students' interests and features</li> <li>Reforming the educational progress evaluation system</li> <li>Establishing an education quality assurance system</li> <li>Assessing and promoting teachers' professional qualification</li> <li>Utilizing ICT in all educational processes in order to achieve educational justice</li> <li>Interacting with the higher education system, the informal technical-vocational system, and other countries and international organizations</li> <li>Assuring access to equitable educational opportunities in accordance with gender and region</li> </ul>



As illustrated in the table above, the government's interventions in the educational inputs and processes compatible with the specific circumstances of each period within the development plans are aimed at setting up a collection of chain policies and furthering the development and promotion of the education sector. Meanwhile, a review of EFA goals and strategies demonstrate the adaptation of the national development policies of the education sector with the goal-based nature of EFA's six goals and that the necessary coordination among the national strategies and the 12 strategies of EFA had existed in different intervals in concordance with the executive potential and capacities created in the sector.

#### 1.4 Major National Challenges in the Education Sector

During the last three decades, the education system of the Islamic Republic of Iran has undergone hugely challenging times and has faced a sizeable volume of social demands in the different parts of the country and in effect succeeded in providing an acceptable degree of educational indicators. In other words, one can conclude that Iran's education system has gained a positive degree of growth in quantitative terms. Despite the valuable lessons learned in this context, the country is still entangled with a number of challenges; some of the major challenges have been identified through studies of national development:

- The executive processes are run by the government with little application of nongovernmental resources and restricted public funds;

- The curriculum is singular and the grounds for the emergence of diverse cultural features in existing programs are limited;
- The teaching-learning methods are teacher/textbook-based;
- The pace of the adaptation of educational processes with technological changes – especially ICT – is slow;
- There is job dissatisfaction among teachers;
- The quality of the managerial (especially management of teachers), administrative, and educational processes is meager; and
- Effective and efficient intersectoral collaboration in developing the education system is lacking.

In order to address the fundamental challenges which are the outcomes of educational activities in the country, certain revisions have been effected in the orientations towards the planning and development of the education sector. The most important revised orientation incorporated in this sector was drafting the Fundamental Educational Reform Plan which is the foundational framework for quality change and enhancement in this sector; this document is to serve as the cornerstone of future education development initiatives. To this end, the most extensive and significant national policymaking being implemented in this sector shall build upon a document for change and promotion of quality in all seven domains of the education system including participation in education, access to education, internal efficiency, external efficacy, school-based management, human resources





management, and financial resources management.

### 1.5 EFA and Iran's Commitments

To fulfill the commitments pledged in the Dakar Summit regarding EFA global strategies in 2000, the Headquarters for Pursuing EFA was established under the auspices of the Ministry of Education with its secretariat being based in the Deputy for General Education. In early 2002, a specific credit was allocated within the state budget to this initiative in order to expedite the implementation of EFA in collaboration with the Department of Management and Planning. The National EFA Taskforce was set up and chaired by the then Minister of Education and with the presence of representatives of pertinent

government in 2004. Furthermore, the implementation of EFA goals and strategies was prioritized by having been incorporated in the Fourth and Fifth National Development Plans. Since 2000, EFA has been pursued through securing the necessary credit for the expenses related to the management and coordination of the initiative. The achievement of EFA goals within the different groups of pre-primary, primary, secondary, and special education and also adult literacy and skills training has been followed up in cooperation with pertinent organizations and institutions through an approach of special focus on disadvantaged areas and vulnerable cohorts of society.

The emphasis attached to EFA in the Islamic Republic of Iran displays the



ministries and institutions to facilitate the legal backdrop of EFA around the country and determine its executive structure. Subsequently, the Islamic Republic of Iran EFA National Document was drafted and endorsed by the

attention of the officials and planning authorities of the country to this global initiative.



## Chapter Two

# Achievement of EFA Goals in Iran





## Achievement of EFA Goals in Iran

This chapter of the report is an overview of the progress and achievement made regarding the materialization of the six EFA goals in Iran during 2000-2013. The shortcomings and challenges are also elaborated with respect to each of the goals.

### 2.1 ECCE and Pre-Primary Education

#### 2.1.1 Definition of Goals

Early childhood care and education (ECCE) guarantees survival, health, and growth for children physically, cognitively, emotionally, and socially. In Iran, ECCE includes health and education for mothers prior to marriage, before and during pregnancy, and after delivery up to the age of eight years. In addition, planned education for young children commences at the age of four and continues up to the age of entrance to primary school (six). At the moment, however, the target group comprises pre-primary education for five-year-old children which is run by government and nongovernmental institutions. Furthermore, the Department of Welfare also supervises the work of daycares for children under four. Five-year-old children also receive pre-primary education in preschool centers.

- five-year-old children from 23.7 percent in 2003 to 60 percent in 2014;
- Raising the percentage of rural children covered by pre-primary education compared to all children undergoing such education from

It is worth noting that pre-primary education is not mandatory and thus not all children undergo this mode of education.

#### 2.1.2 Setting Goals for Pre-Primary Education

The National Iranian EFA Document identifies five-year-old children as the target group of pre-primary education according to the Ministry of Education. These children are covered through the collaboration of different pertinent organizations and the nongovernmental sector. Once all five-year-old children are covered, measures would be taken to cover four-year-old children too. Undergoing pre-primary education for all children commensurately with the potential facilities and resources existing in Iran would be emphasized. The pivotal goal setting during 2000-2014 was according to the following:

- Increasing the enrollment of the under-five population in pre-primary education from 46 percent in 2000 to 90 percent in 2014;
- Increasing the coverage of the five-year-old population in rural areas in pre-primary education from 24.4 percent in 2003 to 85 percent in 2014;
- Enlarging the share of the nongovernmental sector in covering 18.9 percent in 2003 to approximately 30.4 percent in 2014;
- Increasing the percentage of teachers with academic degrees in pre-primary education from 45 percent in 2003 to around 95 percent in 2014; and





- Raising the ratio of girls undergoing pre-primary education to the overall population aged five receiving such education from 48.5 percent in 2003 to approximately 48.9 percent in 2014.

The policies emphasized in this regard include:

- Extending pre-primary education in educational spaces through using the capacity of empty educational spaces and establishing home classes and operationalizing mobile centers and other flexible means;
- Promoting the participation of the nongovernmental sector and NGOs in extending pre-primary education;
- Elevating teachers' job security and satisfaction levels through providing insurance support for them; and
- Drafting the educational content in a non-centralized fashion compatible with the basic skills needed by children.

### 2.1.3 Progress Made Based on Determined Indicators

In order to determine the progress made in 2000-2014, the following indicators are discussed: gross enrollment rate of boys, girls, and rural girls, percentage of new entrants to primary grade 1 who have attended some form of organized ECCE program, enrollment rate in the nongovernmental sector, gross enrollment of five-year-old children in the Department of Welfare, and the pupil/teacher ratio.

#### 2.1.3.1 Pre-Primary Education

The gross enrollment rate in pre-primary education during 2000-2014 conducted by the Ministry of Education and other bodies reveal an increase from 29.3 percent in 2000 to 70 percent in 2006 (mid-decade evaluation) thereby acquiring a downward trend to 55 percent in 2013. The factor driving this drop was that the government

centers affiliated with the Ministry of Education did not conduct this course.

The gross enrollment rate in rural areas stood at 9.8 percent in 2000 which grew five times as much by 2006 and reached 52.8 percent. The gross enrollment rate of five-year-old rural children stood at 49.6 percent in 2013.

The gender parity index (GPI) has remained invariable (around 1.1) and the gross enrollment rate of girls has always been higher than that of boys (except for 2013). Clearly, there is an extended gap between the status quo and the goals set in the national EFA initiative as the EFA goal set for five-year-old children's gross enrollment rate by 2014 is 90 percent. There is also a sizeable discrepancy between the goal set



for the enrollment rate of five-year-old rural children (85 percent) and the actuality on the ground (51 percent). The general conclusion is that the decision to stop governmental pre-primary education centers has borne a negative impact on the gross enrollment rate of five-year-old children in urban and rural areas and among boys and girls. In addition, the policies recommended at the outset of the EFA initiative (the year 2000) have not been seriously followed up.

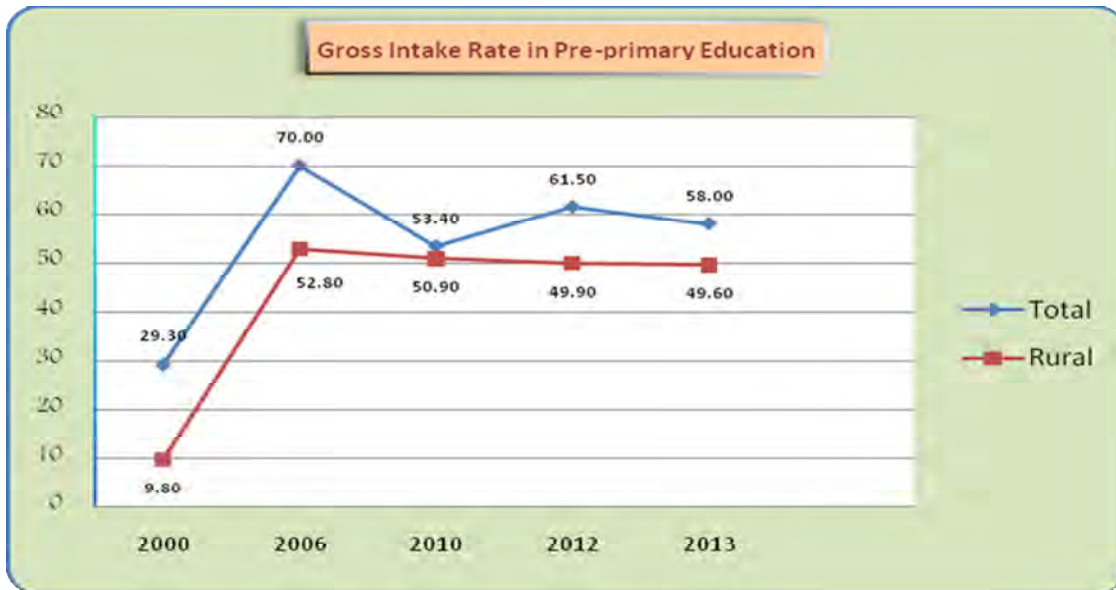
#### 2.1.3.2 Percentage of New Entrants to Primary Grade 1 Who Have Attended ECCE Programs Organized by the Ministry of Education





In the year 2000, only 18.4 percent of the new entrants to primary grade 1 had

which is commensurate with the goal set in the National EFA Document.



undergone the ECCE program organized by the Ministry of Education; this indicator went up to 43.5 percent in 2006 thereby undergoing a downward trend and dropping to 31 percent in 2013. The same indicator was around 3.5 percent in 2000 in the rural communities of the country going up 34.3 percent in 2006 and then again falling to 19.6 percent in 2013. The percentage of girls having undergone ECCE programs is again higher than that of boys as girls are consistently more inclined to be absorbed by pre-primary education centers and families welcome the idea too.

True it is that no specific goals were set regarding this indicator in the first year of the EFA initiative; nonetheless, the higher the net enrollment rate in pre-primary education, the higher the ratio of the new entrants in primary grade 1 who have attended some form of ECCE program. The anticipation was that this figure should have topped 80 percent. The fact of the matter, however, is that the actual figure is hugely lower than the above anticipation.

### 2.1.3.3 Pupil/Teacher Ratio

The goal set for the pupil/teacher ratio (PTR) in the EFA program required a reduction from 1-25 in 2001 to 1-23.5 in 2014. The actual PTR was 1-21 in 2014

### 2.1.3.4 Share of the Nongovernmental Sector in Pre-Primary Education

Nongovernmental pre-primary education centers operate under the auspices of the Ministry of Education and the Department of Welfare. In 2006, approximately 35 percent of the entrants were covered by nongovernmental centers; this figure rose to 100 percent in 2013. With the delegation of pre-primary education to the nongovernmental sector in recent years, the number of the entrants decreased with its effect on the reduction of the gross enrollment rate being around 10 percent. The highest degree of reduction in gross enrollment rate was also in rural areas. While all the pre-primary education centers were governmental in 2006, all these centers were nongovernmental in 2013 and this had the largest impact on the gross enrollment rate of rural children.

### 2.1.3.5 Child Healthcare Programs

The child healthcare programs in place in Iran are provided by the Ministry of Health and Medical Education in a systematic modality alongside maternal health programs within the framework of the primary healthcare network. The most



significant measures include integrated care of child diseases, reviving children, and other healthcare initiatives in the health network. One practical example is one hot meal per child in rural daycares in line with food security of children aged 3-6 in disadvantaged rural areas.

The most important measures in this regard include:

- The number of children receiving a hot meal per day in rural daycares was approximately 165,000 in 2011;
- 53 percent of children under six months are exclusively breastfed;
- Breastfeeding had continued among 84.2 percent of children aged 12-15 months and 51 percent of children aged 20-23 months;
- 83 percent of the country's hospitals are child-friendly;
- Under 1 and under 5 mortality rates have dropped to 17.6 in 1000 live births; and
- More children under eight have access to standardized healthy child services.

#### 2.1.4 Challenges

Despite the measures effected, the challenges in the process of actualizing the first goal are:

- The insufficient coordination within and between institutions in terms of providing services in pre-primary education;
- Insufficiency of access to pre-primary education especially for children in rural and disadvantaged areas;
- Absence of a specific and sustainable policy in terms of developing and extending pre-primary education;
- Lack of job security and appropriate insurance schemes for pre-primary teachers; and
- Deficient investment in pre-primary education and ECCE.

## 2.2 Basic Education (Primary and Junior High)

### 2.2.1 Definition of Goals

The second EFA goal is securing the universal access of all children, particularly girls living in difficult circumstances and children belonging to ethnic minorities, to mandatory quality basic education.

Basic education in Iran is defined within the primary and junior high school framework of the education system. The primary system lasted five years up to 2011 being increased to six in 2012. The age of entrance to primary school is six full years. According to Article 30 of the Constitution of the Islamic Republic of Iran and other legislations, primary education is compulsory and free-of-charge. The second official stage in Iran's education system is junior high school in which students aged 11-13 participated prior to 2011. With the annexation of one extra year to primary school in 2011, students aged 12-14 sit in junior high school which was announced as being mandatory in the Fourth National Development Plan (2005-2009).

### 2.2.2 Setting Goals for Basic Education

With respect to the anticipations incorporated in the National EFA Plan during 2000-2014, the process of the quantitative increase of students in primary and junior high schools is somewhat slow-paced and there is ample opportunity for the Ministry of Education to take measures towards universal coverage and increasing net enrollment rates. The general axioms applied for setting goals are discussed below.

#### 2.2.2.2 Junior High School

- Raising the net enrollment ratio of the population aged 11-13 in Lower – secondary level from 76 percent in 2001 to 85 percent in 2014;



- Reducing the gross enrollment ratio of the population aged 11-13 in Lower-secondary from 105.1 percent in 2002 to 104.8 percent in 2014;
- Raising the transition rate from primary to Lower-secondary from 95.2 percent in 2002 to 98.2 percent by the end of 2014; and
- Increasing the pupil-teacher ratio (PTR) in Lower-secondary from 25.1 in 2002 to 16.4 in 2014.
- Reviewing and correcting the system for the recruitment, training, and continuous education of teachers;
- Extending teachers' scientific-technical activities;
- Putting in place a system for counseling and guidance in junior high schools; and
- Strengthening remote, media, and correspondence education, particularly for students in junior high schools.

