Chapter 1

Education System at the End of the Twentieth Century in the of I.R of IRAN
Major Reforms and Innovations

(A) Legal Framework of Education

(B) Organization, Structure and Management of education System

(C) Evaluation Policies, Methods and Instruments

(D) Objectives and Principal Characteristics of Current and

Forthcoming Reforms

1.1.a Legal Framework of Education
In I.R. of Iran: development of rules and regulations is done by the Islamic Parliament, Higher Council of Education and the Cabinet.

According to the article 30 of the IRI Constitution the government is obliged to provide all citizens with free education up to the end of secondary school and must expand free higher education to the extent required by the country for attaining self-sufficiency. Under article education should be gratuitous.

Some of the rules and regulations approved by the authorized bodies in this regard are presented in the appendix.

1.1.b Organization, Structure and Management of Education System.

1-1.b.1 : Structure

The pre-college educational system of the Islamic Republic of Iran consists of the following stages:

Pre primary : one year

Primary : three years

Lower secondary : three years

Upper secondary (theoretical branch) : three years

Upper secondary (technical branch) : three years

Upper secondary (vocational branch) : three years

Pre-university course : one year

Diagram 1-1.b1 shows the structure, age of students and the length of studies for different levels of education.

Pre- Primary Education

Pre-primary education is a one-year period in which five-year-old children are prepared for the primary stage.
Furthermore, in the bilingual areas, where Persian is not the mother-tongue of children, they will be taught the Persian language. The main objectives of pre-primary education (kindergarten) are as follows:

- Contributing to the physical, mental, emotional and social growth of young children, based on religious and ethical principles.
- Developing the abilities and talents of students in order to prepare them for future studies.
- Preparing children to comprehend scientific concepts more easily.
- Promoting the Persian language, particularly in the provinces with different native languages.
- Preparing children for social relationships and co-operation
- Helping families with low incomes by creating a safe educational atmosphere to train their young children.

Primary Education

Primary education is the first stage of formal education, which lasts five years and includes 6 to and 10 year old children.

The main objectives of primary education are as follows:

- Creation of a favorable atmosphere for purification and moral superiority of students.
- Development of students' talents and their creative abilities.
- Development of students' physical strength.
- Enabling the students to read, write, and gain numeracy skills, and providing them with necessary training on proper social behaviour.
- Instruction for individual hygiene and providing necessary advice on how to behave at home as well as in society.

Lower Secondary Education

This is a three-year course is for 11 to 13 year old students. In this stage, the students become familiar with sciences to readily find their
area of interest and be able to choose their field of specialization in the upper secondary school. The main aims of the lower secondary education are as follows:

Developing the students' moral and intellectual abilities.

Increasing students' experiences and general knowledge.

Helping students to observe discipline and scientific imagination which have been taught in elementary school.

Diagnosing individual preferences and talents in students so that they may be directed towards suitable studies and professions.

Upper Secondary Education

Students graduating from lower secondary schools enter the 3-year upper secondary education according to their aptitudes and potentials. The branches/courses offered in upper secondary schools are:

**a) Theoretical Branch**

The aim of this Branch is to promote general and cultural knowledge, to identify students' aptitudes and attitudes, and to provide proper ground to guide them into one of the many areas of secondary education and prepare them to be able to enter the universities. Pupils have about 63 units in common while the remaining 36 units are divided specifically among the Math-Physics course, Literature and Humanities, in the three-year secondary course to get a diploma. After passing the diploma the students can take part in a one-year pre-university course.

**b) Technical Branch**

The aim of the course, in addition to promoting general knowledge and culture, and identifying aptitude and attitude of pupils, is to guide them to continue their studies in applied-science courses. About 60 out of 96 units are common in different areas and the other 36 units vary among industry, agriculture and service courses.

Qualified students of Technical courses can also enter the institutions offering technician degrees or pre-university courses, and others may get first or second grade skill certificates to enter a job according to their fields of study.
c) Kar-Danesh (Vocational) Branch

The aim of this course is to develop semi-skilled and skilled workers, foremen and supervisors.

Pupils can get their 'second degree skill certificates' (i.e. National Skill Standard II) upon passing 32 units of skill modules. They can get their first-degree skill certificates (i.e. National Skill Standard I) upon passing 48 units of skill modules. They can also get their diploma in the same field provided they can pass 48 units of general subjects.

d) Pre-University Course

The aim of this course is to prepare pupils to enter the universities, if they can pass 32 units according to their fields of study.