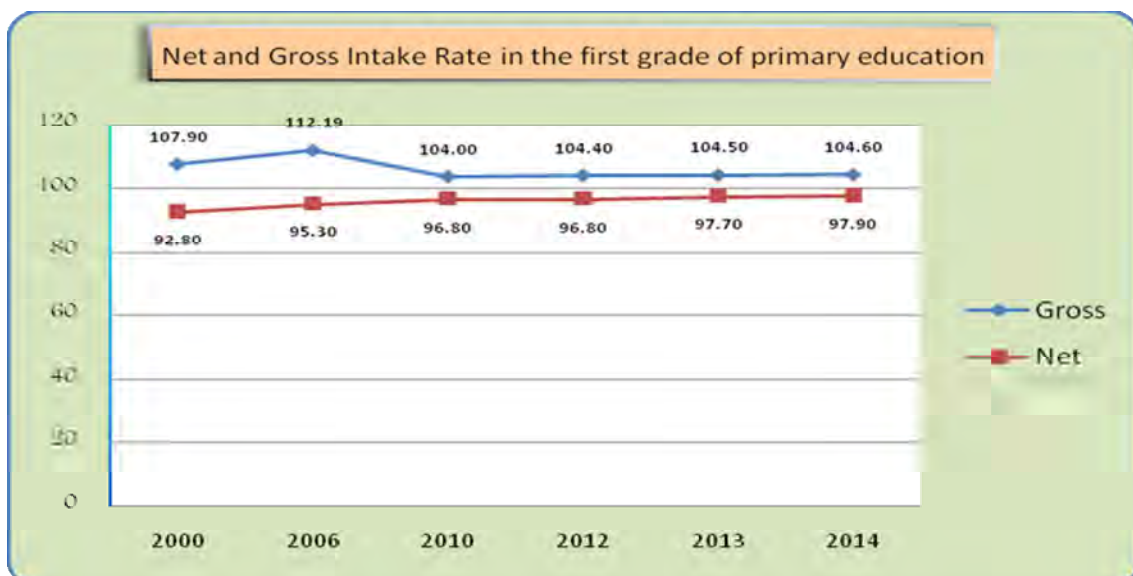
The policies recommended in the EFA initiative for primary schools include:

- Consolidating intersectoral collaboration to protect low-income families in rural areas and disadvantaged settings;
- Diversifying the means of providing education to school-age children, especially girls, with respect to the circumstances of students;
- Designing appropriate mechanisms to raise the participation of the public and NGOs;
- Paying special attention to life skills training within the framework of the content of the curriculum;

### 2.2.3 Progress Made Based on Determined Indicators

#### 2.2.3.1 Primary Education

In order to elucidate the progress made during 2000-2014 in terms of basic education (including primary and Lower-secondary), the following indicators are discussed: first grade net and gross rate , percentage of primary school net and gross enrollment ratio, percentage of primary school gross enrollment ratio, survival rate of primary first-graders to grade 5, percentage of qualified primary school teachers with university degrees, and PTR.





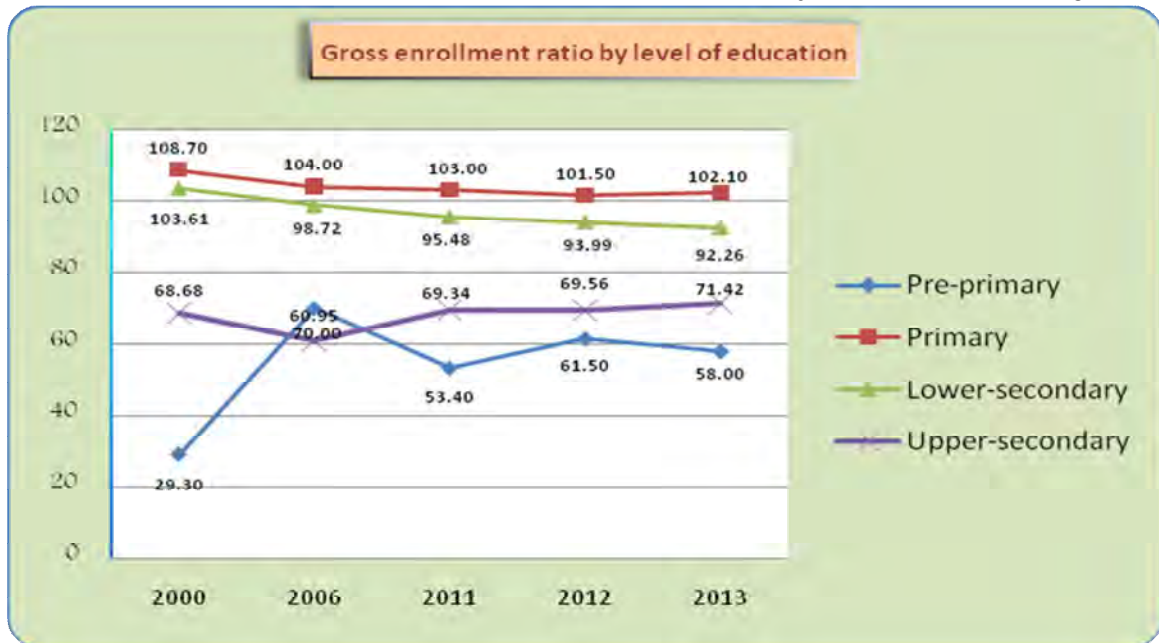
### 2.2.3.1.1 First Grade Net and Gross Enrollment

The net enrollment ratio in primary grade 1 in 2000 was 92.8 percent rising to 97.9 percent in 2013 which delineates a mean annual growth of 0.5 percent. On the other hand, the gross enrollment ratio reduced from 119.2percent to 104.5 percent in the same period. The point worth noting is that the maximum age of matriculation in primary grade 1 is 9 years and 11 years in urban and rural areas, respectively. As a result of these rules and regulations, gross enrollment rate is always high. Nevertheless, this rate is expected to drop significantly as net enrollment rate rises. In rural areas and remote ones, in particular, the entrance of children into primary school is almost always delayed. Yet, the net enrollment ratio of primary grade 1 bears a 1.5 percent discrepancy with the goal set in EFA (i.e. 99.4 percent).

Besides, the primary school net enrollment rate represents a deviation of 1.5 percent from the EFA goal set (i.e. 99.5 percent).

### 2.2.3.1.3 Percentage of Primary School Gross Enrollment

The primary school gross enrollment rate decreased from 108.7 percent to 102.1 percent during 2000-2014. This drop demonstrates that more effective measures have been put in place to absorb the specific age cohort and that pupils have enrolled in primary grade 1 in a timely manner. In addition, this ratio has declined from 126.1 to 102.3 percent within this period in rural areas. The gross enrollment rate in rural areas was extremely high in previous times signifying that a large portion of this age cohort enrolled with delay. On the other hand, another factor leading to the high value of this indicator is the repetition rate in primary school which has fallen thereby raising the survival rate as the evaluation system underwent changes and



### 2.2.3.1.2 Percentage of Primary School Net Enrollment

The net enrollment rate in primary school has risen from 95.9 to 98.6 percent during 2000-2014. However, boys and girls do not enjoy universal equality of access to primary education in rural areas with a remaining two percent discrepancy in favour of boys.

automatic promotion to higher grades was institutionalized.

### 2.2.3.1.4 Survival Rate of Primary First-Graders to Grade 5

The survival rate of primary first-graders to grade 5 in five continuous years is higher





among girls compared to boys; the total rate went up from 88.8 percent in 2000 to 94.6 percent in 2013 while the rate increased from 88.4 and 89.2 percent to 94.7 and 94.5 for girls and boys, respectively. The EFA goal was almost achieved.

#### 2.2.3.1.5 Percentage of Qualified Primary School Teachers with University Degrees

The qualification required for primary school teachers in the first year of the EFA program was a two-year associate degree; this was changed into a bachelor's degree as the minimum requirement in 2011. According to this new standard, 43.7 percent of the teachers were qualified in 2000 with female teachers holding 37 percent and male teachers 51.7. In rural areas, the figure was 47.8 percent and fluctuating. In 2013, the overall figure for qualified teachers with a baccalaureate was 41.8 percent with 42.1 percent of rural teachers holding such a degree.

#### 2.2.3.1.6 PTR

PTR in primary school went down from 25.2 in 2000 to 21.8 in 2006 and went up again to around the same figure of 2000 (25.2) following the addition of one year to primary school (taking it from five to six)

#### 2.2.3.1.7 Conclusion on basic education – primary

The overall conclusion is that there is a gap between the progress made in comparison with the goals set regarding the enrollment rate in primary grade 1 and the primary net enrollment rate as the goals have not been actualized completely. Also, primary education still lacks the number of qualified teachers; this is clearly manifest in the results of the learning quality assessments conducted. In addition, albeit the survival rate of first graders to the fifth grade has gone up, six percent of the students do not reach the fifth grade on time. This demonstrates that a portion of students drop out thus adding to the number of the

illiterate population. This serves as evidence for the fact that some of these students have left the education system and have turned into working children.

The most significant measures taken in this period include:

- Institutionalizing active learning methods by teachers;
- Holding make-up classes for students who are exposed to repetition of the grade and/or those who drop out;
- Reforming and revising educational evaluation means;
- Extending and diversifying supplementary programs;
- Extending nomadic and rural training;
- Conducting a scheme for absorbing out-of-school children in disadvantaged areas, vulnerable children, working children, and children with no or incompetent caretakers; and
- Using the capacity of the local community and city and rural councils in order to identify and absorb out-of-school children.

The incomplete measures taken in this period which have led to all the students not being covered in this educational level are the meager quality and the repel factor of the education system. Furthermore, with the lack of universal access to pre-primary education especially in rural, remote, and peri-urban areas, the extent of learning has fallen in the early grades thereby leading to repetition of the grades and ultimately dropout. Necessary initiatives have yet to be envisaged for working children; the statistical systems for the identification and screening of out-of-school children are not fully operational either. Rural and nomadic communities do not have the required number of qualified and professional teachers. This deficiency in turn has brought about educational loss and failure among the students of these communities.



### 2.2.3.2 Junior High School Education

The achievements made during 2000-2013 in junior high school have been elaborated through the indicators of net and gross enrollment rate in junior high and transition from primary to junior high together with the percentage of the girls attending junior high.

#### 2.2.3.2.1 Junior High School Net Enrollment Percentage

Enrollment in junior high school has enjoyed an upward trend from 78.4 percent in 2000 to 90.6 percent in 2011. This is a 12.2 percent increase; nonetheless, through adopting contraction policies and the existence of restrictions on human resources, this indicator has dropped to almost 83.6 percent and there remains a gap between the EFA goals and the status quo while the original goal set (85 percent) was not such an appropriate target for this period after 15 years. There are limitations on the road for the expansion of rural boarding schools and in many regions, the lack of the designation of teachers to these schools has culminated in reduced enrollments.

#### 2.2.3.2.2 Junior High School Gross Enrollment Percentage

Net enrollment ratio in junior high schools in 2000 was 103.6 percent. This ratio stood at 82.4 percent in rural areas. The difference between these two indicates a considerably higher enrollment in urban areas compared to rural areas. A sizeable portion of rural junior high school pupils have not enrolled in schools or, in effect, have dropped out of school. This dropout is higher among girls compared to boys. The trend of changes in this context signifies a drop of gross enrollment rate in this period to 92.2 percent in 2013. More specifically, this rate has reached almost 63.7 percent in rural areas. All the evidence is in favor of a rise in the rate of dropout from junior high school and estimates show that the number of out-of-school children circles around half a million in 2013.

#### 2.2.3.2.3 Percentage of Girls to Total Pupils Enrolled in Junior High School

- The percentage of girls enrolled in junior high school has risen from 45.3 percent in 2000 to 47.7 percent in 2013 with the main portion of this rise being in urban areas. The dropout rate of girls in rural areas is more than that of urban girls and the GPI in gross enrollment rate of junior high school has remained constant (approximately 91 percent).

#### 2.2.3.2.4 Transition Rate from Primary to Junior High Education

The transition rate from primary to junior high school was 91.8 percent in 2000. The upward trend continued until 2006 (94.6 percent) and reached 95.7 percent in 2013. Nevertheless, the rate faced a significant difference in rural areas. The rate went down from 84.4 percent in 2000 to 73.9 percent in 2013. The lack of access of primary school students in rural areas to junior high education and the closure of many boarding and central rural schools are clearly influential causes of this drop. In other words, inadequate access to junior high school education prevails in disadvantaged, rural, and nomadic areas. Adopting a policy of reducing the number of boarding schools and closure of central rural schools alongside adjusting human resources have constantly been a threat to rural and nomadic communities.

The EFA goal set sought 98.2 percent transition rate from primary to junior high school. The actual figure achieved, however, was 95.7 percent thus indicating a three percentage point gap.

### 2.2.4 Challenges

Despite the measures and activities implemented, the following were the



impediments and challenges in the process of realizing EFA goals:

- Lack of attention to the extension and development of pre-primary education as one of the factors eliminating the preliminary deficiencies of children in basic education;
- Negligence towards the specific issues of students in peri-urban and rural areas and especially working children and those with no or incompetent caretakers;
- Absence of a comprehensive system for identifying and monitoring the educational coverage of all school-age children in primary schools and the dropout rate from primary to junior high schools;
- Absence of an appropriate and comprehensive mechanism to assist working children and disadvantaged and destitute children in order to reduce the expenditure of EFA opportunities;
- Incomplete implementation of time of education in primary and junior high school.
- Disparities between the wages and working hours of primary school teachers and teachers of other grades under identical circumstances regarding their qualifications and years of experience; and
- Weak policy effectiveness to identify and cover out of school children in the age of primary and junior high school.

## 2.3 Life Skills and Learning for Youths and Adults

### 2.3.1 Definition of Goals and Their Domain

The third EFA goal is, "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes".

In the Islamic Republic of Iran, youths and adults undergo the process of education and learning necessary life skills within the framework of the official system (both theoretical and technical-vocational secondary education). Formal teaching is conducted by the Ministry of Education in the various secondary schools offering theoretical, technical, and technical-vocational programs while non-formal education within the framework of technical-vocational skills is run by the technical-vocational training centers affiliated with the Ministry of Jihad Agriculture, the Department of Technical-Vocational Training (affiliated with the Ministry of Cooperatives, Labor, and Social Welfare), and private technical-vocational schools which hold licenses from the Department of Technical-Vocational Training. Their goal is training technicians, laborers, and skilled workers who could enter the labor force once their training is completed. Life skills training programs are conducted within a purposeful package through formal and non-formal trainings aiming at promoting individual skills, controlling high-risk behaviors, and establishing effective relations with others and bearing social roles.

The third formal training course within Iran's education system covers the population aged 14-16 in theoretical, technical, and technical-vocational secondary schools offering various majors. In addition, the students having graduated from secondary schools wishing to enter universities to pursue academic studies must first undergo a one-year pre-university course.



Non-formal technical-vocational education is provided for different vocational groups of adults who are mostly aged between 18 and 40 thereby training them to become skilled



and semi-skilled workers and laborers and technicians. Non-formal apprenticeships are classified at three levels: those who undergo the entire skill and vocational qualification and obtain a first-rate skill certificate, those who undergo parts of the skill and vocational qualification and obtain a second-rate skill certificate, and those who gain not only the entire qualifications of a vocational skill but also a number of supplementary skills and thus receive a specialized certificate.

Photo: A Non-Formal Technical-Vocational Center or Technical School

### Determined Indicators

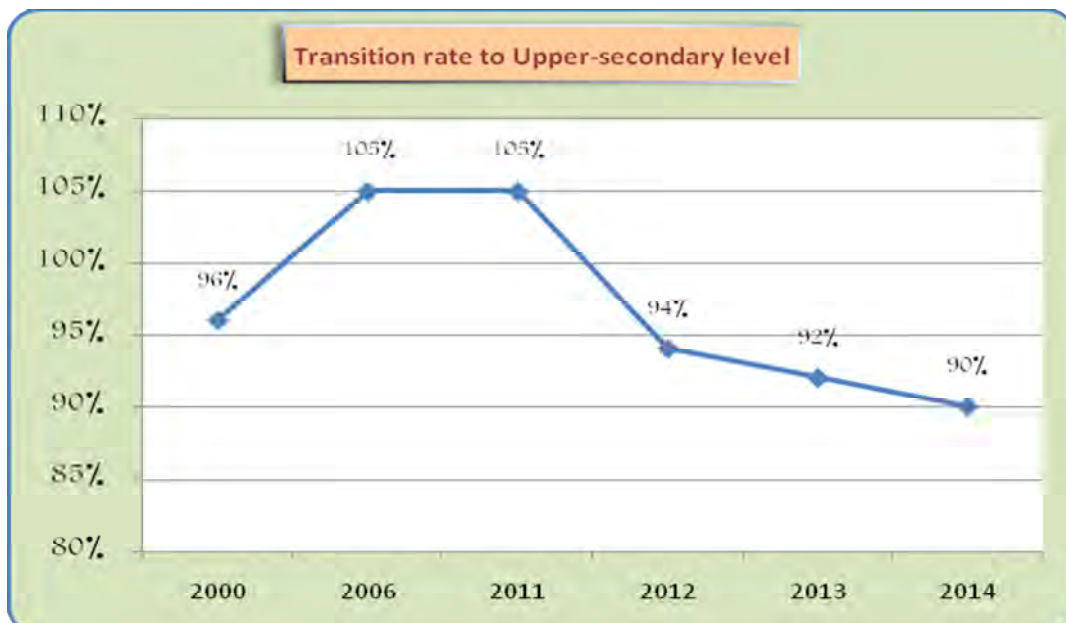
The following indicators are elaborated to illustrate the degree of the progress made regarding the third goal: gross enrollment rate in secondary education, transition from junior high to high school, share of technical-vocational training in the overall formal secondary education, and share of the governmental and nongovernmental sectors in non-formal technical-vocational trainings.

#### 2.3.2.1 Junior High School Gross Enrollment Percentage

The gross enrollment rate in secondary education was downward dropping from 68.7 percent in 2000 to almost 60.9 percent in 2006 (mid-decade) but acquired an upward trend thus standing at 71.4 percent by 2013. The rate was somewhat higher among girls.

Furthermore, gross enrollment rate in secondary education went up from 23.4 percent in 2000 to 26.4 percent in 2006 (mid-decade) and ultimately 27 percent in 2013 in rural areas. According to existing facts and figures, over 70 percent of rural children have not been able to enroll in school and thus above 30 percent of the 14-17 aged cohort of the rural population – which comprises a large number of individuals in rural communities compared to the urban population – are out of school.

### 2.3.2 Progress Made Based on







The prime reasons for this shortcoming include the non-existence of secondary schools in rural areas, deficiency of specialist teachers in these schools, educational drop and especially dropout from school, reduction in financial support of central rural and boarding schools, and perhaps entrance to the labor force and employment especially for boys.

### 2.3.2.2 Apparent Transition Rate from Junior High School to High School

The apparent transition rate from junior high to high school has fallen from 96 percent in 2000 to 92 percent in 2013. The transition rate is lower among boys; that is to say that the percentage of girls having enrolled in higher secondary education is higher than that of boys. Conversely, this rate is anticipated to increase from 53 percent in rural areas to 56 percent during the 2000-2015 period. The closure of boarding schools, the reduction of central rural schools, and the reluctance of boys to continue secondary education are among the reasons for the drop in this rate.

### 2.3.2.3 Share of Technical-Vocational High School Students to Total High School Students

As stated earlier, secondary education in Iran comprises the three theoretical, technical-vocational, and work-knowledge branches. The first year of all three branches is identical while students can go to any of the three branches for the subsequent two years. In 2009, around 29 percent of secondary school students studied in technical-vocational and work-knowledge branches; this figure increased to 41.5 percent in 2013: 31.9 percent girls and 49.9 percent boys. Girls are much less inclined to opt for technical-vocational and work-knowledge training compared to boys. The reason is perhaps the low quality of such trainings not to mention in general girls

are less interested in technical majors compared to boys.

The overall conclusion is that students in rural areas and girls generally studying in secondary school are more disadvantaged. The transition rate from junior high to high school and also the indicators to do with the ratio of girls to the overall population of secondary school students and the gross enrollment rate of this level of education all show that girls and the rural populace have been consistently faced with unacceptable conditions.

### 2.3.2.4 Share of Governmental and Nongovernmental Sectors in Non-Formal Technical-Vocational Education

Non-formal technical-vocational training is mostly conducted by the Department of Technical-Vocational Training affiliated with the Ministry of Cooperatives, Labor, and Social Welfare within the framework of short-term training packages at the three levels of first-, second-, and specialized ranks. The different fields of these trainings within industry, agriculture, and services for youths and adults comprise the population aged 18-40 and thus enhances the vocational skills and competencies of workers and those seeking jobs. In addition to the aforesaid institution, the Ministry of Jihad Agriculture provides skill training in agriculture to farmers. There are also private technical-vocational schools which offer non-formal short-term training to those who are interested in acquiring their required skills. Based on the information provided by the Department of Technical-Vocational Training, almost seven million people have undergone short-term trainings in the centers affiliated with this institution. The rate of the issuance of second-rank certificates has decreased from 90 percent to 33 percent while that of first-rank certificates has gone up from 10 to 66 percent. Therefore, these centers have sought to provide skill training programs with a higher rank. Furthermore, the share



of women in such trainings increased from 52 to 62 percent which are offered by nongovernmental technical-vocational centers which is also demonstrative of a general increase of the share of non-formal technical-vocational trainings in nongovernmental centers from 42 to 72 percent.

### 2.3.3 Remaining Challenges

There are certain challenges which still hamper the materialization of the third EFA goal; they include:

- Absence of necessary supports and the adoption of certain contraction policies within the educational activities of secondary education;
- Inequality of access to secondary education between girls and rural and nomadic population, on the one side, and boys and urban population, on the other;
- Incompatibility of the needs of the labor market and the extension of technical-vocational and work-knowledge majors;
- Meagerness of quality in secondary education and high education failure especially dropout of students;
- Absence of a follow-up system and monitoring the matriculation of students in secondary education in rural and urban areas;
- Prevalence of cultural beliefs among families and preventing the education of students, especially for girls and their early marriages;
- Low motivation of boys for furthering their education and their early entrance into the labor market;
- Inability of some families, particularly peri-urban, rural, and nomadic ones, to afford their children's education; and
- Inefficiency of the educational counseling system and poor vocational guidance of students.

## 2.4 Adult Literacy

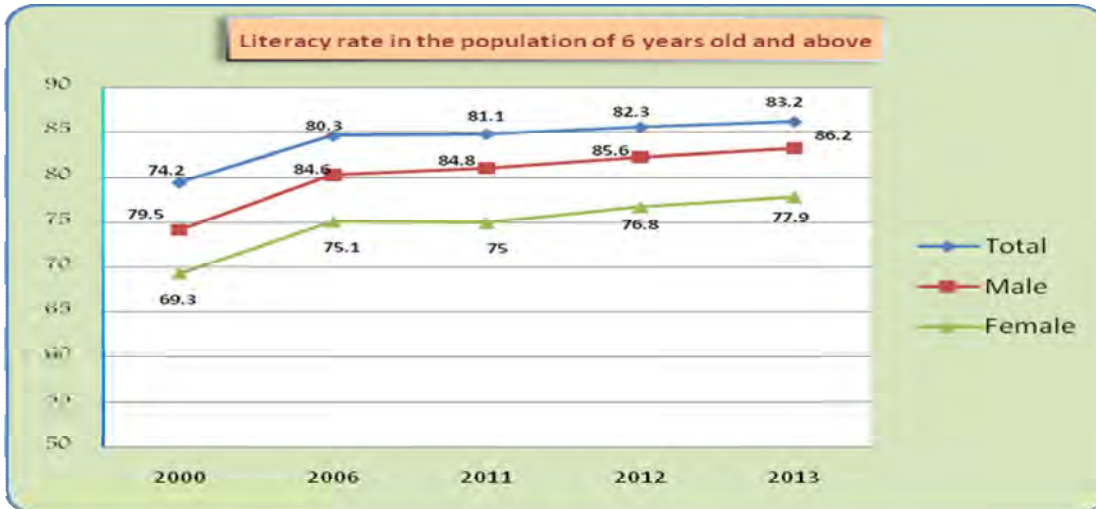
### 2.4.1 Definition of Goals and Their Domain

The fourth EFA goal reads, "Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults".

In line with achieving the above goal, literacy activities are conducted under the auspices of the Literacy Movement which is affiliated with the Ministry of Education. Literacy activities do of course enjoy a very long history in Iran with the first documented initiatives dating back to 1936 when the Department of Adult Learners was established, later on becoming the Department of Adult Education.



Subsequently, the National Committee of Fighting Illiteracy followed up on this agenda until 1976. Following the Islamic Revolution and with the issuance of the decree by the Founder of the Islamic Republic, the Literacy Movement was established which provides literacy and supplementary post-literacy packages to individuals above 10 thereby allowing them to enter primary education programs. A literate person defined as the graduate of the first grade of primary education or a person who can read and write a simple sentence and calcite simple mathematical operation. Self declaration is the basis to know literate person in periodical censues (Statistics Centre of Iran)



### 2.4.2 Goals Set in the EFA Document

Based on the goals set in the EFA document (2003), the overall strategies are:

- Reducing the percentage of illiterates aged 10 and above from 15.8 percent in 2002 to 6.1 percent in 2014;
- Reducing the percentage of female illiterates aged 10 and above from 18.9 percent in 2002 to 4.7 percent in 2014; and
- Reducing the percentage of illiterates aged 10 and above in rural areas from 25.9 percent in 2002 to 12.7 percent in 2014.

Based on the above goal setting, the number of illiterates is as follows:

- Reducing the number of illiterates aged 10 and above from 8.4 million in 2002 to 4.2 million;
- Reducing the number of illiterates aged 10 and above from five million in 2002 to 1.6 million; and
- Reducing the number of female illiterates from 4.7 million in 2002 to 2.4 million in 2014.

The strategies recommended at the outset of the EFA initiative regarding the fourth goal were:

- Localizing and indigenizing literacy activities;
- Extending NGOs working to remove illiteracy;

- Adopting flexible means in literacy initiatives such as peer and media education;
- Using sociocultural institutions to expand literacy programs; and
- Promoting gender equality and regional parity in enjoying literacy.

### 2.4.3 Progress Made Based on Determined Indicators

The following indicators are suggested in expounding upon the progresses made: percentage of adult (15 and above) literacy, percentage of the literacy of youths aged 15-24, number of the illiterates in the population aged 15 and above, percentage of the literates in the population aged six and above, and number of illiterates in this age cohort.

#### 2.4.3.1 Percentage of Adult (15 and above) Literacy

As a result of the activities aimed at realizing the EFA goals related to enhancing adult literacy among the population aged 15 and above in Iran, the literacy rate of this age cohort rose from 76.5 to 85.2 percent during 2000-2013. The number of the illiterates in this age group stands currently

at nine million .The literacy rate between

males has gone from 82.6 percent to 81.8 percent during 2000-2013. In rural areas, the percentage of adult literacy (15 and



above) rose from 63.5 to 75.7 percent in the same period.

Accordingly, the enhanced percentage of literates in the population is indicative of the extended literacy efforts and activities around the country. Nevertheless, there are still nine million illiterates in this age cohort. Of course over six million of this total are above 50 with very low incentive of becoming literate. Extended literacy initiatives have been conducted at a nationwide scale during 2000-2013 reaching out to five million individuals, among whom a total of 3.7 million have completed the literacy program. Despite all these, the number of illiterates has fallen only from 9.8 million in 2000 to nine million in 2013. The general comparisons portray that factors such as the inefficiency of literacy programs thereby inducing a return to illiteracy and dropout from primary school together with the meager quality of the implementation of literacy programs have been influential.

### 2.4.3.2 Percentage of Youth (15-24) Literacy

The percentage of literacy among the youth population aged 15-24 was 94.2 percent in 2000 reaching 96.9 percent in 2013. The same indicator rose from 89.5 percent to 94.8 percent in rural areas. The number of the illiterates was 800,000 within the same age group falling by 400,000 in the same

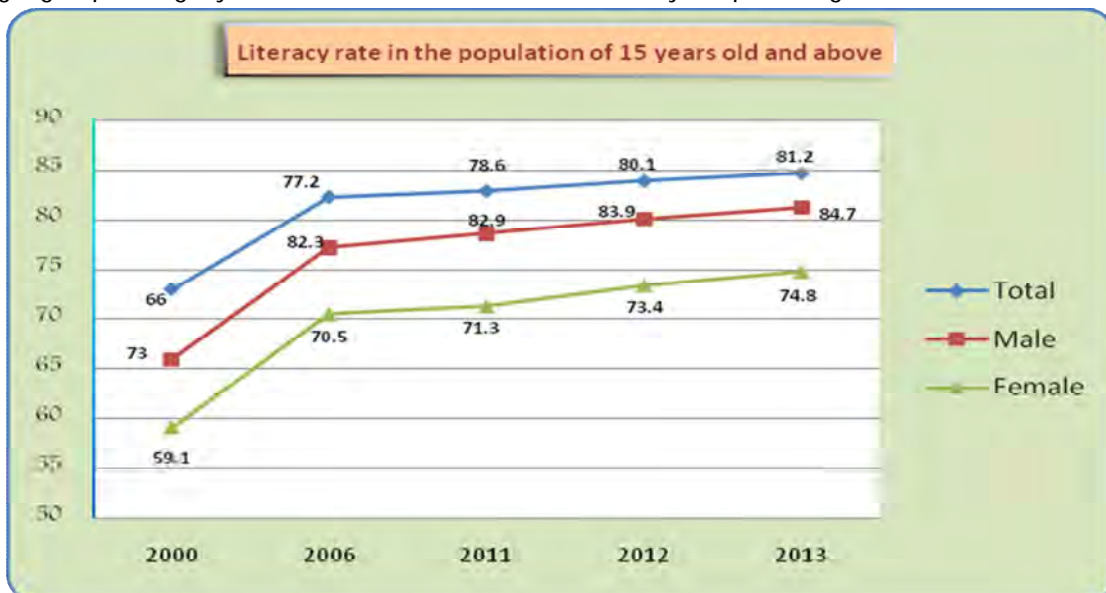
period, 300,000 of whom were rural inhabitants. Accordingly, an average of 25,000 people were deducted from the total population of illiterates per annum in the last 12 years.

### 2.4.3.3 Percentage of the Literacy of the Population (Six and Above)

The percentage of the literacy of the population aged six and above commonly reflected in the national censuses was 79.5 percent in 1996. This percentage of literacy rose to 87 percent in 2013. In rural areas, this rate was 69.3 percent in 2006 which is almost 10 percent lower than the percentage of the thetotaloverall rate of populationthat was literateaged six and above. In contrast, 85.7 percent of the urban population was literate. In 2013, 78.8 percent and 90.3 percent of the population were literate in rural and urban areas, respectively. The number of illiterates in 1996 exceeded 10.7 million going down by 1.1 million and standing at 9.6 million in 2013.

### 2.4.3.4 Conclusion: adult literacy

The overall conclusion is that the anticipated goals have not been met and that the total number of illiterates has yet to fall significantly. This demonstrates an unacceptable status of literacy indicators thereby emphasizing the need to address







and attend to literacy initiatives in the subsequent decade.

### 2.4.4 Challenges

The existing challenges regarding the fourth goal are:

- Lack of the participation of executive organizations, institutions, and NGOs in literacy activities;
- Lack of regular analysis of the country's literacy conditions and absence of adopting necessary measures to identify illiterate individuals;
- Poor quality of literacy programs which returns adults to illiteracy;
- Early dropout rates among primary school students; and
- Unsustainable literacy among new literates and return to illiteracy.

## 2.5 Gender Equality

### 2.5.1 Definition of Goals and Their Domain

The fifth EFA goal is, "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality".

In line with the emphasis attached to lifelong education in Islam, Article 30 of the Constitution of the Islamic Republic of Iran ensures universal free-of-charge education up to the end of secondary education for the Iranian nation and rejects any form of gender inequality. In addition, various legislations including the Third, Fourth, and Fifth Development Plans effected during 2000-2015 have stressed elimination of gender discriminations and attending to the needs of girls in the legal provisions therein. The goals set in the education development initiatives also prioritize an increase in the share of girls among all students, especially in rural areas, and in the enrollment rate of

girls in primary, junior high, and high schools.

### 2.5.2 Setting Goals

The goals set in EFA determine the gross enrollment rate of primary, junior high, and high schools to fall between 0.97 and 1.03 through raising the share of girls in the total population of students.

### 2.5.3 Progress Made Based on Determined Indicators

In order to clarify the GPI, the following indicators are used: gender equality in literate adult populations aged 15 and above, literacy in the population aged 15-24, net enrollment rate in pre-primary education, gross and net enrollment rate in primary, junior high, and high schools, ratio of rural female students to the overall number of rural students, ratio of female teachers to the total number of primary, junior high, and high school teachers, and percentage of female principals in each of the three levels.

#### 2.5.3.1 GPI of the Literacy of the Population Aged 15 and above and Youths Aged 15-24

The GPI of the literacy of adults aged 15 and above in 2000 was 0.85 rising to 0.92 in 2013. Among this group, the prevalence of certain cultural beliefs and paradigms towards girls' education resulted in disparity between girls and boys, especially in peri-urban and rural areas thereby causing the illiteracy of a larger number of girls.

#### 2.5.3.2 GPI in Pre-Primary Gross Enrollment

According to population sexual proportions, there is no meaningful difference in number of boys and girls in this level of education and the situation is very close to parity. The GPI in pre-primary gross enrollment rate was 1.1 in 2000 which reduced to 0.9 in 2013. The growth and development of pre-primary education, especially in rural areas, and the absorption of more girls in these regions alongside the increased inclination of families towards girls' enrollment in the



formal education system have culminated in a tangible difference in this index.

### 2.5.3.3 GPI in the Primary, Junior High, and High School Net and Gross Enrollment

The GPI in the gross and net enrollment rate of primary, junior high, and high schools illustrates that the index has been improved in favor of girls. Iran has reached gender equality in gross and net enrollment rates in primary schools while the GPI stands at 0.91 in junior high schools signifying gender disparity between boys and girls. Furthermore, the GPI is 0.94 in the gross enrollment rate of secondary schools which is still deviant from the goal set.

### 2.5.3.4 Ratio of Girls to Total Pupils Enrolled in Primary, Junior High, and High Schools

The percentage of female students has been on the rise in all the educational levels going up from 47.6 to 48.6 percent in primary schools, from 45.3 to 47.6 percent in junior high schools, and from 44.7 to 52.2 percent in high schools during the 2000-2013 period. There has been relative improvement in access to education for girls at all three educational levels and at the secondary education level, the drop in the enrollment of boys and the increased rate of their dropout has given a share larger than 50 percent to girls. The circumstances are also the same for girls in rural areas.

### 2.5.3.5 Percentage of Female Teachers in Primary, Junior High, and High Schools

The percentage of female teachers in the different educational levels (primary, junior high, and high schools) has gone up and exceeded 50 percent at all three educational levels during 2000-2013: 67 percent in primary, 52.6 percent in junior high, and 55.6 percent in high schools. Some of the factors at work for this trend

are: adoption of inappropriate recruitment and employment policies for women and men, men's reluctance for pursuing teaching positions, and women's enthusiasm in being employed in the Ministry of Education.

Besides, the implementation of the early retirement scheme with its specific bonuses prompted more men to opt for retirement. This scheme was indeed detrimental for the education system of the country as quite a number of experienced male teachers withdrew from teaching which laid unfavorable effects on the quality of education.

### 2.5.3.6 Percentage of Female Principals in Primary, Junior High, and High Schools

During 2000-2013, the percentage of primary school female principals rose from 41 to 45.6 percent while the figure remained where it was (41 percent) in junior high schools and dropped from 48.3 to 46.5 percent in high schools. Therefore, the only instance of rise in the percentage of female principals was in primary school.

## 2.5.4 Challenges

The challenges of fulfilling the fifth EFA goal in line with gender equality include:

- Dropout of girls especially in the transition phase from one level to the other;
- Prevalence of cultural viewpoints especially in rural communities which favor prevention of continuing girls' education in junior high and high schools;
- Absence of facilities ensuring the access of girls to education at higher levels particularly in rural and nomadic communities;
- Limitations in recruiting female teachers in rural areas (this being a major factor in girls' enrollment);
- Early marriage of girls especially in rural areas and towns which



- impede in effect girls' access to education;
- Incompatibility of educational programs with the needs and features of students including girls;
  - Regarding girls and women as the workforce; and
  - Absence of designing and implementing alternative educational means for girls such as remote and media education.

## 2.6 Education Quality

### 2.6.1 Definition of Goals

"Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills".

In the education system of the Islamic Republic of Iran, quality is one of the fundamental indicators of assessing educational outputs. No matter how strong the potential of the education system in extending activities is, if it cannot focus on the sustainable aspects of the effectiveness of the results gained and its long-term impact on the society, one cannot expect the correct realization of the goals and the possibility of their emergence under different contexts.

In the literature of developing education systems, quality is a phenomenon which is defined by its indicators. Driven by an extensive focus on quantitative measures in the past, the education system of Iran is only recently prioritising the issue of quality. The policies which have been conducted so far in the midterm programs of this sector have highlighted the qualitative enhancement of the various elements of the education system such as inputs, processes, outputs, and outcomes. In developing executive programs and their plans of action, other levels of education have been defined to guarantee the correctness of the activities and the sustainability of the results gained.

### 2.6.2 Setting Goals to Promote the Quality of Education

Since quality encompasses all the different aspects of an education system and EFA in particular, the goals set for raising quality have been disaggregated in accordance with the six EFA goals and the different input factors of education and thus incorporated in the National EFA Document and the midterm development plans of Iran.

#### 2.6.2.1 Pre-Primary Education

- A seven percent increase of qualified academic staff in the Ministry of Education and a 15 percent increase of the professional qualification of pre-primary teachers in the other institutions providing such services throughout the program, and
- A 10 percent increase in the production of the curriculum guideline specific to pre-primary education and complete coverage of users of such packages especially in rural areas.

#### 2.6.2.2 Basic Education

- Planning to promote the performance of the students at different educational levels in various assessment batteries such as the Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and Basic Qualifications Test (math, reading comprehension, writing, and life skills);
- Changing the summative evaluation system into a descriptive and process-oriented evaluation regime to assess education achievement;
- Changing the traditional learning-teaching paradigm into a cooperative and participatory procedure gradually;
- Enhancing teachers' professional skills;



- Defining a national norm for PTR and the number of students in class;
  - Increasing the number of teachers with academic qualifications by 20 percent;
  - Raising the share of the nongovernmental sector's participation by 20 percent in developing basic education;
  - Attempting to complete the transition rate from primary to junior high; and
  - Increasing the transition rate from junior high to high school by five percent throughout the program.
- Expanding the in-service training of instructors and those involved in literacy programs.

### 2.6.3 Progress Made Based on Determined Indicators

Throughout the implementation of the EFA program, there were changes in the procedure of conducting pre-primary education which made monitoring of the progress made in line with the EFA goals stipulated in the National Document impossible. The major change in this period was delegating the implementation to the nongovernmental sector. A review of the indicators in the first section of the first chapter of this report proves that the percentage of the new entrants to primary grade 1 who have passed this course has risen from 18.5 to 31 percent throughout the 2000-2014 period. PTRA has remained stable during these years and commensurate with the current norms between 20 and 21. Ultimately, as a result of delegating executive affairs to the nongovernmental sector, the percentage of qualified instructors (holding academic degrees) is also optimal.

Generally speaking, the qualitative indicators of this period demonstrate an acceptable degree of quality in terms of education.

The rate of repetition among the students of different primary grades had a mean reduction rate of 2.5 percent. The two indicators can be attributed to different factors such as: change of the evaluation system to a descriptive regime in the first three years of primary school, 4.5 percent rise in the number of teachers with academic qualifications, increase in the per capita educational resources of teachers to 1:5 and natural improvement of the number of students in class. PTA in this period was 1 and 1.1 persons deviant from the goal set in the EFA National Document in urban and rural areas, respectively.

#### 2.6.2.3 Education for Children with Special Needs

- Universal coverage of entrants in the physical health screening and educational preparedness to determine students' mental competence and health;
- Extension of free-of-charge transport services in order to absorb, maintain, and raise the motivation of students with special needs already covered to continue studying;
- Promotion of the professional qualifications of special education teachers and instructors; and
- Development of guideline materials for special education teachers, instructors, and parents.

#### 2.6.2.4 Literacy

- Developing a strategic literacy scheme to orient and prioritize literacy activities;
- Working to stabilize the literacy and skills acquired by newly literate individuals (expanding post-literacy activities);
- Enriching the materials based upon the needs of the target group;
- Reforming literacy learning-teaching processes; and





Throughout the course of the program, the transition rate from primary to junior high school among all students went up 2.4 percent it rose 2.2 percent among girls; yet, this process shows a 5.2 percent decline in rural areas. The transition rate from junior high to high schools had a decreased trend while the ratio of students studying in private technical-vocational high schools has increased by 30 percent.



The most major quality achievements of the literacy program include: prioritizing the audience in the two age groups of 10-30 and 31-49, diversifying the production of educational content, using the capacities of the nongovernmental sector such that all education agents (teaching assistants) are from the nongovernmental sector. Despite these achievements, the necessary and sufficient interventions to stabilize literacy and provide literacy curricula comprising several adaptations have not been put in place.

promote educational indicators and eliminate disparities.

### 2.6.4 Most Important Interventions Conducted

- Developing and implementing the Fundamental Reform of the Education system as a qualitative framework;
- Establishing a university for teachers with the goal of adopting a new approach towards education and professional promotion of teachers;
- Developing the executive directive and statute for pre-primary education in order to enhance executive optimization among institutions providing services;
- Extending intersectoral participation;
- Increasing the share of the nongovernmental sector in implementing educational activities; and
- Planning to develop rural and less advantaged areas in order to

### 2.6.5 Challenges

- Incomplete establishment of the conceptual model of quality promotion in the overall education system;
- Incompatibility of the executive institutions with the structural change of the education system;
- Uneven distribution of human resources in different regions;
- Insufficient funds for the execution of quality promotion initiatives; and
- High resistance towards change among the executive bodies of the education system.

## 2.7 Special Education

### 2.7.1 Definition of Goals and Their Domain

All persons are equal before the law and enjoy equal rights; such is the case with people with disabilities who are completely entitled to facilities with no discrimination. Special education has a specific stance in Iran's education system and enjoys a rich background. The provisions of the Constitution of the Islamic Republic of Iran too mandate the government to eliminate unjust discriminations in this regard and create equitable means for all in a multiplicity of material and spiritual domains. To this end, the Department of Special Education which operates as an independent body under the auspices of the

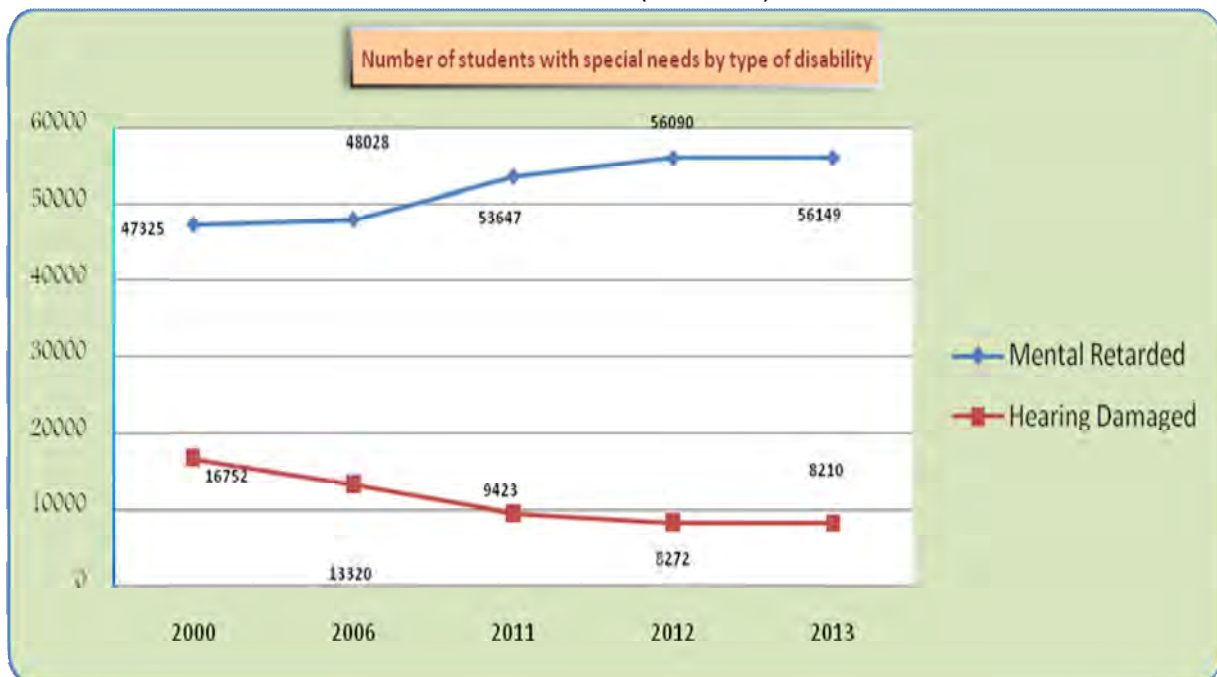


Ministry of Education is responsible for the education of these children.

The categories of children with special needs covered by this system include: the mentally challenged, hearing-impaired, visually-impaired, physically disabled, multiply disabled, those with behavioral disorders and inclusive development disorders (the autistic group), and those with special learning disorders. In addition, an alternative policy has been adopted to provide inclusive education of children with special needs alongside other children. Children covered by inclusive education

the children in special schools are mentally challenged while 11 percent are hearing impaired, six percent multiply disabled, 3.3 percent visually impaired, and the rest falling in the remaining groups. The total number of children with special needs undergoing education went from 8000 in the year 2000 to 19,000 in 2006 and 37,000 in 2010; this trend shows an increase of 4.6 times as much during a decade.

Special education in Iran is categorized into pre-primary education, primary, junior high (pre-vocational), and high school (vocational). These educational levels have



suffer from hearing or visual impairment, physical and/or motor disability, delayed learning, special learning disorders, and behavioral and emotional disorders and are defined and categorized as children with special needs.

### 2.7.2 Stance and Progress of Indicators

A total of 71,000 children with special needs were covered by special education schools in 2000; for those children with special needs sitting in inclusive classes, the total was in the neighborhood of 80,000. This figure reached 87,000 in 2006 going further up to 112,000 in 2010. Around 75 percent of

been created in concordance with the groups of children with special needs. Pre-primary education is mandatory and free-of-charge for all special children.

In 2000, 15.9 percent of the students in special schools had enrolled in pre-primary, 63.9 percent in primary, 14.8 percent in junior high, and only 5.4 percent in high schools. Among different educational levels, girls comprised 43 percent in pre-primary, 38 percent in primary, 40 percent in junior high, and 56 percent in high schools. The composition of the students of the above educational levels underwent major changes by 2010 with the share of the



entrants to pre-primary education reaching 14.2 percent while 60 percent were in primary, 12.4 percent in junior high, and 13.4 percent in high schools. The share of girls, on the contrary, reduces to 38 percent in all the levels. The number of boys with disabilities is larger than that of girls; thus the lower share of girls in special education could also be attributed to this overall factor. Nevertheless, in the absence of demographic data about disabled children, the above assumption cannot be verified.

Generally, the strategies and policies which formulate progress in special education are:

- Compulsoriness of pre-primary education for children with special needs who hold a normal range of intelligence quotient up to the age of four and mentally disadvantaged children aged 4-6;
- Allocation of rehabilitation specialists including speech therapist and occupational therapist for special children;
- Conducting health screening and educational preparedness tests for all new entrants to primary school through which all entrants to primary grade 1 who suffer from physical traumas and/or learning disorders are identified and introduced to special centers;
- Expanding pre-vocational training for mentally challenged learners which has led to an increase in their educational learning;
- Extending learning and rehabilitation centers for students who have special learning problems;
- Expanding inclusive education which aims at substituting students with special needs;

- Conducting festivals for better learning-teaching models among special schools;
- Conducting rehabilitation programs for special children to prevent disabilities and empowering the disabled to live in society; and
- Family training and awareness raising programs.

### 2.7.3 Challenges

Despite the advancements achieved, there remain certain challenges:

- A negative approach among the general public and also parents towards the abilities of children with special needs;
- Deficiency of liaison teachers and lack of provision of educational services required by children with special needs in ordinary schools;
- Dispersion of students in cities and villages and the problems of providing transport services for them to schools;
- Shortage of rehabilitation staff and absence of an acceptable executive structure for the rehabilitation of children with special needs; and
- Incompatibility of educational facilities and spaces in schools with the specific needs of special children especially in the process of conducting inclusive education in ordinary schools.







## Chapter Three

# EFA Strategies







## EFA Strategies

### 3.1 ECCE

#### 3.1.1 Strategies Adopted

- Highlighting the importance of expanding pre-primary education – especially in disadvantaged areas – in the most crucial documents and legislations of the country including the Ministry of Education's Fundamental Educational Reform Plan;
- Increasing the share of the governmental sector in developing the system and supporting public participation;
- Creating the necessary grounds for converging executive methods and policies in pre-primary education;
- Promoting the indicators of children's access to pre-primary education through adopting flexible means; and
- Addressing the cultural, economic, and educational differences of Iran's regions in planning pre-primary education activities.

#### 3.1.2 Activities and Factors Leading to Success

- Increasing the pre-primary education budget especially up to 2006;
- Expanding rural daycares and supporting them by the government sector;
- Adopting the statute of pre-primary education in the Supreme Council of Education;
- Approving the guidelines for pre-primary education;
- Decentralized production of educational content with an approach of highlighting the cultural, social, and educational

differences of the various regions of the country; and

- Conducting the scheme of pre-primary education development guidelines and diversifying the means of holding these classes.

#### 3.1.3 Obstacles

- Reducing the pre-primary education budget and imposing restrictions on financial, human, and physical resources especially during the ending years of the program;
- Changed Ministry of Education policy and delegating pre-primary education to the nongovernmental sector during the ending years;
- Diversity of institutions providing pre-primary education services around the country.

### 3.2 Basic Education

#### 3.2.1 Strategies Adopted

- Enhancing the indicators of access to education and extending its coverage;
- Reducing education failures among students through reducing repetition of grades and dropout rates;
- Promoting primary teachers' qualifications and professional knowledge;
- Improving sectoral and intersectoral participation in line with achieving the goals;
- Adapting the educational content in order to improve and promote the quality of education;
- Developing learning environments and spaces with emphasis on life skills training; and
- Reforming and revising the educational evaluation system and shifting it from a product-oriented to process-oriented approach.



### 3.2.2 Activities and Factors Leading to Success

- Facilitating the necessary grounds for universal access of school-age children to quality formal education through establishing classes and schools and providing teachers especially in rural and disadvantaged areas;
- Utilizing the competencies and capacities of the different sectors such as rural councils, healthcare centers, and local communities in identifying and absorbing school-age children;
- Adopting necessary interventions to support those students at risk to fail through holding make-up classes and training parents; and
- Allowing teachers to use modern ICT facilities in their teaching.

### 3.2.3 Obstacles

- Absence of a comprehensive statistical system for identifying and tracing school-age children;
- Geographic and demographic dispersion and the hard-to-reach nature of some rural areas which hamper the provision of educational services;
- Prevalence of certain sociocultural factors and ethnic prejudices which impede the education of children and girls in particular;
- Insufficiency of the necessary funds;
- Insufficiency of intra- and extra-organizational collaboration in line with meeting the goals; and
- Inflexibility in the content, time, and space of education such that school-age children could pursue education under different circumstances.

## 3.3 Youth and Adult Learning

### 3.3.1 Strategies Adopted

- Expanding distance and semi-attendance courses;
- Utilizing outer-organizational capacities such as rural and city councils and parents-teachers associations to identify and enroll students;
- Expanding complementary and extracurricular activities and life skills training for students and parents;
- Using all capacities for more comprehensive coverage of students such as boarding schools, central rural schools, and central dormitories in rural and nomadic areas;
- Developing junior high school services and educational counseling for students in order to reduce failures and dropouts;
- Expanding technical high schools alongside industrial and production plants;
- Expanding and consolidating schemes to procure services from the nongovernmental sector and technical-vocational training;
- Recruiting, preserving, and enhancing the qualification of the teachers of the Department of Technical-Vocational Training in governmental and nongovernmental sectors; and
- Expanding counseling and vocational training in the centers of the Department of Technical-Vocational Training.

### 3.3.2 Activities and Factors Leading to Success

- Financial support of boarding and central rural schools;
- Holding supplementary classes for rural primary schools;



- Holding festivals on better teaching models;
- Expanding remote educational centers in junior high and high schools;
- Establishing technical high schools alongside factories;
- Developing technical-vocational centers in over 500 cities; and
- Assigning the nongovernmental sector to technical-vocational training and expanding their capacities.

### 3.3.3 Obstacles

- Prevalence of cultural beliefs impeding the presence of girls;
- Dispersion of rural areas and large distances among them and lack of rural students' access to higher levels of education;
- Low wages for qualified teachers, especially with respect to the fact there is a variety of technical courses in junior high and high school;
- Families' needs to the labor force of youths thus preventing the latter from pursuing education; and
- Inflexibility of curricula and education programs.

## 3.4 Adult Literacy

### 3.4.1 Strategies Adopted

- Identifying and monitoring the circumstances of illiterates among different regions, occupational groups, etc.;
- Employing the media to expand literacy initiatives;
- Conducting literacy stabilization programs to prevent return to illiteracy;
- Changing the educational and executive structure and diversifying the production and preparation of educational content; and
- Allowing the participation of the nongovernmental sector in the

process of acquiring literacy and absorbing intersectoral participation.

### 3.4.2 Activities and Factors Leading to Success

- Adopting executive rules and policies in nationwide policymaking councils;
- Establishing community learning centers;
- Offering literacy programs for laborers, inmates, and soldiers;
- Expanding literacy programs among nomadic groups and residents of hard-to-reach areas;
- Providing media and development education; and
- Conducting literacy follow-up groups, setting up mobile libraries for the illiterate, and implementing the reading alongside families initiative.

### 3.4.3 Obstacles

- Recruiting teaching assistants and the problems of their employment;
- Lack of incentive for literacy among higher-aged individuals;
- Impracticality of the content of literacy curriculum;
- Geographic dispersion and the sociocultural conditions of illiterates;
- Absence of motivational mechanisms for teaching assistants and the necessary incentives for those undergoing literacy programs; and
- Not allocating enough time to the literacy programs of illiterate laborers by their employers.

## 3.5 Promoting Gender Equality

### 3.5.1 Strategies Adopted

- Promoting access to education especially for girls through



- addressing educational, cultural, and social obstacles;
- Effecting policies which are compatible with girls' educational conditions and adapting educational rules and regulations to increase girls' enrollment;
  - Encouraging intersectoral participation to eliminate educational obstacles in less developed and rural communities;
  - Expanding girls' physical education and sports;
  - Planning and allocating the necessary financial and human resources to decrease the rate of rural women's illiteracy; and
  - Creating appropriate opportunities for female teachers' further education.

### 3.5.2 Activities and Factors Leading to Success

- Adopting support policies, rules, and regulations for girls' education;
- Using the capacities of local communities and Islamic councils;
- Regional planning for the construction and expansion of girls' schools;
- Allocating a special share to female teachers in academic and higher education institutions;
- Changing the process of the educational guidance of female students towards courses and majors which are more acceptable socially among girls; and
- Incorporating women's specific needs in the different aspects of educational content and supplementary literacy materials.

### 3.5.3 Obstacles

- Dispersion of rural population and its impact on providing the required services to develop girls education;
- Prevalence of cultural, economic, and social elements which

- negatively impact girls' education and its pursuance and also their use of educational services;
- Incompatibility of the official education calendar with the specific socioeconomic conditions of girls especially in regions where girls are considered productive labor force;
- Insufficiency of sport facilities and spaces appropriate for girls; and
- Prevalence of family and social factors which impede women's literacy.

## 3.6 Education Quality

### 3.6.1 Strategies Adopted

- Drafting the Fundamental Educational Reform Plan focusing on enhancing the quality of the various aspects of the education system;
- Facilitating the grounds for the production and implementation of a national curriculum commensurate with the different needs pertinent to the education system;
- Expanding the sports, physical education, and moral training programs of students at different levels;
- Orienting development programs towards promoting the quality of educational activities; and
- Improving the indicators related to the quality of education at different levels and literacy programs.

### 3.6.2 Activities and Factors Leading to Success

- Conducting the scheme for constructing and renovating schools in line with the construction and resilience of the required number of schools and adapting the indicator of the frequency of students in class;
- Recruiting new teachers and redistributing the existing teachers (as much as possible) with respect





- to the annual needs of human resources in order to adjust PTR;
- Using the capacities of the Establishing Educational Councils Act and Establishing Nongovernmental Schools Act to utilize the capacities of the nongovernmental sector and local communities;
- regarding quality (the general policies of the Fundamental Educational Reform Plan have not been formulated in operational programs);
- Changing the structure of the education system and changing the distribution pattern of different educational levels;



- Setting up a university for teachers through merging teacher training centers and optimizing the activities pertinent to promoting teachers' professional qualifications through in-service trainings; and
  - Expanding schools for gifted students in order to provide them quality education.
- Uneven distribution of quality educational forces in the different parts of the country;
  - Insufficient funds for implementing quality enhancement activities;
  - Heavy expenses and long durations of reform in learning-teaching methods; and
  - High resistance towards change among the executive staff of the education system.

### 3.5.3 Obstacles

- Absence of a conceptual approach and theoretical framework



## Chapter Four

# Macro Challenges and Priorities of Education Development



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## Macro Challenges and Priorities of Education Development

### 4.1 Macro Demographic, Economic, and Social Challenges

The high-ranking economic, social, and cultural development planning apparatus of the Islamic Republic of Iran is currently engaged in drafting the Sixth National Development Plan. According to the existing rules and regulations, the official report on the challenges, national policies, and overall strategies of the development of different sectors including the Ministry of Education must be based upon the research studies to do with the National Development Plan. Nevertheless, the preliminary studies and estimations conducted in this regard describe the challenges of development up to 2020 which may affect the education sector one way or another.

#### 4.1.1 Demographic Changes

Demographic estimates show a slow growth in the population in transition up to 2020. In this period, the population of school-age children aged 6-17 enjoys an average annual growth rate of 0.2 percent.

This trend provides a favorable opportunity for the Ministry of Education in order to improve its executive procedures and fulfill

the necessary reforms in means and methods, especially in terms of enhancing the quality of educational activities. The other significant point in this context is approximating the gender ratio in birth rates. Based on existing anticipations, the share of girls and boys would get close to each other in new births. At the moment, there is a two-percent difference in favor of boys (which – as discussed in the gender parity section – influenced the trend of gender equality in different educational activities) and it would create obligations for the education sector in the next decade with further convergence. Regarding the fact that co-education does not exist in the Islamic Republic of Iran, the rise in the population share of girls has necessitated setting specific educational inputs and processes for girls which need to be envisaged in planning for cases such as school construction, recruitment of female teachers, and specific social protection for the educational development of girls.

#### 4.1.2 Socioeconomic Changes

New approaches towards macro economic development have been raised in Iran. The knowledge-based development approach which has served as the main pivot of the country's economic development in the last





decade has stepped into a new phase of functionality thereby adopting the main orientation of future development. With the noteworthy pace of scientific and technological progress, the expedited trend of scientific production, and the tangibility of the relative advantage of Iranian specialists' technical knowledge in different scientific and technological domains which are all attached to the futuristic knowledge-based approach, an oil-independent economy would be adopted to use relative scientific advantages and scientific production as wealth. In this approach, education would also undergo changes as, within this development paradigm, education would serve as the cornerstone of training technical and efficient human resources with the Ministry of Education playing a major role in preparing the infrastructure needed. Therefore, both the executive procedures of this sector (moving towards quality enhancement) and the economic paradigm of education together with the means of securing the funds required for the sector would undergo change. It is anticipated that during the reform of governmental financial procedures and substitution of traditional methods with new ones, there may be restricted funds for the Ministry of Education. Hence, it is imperative that in the process of the economic planning of the sector a noteworthy stance be granted to establishing new capacities for diversifying human resources and using the capacities of the existing sectors of society (such that there would be no damage to equitable development).

One of the fundamental advantages of the Islamic Republic of Iran in the sociocultural domain is that there are no grounds for the formation of ethnic, racial, religious, and gender discrimination in the national legislation – including the Constitution. Accordingly, there is no desire to marginalize certain groups neither in the past nor in the future. Although the introduction of some cultural beliefs and attitudes into the educational domain has

given birth to obstacles towards the realization of educational goals, the guidelines conceived in the utilization of the capacities of local communities and Islamic councils have significantly reduced the negative repercussions of these attitudes.

In addition to cultural beliefs, social views towards education have undergone changes which may continue in the future as well. At the first stage, the educational guidance of students in high school is affected by specific social views. The high rate of the demand for students to enroll in theoretical high schools and thus matriculate in highly popular academic majors in more quality universities is regarded as a main challenge which has disrupted students' equilibrium pyramid. Furthermore, the growing demand for studying overseas has also borne an extensive effect on pupils' tendency to enroll in specific majors in high schools. By contrast, certain attitudes also facilitate dropout of students from the education system and their introduction into the labor market. It is anticipated that this trend would acquire a more specific modality in the subsequent decade. It is thus necessary that specific policies be incorporated in future planning to address these specific cultural beliefs and attitudes – especially those beliefs which disrupt educational balance – and that the education system remove the grounds for the emergence or intensification of these beliefs through diversification of different aspects.

Tangible progress has also been made in different fields of technology especially in ICT. This application has had a noteworthy effect in the educational domain. Iran's higher education sector has improved the various aspects of educational justice through planning to utilize this technology and has also succeeded to cut down expenses hugely through expanding virtual courses. Regrettably, this modality has not become common practice in the Ministry of Education. The institutionalization of traditional learning-teaching methods, resistance towards change, and premonition





of the probable outcomes of replacing traditional methods with new ones have made the application of new technology unwelcome in this sector. While new approaches for development have been put on the agenda for this sector, avoidance of facilitating the development of modern technology applications in the subsequent decade would bear further unfavorable impacts on the sector and eliminate the opportunity for the implementation of many innovative plans.

## 4.2 Macro Challenges of the Six EFA Goals

### 4.2.1 Goal 1

The social support for creating and demanding pre-primary education has risen extensively. Nevertheless, the lack of necessary coordination among the institutions offering services for the planning and organization of pre-primary education would reduce the pace of development towards this goal. On the other hand, as the employment stance of daycare instructors in both governmental and nongovernmental institutions is not clear, there is little incentive among the graduates of related



academic majors to teach in daycares. At the same time, improving the professional competencies of the existing instructors requires a significant amount of time and money. This becomes more complex in rural areas as, in addition to the issues of quantitative development and increase of the number of entrants in educational

courses, the meager incentive of instructors for presence in rural areas would exacerbate planning for pre-primary education.

Another challenge for pre-primary education is the shortage of educational content which is compatible with the needs and features of rapidly growing modern technology. Albeit this problem is less of an issue in megalopolises and privileged areas as parents themselves provide for their children in nongovernmental centers, it remains a challenge in rural and less developed areas.

### 4.2.2 Goal 2

With the measures taken during the last three decades in the education sector and with the vast demographic dispersion, the participation rate in primary and junior high schools is an important indicator. To this end, the Islamic Republic of Iran is a country with a high rate of coverage and maintenance of students in basic education. The percentage of out-of-school children or those who drop out, however, oblige the education sector to highlight the quantitative development of basic education. Planning to identify, recruit, and train out-of-school children requires first and foremost the elimination of the avenues for educational failure through deregulation to resolve repetition of grade and dropout and secondly access to precise data and information for the identification of these individuals disaggregated by regional and gender. Furthermore, the high expenses of educational opportunities in the specific regions of the country which fall among the peripheral factors of the education sector cannot be ignored.

Meanwhile, the institutionalization of the traditional teacher/textbook method in learning-teaching procedures and relying upon memorization in the evaluation methods of educational achievement have – as a notable intrinsic element – increased disagreement towards change among the teachers of the basic education level. Changing the structure of the education



system through increasing the number of the years of primary school to six and dividing secondary school into two stages has led to changes in the administrative composition and organization of human resources thereby hampering any reform measure for changing the learning-teaching methods and evaluation of educational achievement such that the improvement of the circumstances cannot be expected for at least three years.

### 4.2.3 Goal 3

There are a few sets of factors obstructing the actualization of the third goal, the effects of which have not been positively removed despite effective policymaking and planning in the last few years. In terms of geography, the dispersion of villages, inaccessibility, and uneven distribution of the population in different regions are among the most important challenges which have accounted for a sizeable volume of funds.

From a social perspective, the prevalence of deterring cultural perspectives in certain regions and ethnicities, the steep expenses of educational opportunities, and the prevalence of specific attitudes among youths have served instrumental in their early introduction to the labor market.

In terms of the management of the education system, there are no comprehensive statistical systems comprising the information on the target group which could increase the precision and rectitude of the procedure of policymaking. In addition, over-dependency on governmental resources and deficiency of the existing financial resources due to heightened staff expenses vis-à-vis non-staff expenses have brought about considerable funding problems in this regard.

As far as the educational aspects are concerned, there are certain deterring rules and regulations which pave the grounds for an increase in educational failure and dropout. These parameters are more visible in technical-vocational training since the incidence of negative attitudes towards

education at technical-vocational high schools and the low quality of these programs due to inadequate and inefficient workshop tools thus impeding the development of this category of trainings have placed major challenges before the realization of the goals set in this sector. It is further anticipated that these challenges would only be further consolidated in the next decade.

### 4.2.4 Goal 4

During the last three decades, the growing trend of literacy initiatives in the Islamic Republic of Iran was indeed noteworthy to the extent that the country was awarded several international and regional recognitions including one from UNESCO. During the last five years, however, the pace of the initiatives has slowed down and illiteracy currently stands at 16 percent in Iran. Covering this share of the population is hard due to geographic dispersion and demotivation of the individuals at stake. The literacy system of the country is centralized and based on one series of textbooks. Hence, it fails to sufficiently address the specifications and needs of specific target groups and this, in turn, has decreased the



social demand for literacy. At the same time, restriction of post-literacy educational activities induces return to illiteracy among some recent literates. Furthermore, the existence of certain educational rules and regulations causes a plethora of problems in the procedure of accrediting educational documents such that continuing education



in the formal system or one corresponding with it would not be smooth and easy.

Regarding the above issues and the study conducted on literacy activities, one may conclude that the future application of the fourth goal would remain as one of the most challenging goals of EFA in the Islamic Republic of Iran and the following points should be prioritized in future planning: highlighting intersectoral collaboration to develop literacy initiatives, attempting to eliminate the grounds inducing illiteracy, diversifying the definition of literacy and educational content and plans, consolidating the national will to plan activities, using the capacities of local communities optimally, accrediting the documents issued by the non-formal literacy system in an appropriate and deregulated manner, and producing a new system of integrating adults' education and literacy (within a standard non-formal system).

#### 4.2.5 Goal 5

A review of the nationwide indicators illustrates that there are no considerable challenges before this goal. Regional analyses, nonetheless, depict gender disparities which are mostly manifest in indicators such as enrollment, coverage, and literacy of girls and women. As stated earlier, gender disparity in Iran is not institutional meaning that such disparity is not the outcome of the overall development policies and rules and regulations but mainly the product of deterring cultural perspectives vis-à-vis girls' education, the high expenses of the opportunities of girls' education in rural and specific areas, and inflexibility of educational programs and deficiency of sport and educational spaces exclusive to girls. The interventions of local communities to indigenize the educational context may be contributory in this regard.

#### 4.2.6 Goal 6

Enhancing quality is a novel experience in Iran's education system. Although special emphasis has been laid on quality in

different development programs, the domination of quantitative trends and the obligations arising from them do not give enough room to address qualitative discussions. This is why dealing with the theme of quality in the next decade requires drafting an internal framework which comprises dealing with all the qualitative aspects of the education system especially human resources, educational content, learning-teaching content, and expanding the application of modern technology. Of course establishing quality subsystems in the Ministry of Education is very expensive; consequently, considerable funds and ample time should be allocated to this issue in planning.

### 4.3 Future Priorities and the Outlook for the Education Sector Development

The education system of the Islamic Republic of Iran enjoys two opportunities in its development future. Firstly, the opportunity remaining until 2015 which is the last year of both the EFA program and the Fifth National Development Plan. In addition to this significance, this period marks the time required to prepare the background for the complete establishment of the Fundamental Educational Reform Plan. This document provides at least for the next two decades the main orientation of development and the national paradigm for the betterment of the education system. Secondly, the outlook for the time after 2015 which in national terms marks the period of drafting and implementing the Sixth National Development Plan and introducing the overall policies of the fundamental reform document in midterm programs and plans of action related to it and, in an international scale, denotes participation with the global community in drafting and implementing initiatives which substitute EFA regarding regional and global priorities.

The results of the studies conducted on assessing the promotion of the education sector elucidate the following themes as



being the main development priorities in each of the target stages up to 2020:

#### **4.3.1 Pre-Primary Education and ECCE**

- Increasing national funds for expanding access to education through the nongovernmental sector;
- Bringing into congruence the management, planning, and organization of executive institutions providing services; and
- Expanding one-month and two-month preschool programs in bilingual provinces and diversifying domestic services and rural healthcare centers provided to students;
- Promoting and enhancing food security systems; and
- Developing child-friendly hospitals to provide healthcare support packages.

#### **4.3.2 Basic Education**

- Eliminating the grounds for dropout from schools especially through creating institutions and adopting necessary rules and regulations with respect to the economic, cultural, and social conditions of the target group;
- Raising the quality of educational services;
- Operationalizing the school-oriented strategy;
- Outsourcing executive educational initiatives especially through the participation of the governmental and nongovernmental sectors;
- Using the capacities of local communities;
- Reforming and revising the education evaluation system;
- Finding educational spaces which are compatible with the national guidelines on the environment;

- Expanding the application of IT in schools both for teaching and empowering teachers professionally; and
- Designing and implementing a flexible and contingent rural education system.

#### **4.3.3 Secondary Education**

- Identifying and eliminating the factors influencing the transition from junior high to high school;
- Intervening effectively in the trend of students' educational guidance to allow balance in the number of the students of theoretical and technical-vocational high schools;
- Developing technical-vocational majors with respect to the needs of the labor market;
- Using the non-formal technical-vocational sector as complementary courses for formal education;
- Empowering teachers and instructors professionally;
- Expanding IT application;
- Performing measures to minimize the expenses of educational opportunities in secondary education; and
- Diversifying financial resources and reforming the educational evaluation system.

#### **4.3.4 Literacy**

- Eliminating the grounds promoting illiteracy through effecting the necessary reinforcements in formal education especially in basic education;
- Prioritizing literacy initiatives aimed at eradicating illiteracy in the population aged 10-49;
- Designing and establishing a comprehensive adult education system;
- Diversifying the definition of literacy and making it compatible with the social, cultural, and economic





- circumstances of the target groups in different local communities;
- Producing several series of textbooks for the literacy curriculum system;
  - Attending to “literacy through profession” in rural societies; and
  - Promoting intersectoral collaboration in planning and implementing the programs and further interaction with international institutions for exchanging experience.

#### 4.3.5 Promoting Gender Equality

- Intersectoral collaboration among cultural organizations and institutions in order to promote public culture;
- Fulfilling necessary measures to minimize the expenses of the opportunities for girls’ education;
- Highlighting the development of technical-vocational and skills training for girls especially in rural areas;
- Creating the necessary grounds to recruit local female teachers in rural areas; and

- Incorporating girls’ specific needs in education development planning and using the capacities of local communities and Islamic councils.

#### 4.3.6 Education Quality

- Implementing the Fundamental Educational Reform Plan policies and strategies accurately in order to design the framework of promoting quality in Iran’s education system;
- Reforming teacher recruitment and training systems;
- Expanding teachers’ in-service education through different means especially ICT;
- Extending the application of environmental reform in designing and constructing schools;
- Adapting the educational calendar with the specific geographic and ethnic circumstances of different regions; and
- Expediting the process of drafting and implementing the national curriculum.





## Chapter Five

# Macro Challenges and Priorities of Education Development





## Conclusion and Recommendations

### 5.1 Conclusion and Major Findings

#### 5.1.1 Pre-Primary Education

The rate of the coverage of five-year-old children in pre-primary education is hugely distant from the set goals: the gross enrollment rate is around 55 percent which is not acceptable. The same rate has dropped to 49.6 percent in rural areas. It is imperative that serious attention be paid to pre-primary education and further investment of the government sector in this regard to increase the enrollment rate and allow more comprehensive coverage of children through setting up government centers by the Ministry of Education to improve children's living conditions. In the context of ECCE, the collaboration between the Ministry of Education and the Ministry of Health and Medical Education was not to the extent of meeting the needs of children; hence, there is still weak coordination in providing the required services to children. This is more true about children in rural areas.

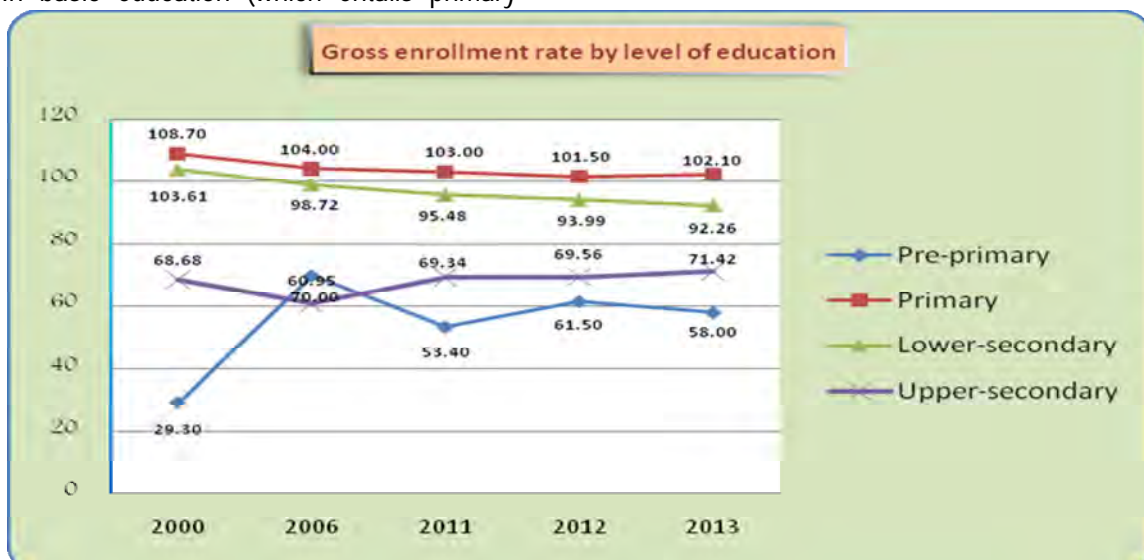
#### 5.1.2 Basic Education

In basic education (which entails primary

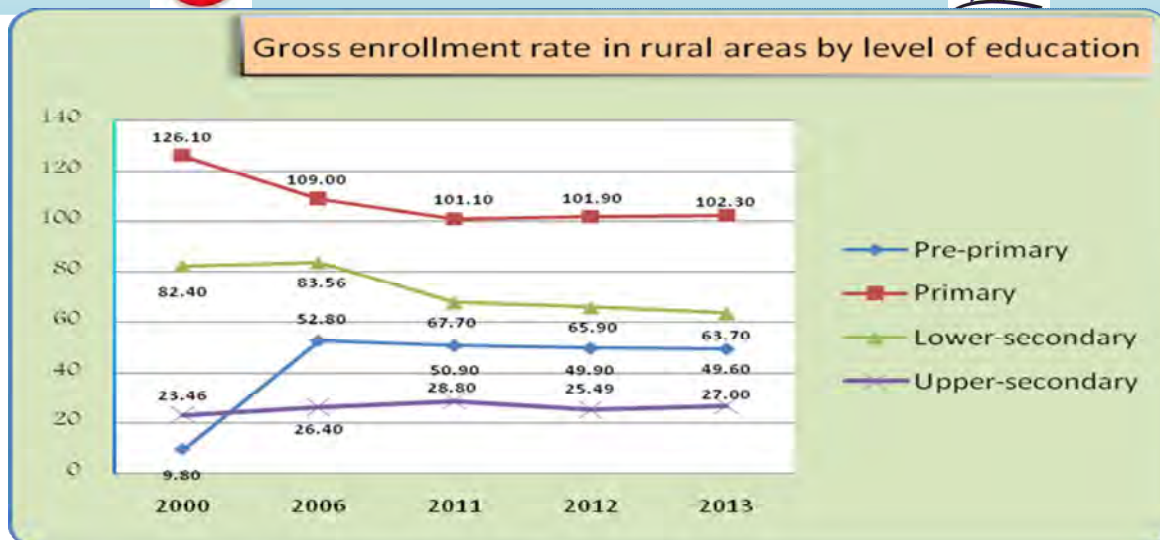
and junior high schools), the net enrollment rate is lower than what was set in the National EFA Document for both stages: two percent lower in primary and 17 percent lower in junior high. Students' dropout from basic education and out-of-school children are two issues which need to be monitored and traced by the education system always. Accordingly, regional, geographic, and ethnic factors and the cultural beliefs governing them need to be identified and necessary policies need to be adopted. Educational failure and the falling transition rate from one educational level to a higher one are hugely influential factors in the shortcomings of primary and junior high school.

#### 5.1.3 Secondary Education

Despite the improvements of some indicators in secondary education, a large proportion of the population aged 14-17 (who should be at high school) are out of school. In addition, girls and those in rural areas are in poorer conditions compared to boys and those in urban areas. Above 70 percent of this population aged 14-17 are in rural areas and over 30 percent of this age group all over the country are out of school (almost 1.5 million people of the population aged 14-17); some of the measures to improve secondary students' net enrollment







rate have not been completed.

### 5.1.4 Adult Literacy

Adult literacy and the pace of the reduction of the number of illiterates was very low during 2000-2013. The existence of 9.8 million illiterates aged six and above and the invariability of this figure throughout the period demonstrates that the methods and means of literacy were inefficient thus inducing a return to illiteracy, on the one hand, and a number of students – especially in the early years of primary education – were leaving school, on the other. The combination of the above two trends has led to the current unfavorable circumstances. During the seventeen-year period of 1996-2013, the literacy rate of the population aged six and above was increased only by seven percent (0.4 percent annually) and the number of the illiterates was reduced by 1.7 million (100,000 annually).

The rate of literacy in the population aged 15 and above is not significantly different from that of the population aged six and above. According to facts and figures, the number of illiterates in this group reduced by only 600,000 in the 1996-2013 period (35,000 people annually). With the change in the population composition, the rate of literacy increased by 11.7 percent (from 73 to 84.7 percent).

### 5.1.5 Gender Equality

Gender equality has improved in most educational indicators including gross and net enrollment rates of primary, junior high, and high schools. Furthermore, the ratio of girls to the total number of students has risen in all educational levels and girls' conditions in access to education have improved. Yet, there is a long way to go before complete gender equality is maintained in many indicators particularly as rural areas lack gender equality and there is a gap between girls and boys in access to education especially in higher levels.

## 5.2 Recommendations and Suggestions

### 5.2.1 Pre-Primary Education

- Validating pre-primary education and ECCE activities as much as possible;
- Training and motivating the instructors of this level and attending further to ECCE;
- Increasing access to pre-primary education through allocating public funds particularly in rural and disadvantaged areas;
- Creating a systematic structure for coordination among the institutions implementing these trainings and making pre-primary education and ECCE programs more coherent; and





- Setting up a comprehensive statistics and information system on the ECCE activities of different organizations.

### **5.2.2 Primary Education**

- Focusing on equal access to education among the students of peri-urban areas and especially working and disadvantaged children and those with no caretakers;
- Using the multifaceted participation of local communities and city and rural councils to identify out-of-school children and/or dropouts;
- Expanding and developing pre-primary education as one of the factors which remove the preliminary deficiencies of children's basic education;
- Helping working children and poor and disadvantaged families to reduce the expenses of EFA opportunities through setting up a fund to protect disadvantaged and working children and the participation of local communities, NGOs, and charities;
- Raising the professional eligibility and qualifications of primary school teachers and teachers in rural and nomadic areas in particular and giving them higher wages and bonuses;
- Reforming and conducting class periods with precision such that students would receive the hours of instruction as has been determined and thus removing students' learning deficiencies at school; and
- Prioritizing primary education through increasing the allocation of funds to this educational level and eliminating the existing discriminations in terms of primary school teachers' working hours and wages compared to those of other teachers.

### **5.2.3 Life Skills and Learning of Youths and Adults**

- Establishing an information system to pursue the registration and completion of trainings at all levels;
- Reforming the structures, contents, curricula, and training of qualified teachers in the first and second secondary education levels;
- Analyzing the needs of the labor market and establishing a close tie with technical-vocational training to secure the needs of that market;
- Evaluating the reasons and factors of educational deprivation among marginalized groups in rural areas and also among girls;
- Consolidating the participation of the nongovernmental sector in implementing formal and non-formal education;
- Establishing the necessary opportunities for economic enterprises and employers and providing the necessary trainings for the staff and the pertinent labor market;
- Improving the quality and providing the grounds for access of all teachers and instructors to in-service courses in formal and non-formal theoretical and technical-vocational education;
- Using ICT in implementing educational programs and holding virtual and remote courses to secure the educational needs of youths and those seeking work; and
- Accrediting skills certificates with changes in the testing and assessment systems in accordance with the needs of the labor market.

### **5.2.4 Adult Literacy**

- Reforming the methods and contents of programs, expanding literacy programs in order to stabilize literacy among recent



- literate, and avoidance of return to illiteracy;
- Strengthening the participation of executive institutions and organizations and NGOs in literacy campaigns;
  - Applying all the country's executive capacities to effectively reduce the number of illiterates;
  - Analyzing the condition of literacy in Iran and adopting necessary initiatives to identify the illiterate; and
  - Establishing research capacities to evaluate policies in literacy activities and providing solutions to improve Iran's literacy rate.

### **5.2.5 Gender Equality**

- Expanding girls' coverage especially those in disadvantaged, remote, and rural areas through virtual and non-attendance courses;
- Recruiting local female teachers and training them for disadvantaged rural areas;
- Paying serious attention to the special needs and features of girls in designing curricula and training programs;
- Promoting the physical and mental health of girls and attending to gender differences;
- Establishing the necessary and appropriate facilities and opportunities for the promotion of the educational levels of female teachers; and
- Attending to girls' education quality and evaluating the results of the learning achievements of boys and girls.

### **5.2.6 Education Quality**

- Drafting standard criteria and regulations for teaching, evaluating schools, and performance of educational managers;

- Establishing a system for the assessment of teachers' qualifications and merits in their ranking and issuing teaching certificates to them;
- Reforming the educational calendar and monitoring the performance of schools in precise operationalization of class hours;
- Changing and reforming the curricula and teaching programs in accordance with students' gender and regional features and diversity;
- Assessing the extent of teachers' knowledge, information, and incentives continuously; and
- Designing and establishing a teacher training system which is concordant with the features and circumstances of the country's different regions.

### **5.2.7 Special Education**

- Establishing the necessary facilities to reach children with special needs in rural and disadvantaged areas;
- Encouraging the participation of households who have disabled children and briefing them about the services available for their children;
- Stressing the development and expansion of inclusive education;
- Reforming the rules and regulations of recruiting and training teachers and the human resources involved in the rehabilitation of special children;
- Strengthening family training and changing their beliefs and views regarding children with special needs;
- Increasing investments in the education and rehabilitation of children with special needs; and
- Encouraging the participation of NGOs, associations, and charities in providing educational and rehabilitation services to special children



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# Statistical Annex







Percentage of female pupils by level of education				
Level	primary	Lower secondary	Upper secondary	Technical & vocational education
Academic year				
2000-2001	47.6	45.32	44.75	36.89
2006-2007	48.36	46.66	50.3	37.76
2011-2012	47.8	47.55	48.6	35.9
2012-2013	48.6	47.4	53.1	36.29
2013-2014	48.6	47.6	52.2	36.08

GPI of GER based on education level				
academic year	pre - school level	primary level	lower secondary level	upper secondary level
2000-2001	1.1	0.95	0.87	1.03
2006-2007	1.1	0.98	0.92	1.04
2011-2012	0.99	1	0.91	0.95
2012-2013	0.98	0.99	0.9	0.95
2013-2014	0.96	0.99	0.91	0.94

lower secondary GER			
Academic year	Male	Female	GPI
2000-2001	1.11	0.96	0.87
2006-2007	1.03	0.95	0.92
2011-2012	0.98	0.93	0.91
2012-2013	0.97	0.91	0.9
2013-2014	0.95	0.9	0.91

upper secondary GER			
Academic year	Male	Female	GPI
2000-2001	0.68	0.7	1.03
2006-2007	0.6	0.62	1.04
2011-2012	0.7	0.69	0.95
2012-2013	0.7	0.69	0.95
2013-2014	0.72	0.7	0.94



% of Rural Female pupils by educational level				
Academic year	primary	lower secondary	upper secondary	technical vocational education
2000-2001	46.61	41.11	45.67	16.81
2006-2007	47.95	43.66	46.71	21.4
2011-2012	48.3	44.84	45.7	27.6
2012-2013	48.3	44.5	51.2	28.22
2013-2014	48.2	44.8	50.1	27.58

academic year	primary NER				Primary GER			
	total	Male	Female	GPI	total	Male	Female	GPI
2000-2001	95.9	...	...	...	108.7	111.5	105.7	0.95
2006-2007	97.8	...	...	...	104	104.9	103.1	0.98
2011-2012	97.4	98.5	96.3	0.978	103	103.8	102.3	0.986
2012-2013	98.3	98.7	97.9	0.992	101.5	102.2	100.9	0.987
2013-2014	98.4	98.7	98.1	0.994	102.1	102.5	101.7	0.992

Population of Iran in terms of urban - rural 1996 to 2012 years						
Titel	Unit	2012	2011	2006	2000	1996
<b>Total Population</b>	thousand	<b>76204</b>	<b>75150</b>	<b>70496</b>	<b>64211</b>	<b>60055</b>
Urban population	thousand	<b>54607</b>	<b>53646</b>	<b>48260</b>	<b>41387</b>	<b>36818</b>
Rural population	thousand	<b>21430</b>	<b>21446</b>	<b>22236</b>	<b>22924</b>	<b>23237</b>
growth of total Population	%	<b>1.4</b>	<b>1.2</b>	<b>1.4</b>	<b>1.6</b>	<b>1.47</b>
growth of Urban population	%	<b>1.8</b>	<b>2.4</b>	<b>2.5</b>	<b>1.3</b>	<b>1.5</b>
growth of Rural population	%	<b>-0.8</b>	<b>-1.9</b>	<b>-1.8</b>	<b>-1.5</b>	<b>2</b>
Urban population	%	<b>71.6</b>	<b>71.5</b>	<b>68.4</b>	<b>64.5</b>	<b>61.3</b>
Rural population	%	<b>28.4</b>	<b>28.5</b>	<b>31.6</b>	<b>35.5</b>	<b>38.7</b>

**Sources:** Iran statistic Center; Estimates of the population during 1996-2006 & 2011.

**Sources:** Iran statistic Center; The estimated population in 2000 & 2012.



GDP and Economic Growth during 2000 to 2012						
Titel	Unit	2012	2011	2006	2004	2000
GDP At current prices	Billion rials	6757090	6104868	2038432	1384819	574693
GDP (1997 constant prices)	Billion rials	522957	555436	445790	398234	320069
Economic growth	%	-5.8	2	6.2	4.8	4.9
The total population of the country	thousand	76204	75150	70496	68345	64219
GDP Per capita	Dollar	7232	6869	3198	2324	1096

Sources: Central Bank of Iran - Statistical Office of the economy

General Government Expenditure , current ,Capital Expenditure and Education Budget during 2000-2012					
Titel	Unit	2012	2011	2006	2000
General government budget	Billion rials	1E+06	1175286	597743	124796
current expenditure	Billion rials	88993	877702	407512	85865
capital expenditure	Billion rials	152277	289001	176147	22451
expenditure	Billion rials	22150	8583	14084	16480
GDP	Billion rials	7E+06	6104868	2E+06	574693
GDP share of public funding	%	15.7	19.3	29.3	21.7
Education expenditure(Governmental)	Billion rials	..	175496	107283	26493
Educational expenditure expenses of GDP	%	..	2.9	1.7	4.6
education expenditure of public funds	%	..	15	17.9	21.1

Source: Central Bank of Iran - Economic Statistics Office



GDP share of education funding and the state budget				
Titel	Unit	2011	2006	2000
General government expenditure	Billion rials	1175286	597743	124796
GDP	Billion rials	6104868	2038432	574693
expenditure of ISCED1-3	Billion rials	119618	81395	19965
expenditure of ISCED4	Billion rials	8085	5588	1573
expenditure of ISCED5-6	Billion rials	47793	20300	4955
expenditure on general education as % of total government expenditure	%	10.2	13.6	16
expenditure on higher education as % of total government expenditure	%	4.1	3.4	3.9
expenditure on non formal education as % of total government expenditure	%	0.7	0.9	1.2
expenditures on general education as % of GDP	%	1.96	3.99	3.47
expenditure on Higher education as % GDP	%	0.78	1.00	0.86
expenditures on non formal education as % of GDP	%	0.1	0.3	0.27
total public expenditures on education as % of GDP	%	2.84	5.29	4.61
total public expenditure on education as % of total government expenditure	%	15	17.9	21.1

percentage of female teachers by level of education & region						
academic year	primary		lower secondary		upper secondary	
	% of rural F teachers	% of total female teachers	% of rural F teachers	% of total female teachers	% of rural F teachers	% of total female teachers
2000-2001	38.79	53.83	31.49	45.52	28.8	45.02
2006-2007	35.92	55.33	37.93	50.07	39.76	52.78
2011-2012	46.48	63.42	44.04	53.6	46.9	55.2
2012-2013	50.32	65.15	44.04	53.6	48	56
2013-2014	52.28	66.99	43.79	52.62	47.38	55.61

Primary Education Student teacher ratio at		
Year	Total	Rural
2000	25.2	22.8
2006	21.8	19.2
2011	22.4	18.8
2012	26.2	18.5
2013	25.2	17.2
2014	24.1	16.5





Youth literacy rate (15-24) (%)					Adult literacy Rate (15 +)				
year	Male	Female	Total	GPI	year	Male	Female	Total	GPI
2000	96.23	92.43	94.33	0.96	2000	82.66	70.2	76.52	0.85
2006	97.15	96.14	96.65	0.99	2006	87.28	77.24	82.33	0.89
2011	96.6	96.07	96.34	0.99	2011	87.17	78.63	82.92	0.9
2012	96.89	96.72	96.81	1	2012	87.71	80.12	83.93	0.91
2013	96.91	96.98	96.94	1	2013	88.17	81.17	84.69	0.92
2014	96.85	96.95	96.9	1	2014	88.5	81.79	85.16	0.92
2015	96.78	96.94	96.86	1					

Survival Rate at Primary Eduvation			
Year	Total	Male	Female
2000	88.83	89.24	88.37
2006	91.84	92.18	91.41
2011	93.7	93.8	93.6
2012	93.6	93.5	93.7
2013	94.6	94.5	94.7
2014	95.2	94.9	95.6

The Number of Pre-Students (In Terms of Governmental & Non- Governmental Centers)						
Percentage of Studentsog in Non- Governmental Centers				Population of Pre-primary Education		
Years	Female	Male	Total	Rural	Public	Non-Pblic
2000	8.8	11.3	10	1.1	226402	25154
2006	8.2	8.6	8.4	0.5	506643	46289
2011	100	100	100	100	0	404896
2012	100	100	100	100	0	459017
2013	100	100	100	100	0	490934

Percentage of First Grade Students in Pre-School Education				
Year	Male	Female	Total	Rural
2000	18	18.9	18.4	3.5
2006	40.8	46.5	43.5	34.3
2011	35.5	40.2	37.8	24.2
2012	31	32.7	32	20
2013	34	36	35.2	17.5
2014	36.7	37.7	31	19.6



Year	Total Students at Upper Secondary & Pre-University				Population 14 - 17 Years Old			
	Male	Female	Total	Rural	Male	Female	Total	Rural
2000	2,227,458	2,249,866	4,477,324	555,494	3,292,668	3,226,472	6,519,140	2,367,859
2001	2,203,026	2,259,352	4,462,378	565,263	3,314,075	3,243,537	6,557,612	2,356,017
2006	2,046,191	2,070,914	4,117,105	606,120	3,425,074	3,330,204	6,755,278	2,296,536
2011	1,744,916	1,652,969	3,397,885	446,537	2,495,053	2,405,496	4,900,549	1,552,038
2012	1,683,347	1,594,689	3,278,036	403,681	2,401,308	2,310,984	4,712,292	1,473,567
2013	1,696,561	1,591,595	3,288,156	383,392	2,346,238	2,257,691	4,603,929	1,421,265

Net Enrolment Ratio at Lower Secondary Education During the Period 2000 to 2013						
Year	2000	2001	2006	2011	2012	2013
Total	78.4	79.4	84.9	90.6	88.5	85.2

Transition Rate from Primary to Lower Secondary Education					
Year	Male	Female	Total	Rural	Gender Equality Index
2000	95.28	92.80	94.11	75.92	0.97
2001	95.44	93.06	94.31	75.78	0.98
2006	98.00	96.75	97.40	78.84	0.99
2011	99.10	94.90	97.00	76.30	0.90
2013	96.70	94.60	95.70	73.90	0.98
2014	95.00	93.40	94.20	78.50	0.98

Gross Enrolment Ratio at Upper Secondary & Pre-University					
	Male	Female	Total	Rural	Gender Parity Index
2000	67.65%	69.73%	68.68%	23.46%	1.03
2001	66.47%	69.66%	68.05%	23.99%	1.05
2002	63.35%	66.56%	64.94%	24.98%	1.05
2003	62.77%	65.48%	64.11%	26.07%	1.04
2004	61.22%	64.23%	62.71%	26.52%	1.05
2005	60.89%	63.72%	62.29%	26.65%	1.05
2006	59.74%	62.19%	60.95%	26.40%	1.04
2011	69.94%	68.72%	69.34%	28.80%	0.95
2012	70.10%	69.00%	69.56%	25.49%	0.95
2013	72.31%	70.50%	71.42%	27.00%	0.94
2014	73.05%	71.17%	72.13%	27.60%	0.94



Transition Rate from Lower Secondary to Upper Secondary Education					
Year	Male	Female	Total	Rural	Gender Equality Index
2000	84.35	85.25	84.78	47.08	1.01
2001	83.37	88.69	85.81	49.34	1.06
2006	92.41	93.67	93.00	54.55	1.01
2011	109%	101%	105%	65%	0.93
2012	94%	93%	94%	55%	0.99
2013	93%	91%	92%	56%	0.98
2014	91%	89%	90%	58%	0.98

Sources: Statistical Yearbooks 2000-2013; Statistical Center Ministry of Education.

transition rate from LS-US			
year	Male	Female	GPI
2000-2001	0.96	0.97	1.01
2006-2007	1.07	1.03	0.96
2011-2012	1.09	1.01	0.93
2012-2013	0.94	0.93	0.99
2013-2014	0.93	0.91	0.98

Transition rate P_LS			
year	Male	Female	GPI
2000-2001	0.92	0.91	0.99
2006-2007	0.94	0.95	1.01
2011-2012	0.99	0.95	0.9
2013-2014	0.97	0.95	0.98

The share of education funding levels of educational expenditure				
2011	2006	2000	unit	Titel
119618	81395	19965	Billion rials	total expenditure on general education
8085	5588	1573	Billion rials	total expenditures on non formal education
47793	20300	4955	Billion rials	total expenditure on Higher education
175496	107283	26493	Billion rials	total public expenditures on educationas
68%	76%	75%	%	expenditure on general education as%total expenditures on educationas
5%	5%	6%	%	expenditure on non formal education as%total expenditures on educationas
27%	19%	19%	%	expenditure on higher education as%total expenditures on educationas



Indicators of assess of students Enrolment in teams of special Education Groups from 2000 to 2014												
Special Education Goups		2000	2001	2002	2003	2004	2005	2006	2010	2011	Predict	
											2012	2013
with mentality handicap	Number	47325	48354	46429	47139	46384	47486	48028	53647	56090	56149	56600
	Percentage of total	%8/65	%3/66	%8/69	%1/70	%2/70	%4/70	%7/70	%9/71	%8/74	%8/73	%5/73
children with hearing problems	Number	16752	17026	14353	14498	14101	13320	12871	9423	8272	8210	8200
	Percentage of total	%3/23	%3/23	%5/21	%5/21	%3/21	%7/19	%9/18	%6/12	11%	%8/10	%6/10
children with vision problems	Number	3962	3897	2354	2495	2315	2399	2514	1920	2508	2083	2050
	Percentage of total	%5/5	%3/5	%5/3	%7/3	%5/3	%5/3	%7/3	%5/2	%3/3	%7/2	%6/2
with physical and movement handicap	Number	1518	1519	1416	1232	1333	1894	1751	1634	1898	1711	1700
	Percentage of total	%1/2	2%	%1/2	%8/1	2%	%8/2	%5/2	%1/2	%5/2	%2/2	%2/2
multi-handicap	Number	2181	2003	1840	1733	1841	2076	2285	6238	4654	6190	6700
	Percentage of total	3%	%7/2	%7/2	%5/2	%7/2	%1/3	%3/3	%3/8	%2/6	%1/8	%7/8
behavioral disorders	Number	118	105	89	111	86	196	433	289	-	39	50
	Percentage of total	%2/0	%1/0	%1/0	%2/0	%1/0	%3/0	%6/0	%4/0	-	%05/0	%06/0
Developmental disorders اختلال های رشدی فراگیر	Number	-	-	-	-	-	-	-	1430	1530	1618	1700
Autism spectrum.	Number	-	-	-	-	-	-	0	%9/1	2%	%1/2	%2/2
<b>Total</b>		71856	72904	66481	67208	66060	67371	67882	74581	74952	76000	77000
<b>the number of students enrolled by integrated and inclusive education</b>		8036	8308	-	9817	12481	13049	19693	32277	37133	38000	39000

The Literacy Rate for the Population 15 to 24 Years Old													
Year	Literate population in the age group 15 to 24 years old				The total population in the age group 15 to 24 years old				The literacy rate for the population 15 to 24 years old				Gender Parity Index
	Male	Female	Total	Rural	Male	Female	Total	Rural	Male	Female	Total	Rural	
2000	6,858,956	6,583,918	13,442,874	4,602,362	7,127,334	7,123,305	14,250,639	5,142,683	96.23	92.43	94.33	89.49	0.96
2006	8,699,849	8,444,215	17,144,064	5,338,947	8,955,077	8,783,508	17,738,585	5,703,059	97.15	96.14	96.65	93.62	0.99
2011	7,292,635	7,178,526	14,471,161	4,293,966	7,549,011	7,472,529	15,021,540	4,592,499	96.60	96.07	96.34	93.50	0.99
2012	7,070,367	6,960,006	14,030,373	4,217,032	7,297,006	7,196,312	14,493,318	4,464,233	96.89	96.72	96.81	94.46	1.00
2013	6,816,314	6,700,982	13,517,296	4,101,560	7,033,613	6,909,999	13,943,612	4,326,860	96.91	96.98	96.94	94.79	1.00





Gross Enrolment Ratio at Lower Secondary Education

Year	Total Students at Lower Secondary Education				Population 11-13 Years Old				Gross Enrolment Ratio at Lower Secondary Education				Gender Equality Index
	Male	Female	Total	Rural	Male	Female	Total	Rural	Male	Female	Total	Rural	
2000	2,748,874	2,278,350	5,027,224	1,509,082	2,478,143	2,374,084	4,852,227	1,831,356	110.9%	96.0%	103.6%	82.4%	0.87
2001	2,698,328	2,255,566	4,953,894	1,488,591	2,400,577	2,296,378	4,696,955	1,761,387	112.4%	98.2%	105.5%	84.5%	0.87
2006	2,100,894	1,837,767	3,938,661	1,210,991	2,047,758	1,941,827	3,989,585	1,449,229	102.6%	94.6%	98.7%	83.6%	0.92
2011	1,693,270	1,535,135	3,228,405	808,171	1,722,451	1,658,769	3,381,220	1,194,426	98.3%	92.5%	95.5%	67.7%	0.94
2012	1,110,458	1,002,417	2,112,875	508,297	1,145,529	1,102,497	2,248,026	771,642	96.9%	90.9%	94.0%	65.9%	0.94
2013	1,081,950	988,307	2,070,257	476,715	1,142,466	1,101,530	2,243,996	747,819	94.7%	89.7%	92.3%	63.7%	0.95

Year	Total Students at Upper Secondary & Pre-University				Population 14 - 17 Years Old			
	Male	Female	Total	Rural	Male	Female	Total	Rural
2000	2,227,458	2,249,866	4,477,324	555,494	3,292,668	3,226,472	6,519,140	2,367,859
2001	2,203,026	2,259,352	4,462,378	565,263	3,314,075	3,243,537	6,557,612	2,356,017
2006	2,046,191	2,070,914	4,117,105	606,120	3,425,074	3,330,204	6,755,278	2,296,536
2011	1,744,916	1,652,969	3,397,885	446,537	2,495,053	2,405,496	4,900,549	1,552,038
2012	1,683,347	1,594,689	3,278,036	403,681	2,401,308	2,310,984	4,712,292	1,473,567
2013	1,696,561	1,591,595	3,288,156	383,392	2,346,238	2,257,691	4,603,929	1,421,265

The Population & The Literacy Rate Sensus of The Populatio 1996, 2006 & 2011 and The Estimated for 2012 & 2015

Total	years and older 15of literate Percentage				and over 15aged Literate population				and over 15aged Literate population					
	Areas		Sex		Total	Areas		Sex		Total	Areas		Sex	
	Rural	Urban	Female	Male		Rural	Urban	Female	Male		Rural	Urban	Female	Male
73	59.1	81.1	66	79.8	26,449,838	7,809,254	18,640,584	11,800,892	14,648,946	36,214,412	13,220,895	22,993,517	17,867,112	18,347,300
82.3	70.5	87.5	77.2	87.3	43,482,588	11,269,969	32,212,619	20,091,000	23,391,588	52,814,153	15,996,158	36,817,995	26,011,128	26,803,025
82.9	71.3	87.4	78.6	87.2	47,738,151	11,325,954	36,412,197	22,532,018	25,206,133	57,572,968	15,888,382	41,684,586	28,655,304	28,917,664
83.9	73.4	88	80.1	87.7	49,025,441	11,877,350	37,148,091	23,301,386	25,724,055	58,411,418	16,182,925	42,228,493	29,084,441	29,326,977
84.7	74.8	88.5	81.2	88.2	50,174,949	12,325,474	37,849,475	23,953,818	26,221,131	59,248,768	16,471,689	42,777,079	29,510,326	29,738,442
85.2	75.7	88.8	81.8	88.5	51,165,694	12,687,078	38,478,616	24,483,969	26,681,725	60,081,383	16,755,082	43,326,301	29,933,999	30,147,384
85.6	76.6	89.2	82.4	88.8	52,137,169	13,043,067	39,094,102	25,010,377	27,126,792	60,872,415	17,020,847	43,851,568	30,337,869	30,534,546

The Population & The percentage of illiteracy Sensus of The Populatio 1996, 2006 & 2011 and The Estimated for 2012 & 2015

مردوزن	and over 15of illiterates aged Percentage				and over 15illiterates aged Percentage of				and over 15illiterates aged Percentage of						
	Total	Areas		Sex		Total	Areas		Sex		Total	Areas		Sex	
		Rural	Urban	Female	Male		Rural	Urban	Female	Male		Rural	Urban	Female	Male
27	40.9	18.9	34	20.2	9,764,574	5,411,641	4,352,933	6,066,220	3,698,354	36,214,412	13,220,895	22,993,517	17,867,112	18,347,300	
17.7	29.5	12.5	22.8	12.7	9,331,565	4,726,189	4,605,376	5,920,128	3,411,437	52,814,153	15,996,158	36,817,995	26,011,128	26,803,025	
16.3	27.9	11.9	20.8	11.8	9,371,070	4,426,688	4,944,382	5,967,451	3,403,619	57,572,968	15,888,382	41,684,586	28,655,304	28,917,664	
15.3	25.8	11.3	19.4	11.2	8,927,739	4,170,096	4,757,643	5,628,766	3,298,973	58,411,418	16,182,925	42,228,493	29,084,441	29,326,977	
14.5	24.3	10.8	18.3	10.8	8,613,275	4,009,853	4,603,422	5,401,043	3,212,232	59,248,768	16,471,689	42,777,079	29,510,326	29,738,442	
14.1	23.5	10.4	17.7	10.5	8,452,355	3,930,721	4,521,634	5,293,184	3,159,171	60,081,383	16,755,082	43,326,301	29,933,999	30,147,384	
13.6	22.6	10.1	17	10.2	8,269,107	3,839,690	4,429,417	5,169,297	3,099,810	60,872,415	17,020,847	43,851,568	30,337,869	30,534,546	