Diagram 1-1.b.1 Structure, age of students, and the length of studies at different levels of education
### Age

The age of students and the length of studies for different levels of education are presented in diagram 1-1.b.1.

### Compulsory Education

Compulsory schooling is 5 years at present which covers 6 to 10 year old children. According to the Third Five Year Development Plan it will cover 6 to 13 year old children which will improve compulsory schooling to 8 years.
The Official Length of Academic Year at Different Levels and its Distribution.

The official length of academic year for pre-primary to lower secondary level is 10 months which is offered in yearly systems and for upper secondary level and other levels the offered system is annual in credit units and the length of the academic year is 10 months. According the proposal of the Cabinet to the Higher Council of Education and the approval of the Council, the starting date of the academic year is Sep. 23.

1-1.b.2 Organization and Functions of Administration offices of Educational

Diagram 1-1.b.2 shows the organizational structure of educational administration offices at central level.

The functions and duties of Ministry of Education are presented in the appendix.

1-1.c Evaluation Policies, Methods & Instruments

In order to improve the quality of educational activities, the assessment system which is one of the effective factors in teaching/learning process has been revised. There are many reasons why this reform was made, some of which are outlined as: the previous system was based on traditional, non scientific and ineffective methods. The actual usage of the finding in the real life was neglected and there was overemphasis on a great deal of knowledge. In the reform process some objectives like, matching the assessment methods with scientific findings, increasing the efficiency and effectiveness of school teachings and students active participation in teaching-learning process were taken into consideration. Some of the main measures taken towards fulfilling these objectives are as follows:

- Reforming the method of developing exam items aimed at retention and deepening the academic learning

- Reforming academic rules and regulations. The objective of this reform has been developing the possibility of continuing studies voluntarily as well as adjusting some of unreasonable rigors in this regard.

- Revising the evaluation methods and implementing "twice a year exam plan". Previously the evaluation system in schools throughout the country
was a three-time system which proved to have numerous problems and deficiencies. In order to solve these problems since 1998-99 "twice a year exam plan" was tentatively implemented in some of the schools in different regions.

The objectives of performing this plan are:

(1) Increasing the length of learning and reducing the time spent on exams,

(2) Establishing coordination among the exams in all schooling levels,

(3) Taking the students' outside activities and continual quizzes and exams into consideration. Due to the positive consequences gained from conducting the tentative phase of the plan it will be carried out from the current (2000-2001) academic year throughout the country.
Diagram 1.1.b.2

PROVINCIAL UNITS OF THE DIRECTORY

GENERAL OF IRANIAN SCHOOLS ABROAD
1-1.d Objectives and Principal Characteristics of Current and oncoming Reforms:

1) Reform in principles and educational regulations.
   - Continuous revision of legislation, adopting policies and effective methods for the improvement of external and internal factors affecting the system.

2) Reforms in developing exam items.
   - Formation of Test Bank for standardization and reduction of time and money consuming affairs.
   - Change and revision in assessment test development in Primary Levels, towards development of student's creativity and innovation.
   - Holding Teacher Training Courses in assessment test development far more that 450 teachers in different provinces.

3) Revision in evaluation methods and holding two final examinations in primary and lower secondary levels to achieve the goals below:
   - To increase the length of class time and practical activities and decrease time consuming test.
   - Creating a harmony in final exams in Primary, Lower Secondary, and Secondary Levels.
   - Paying more attention to the students’ out-of-school activities and formal evaluations.

4) Revisions and Reforms in Educational Materials correspondent to the needs of society and those of the development plan and improving the quality and efficiency of Educational System.

5) Coordinating the policies adopted by the Ministry of Education with other national policy-making entities for cultural, political, social and economic affairs. Harmonizing directives of the Ministry of Higher Education and Departments of Technical and Vocational Education as far as general principles and objectives are concerned.
6) Stressing the importance of continuous evaluation and revision of policies, programs and educational methods.

7) Refraining from limiting evaluation solely upon tests, especially among primary school pupils.

8) Giving priority to constant study of the drop-out and retention rates, as well as the causes and reasons behind them. Thus, preparing programs for relieving the drop-out problem.

9) Stressing the need for policy centralization, maintaining the central government's management and supervisory functions as well as discharging certain programming and delegation of authority to the various regions and schools.

10) Providing sufficient facilities and equipment for studying and setting standards and appropriate methods to identify, train, strengthen and improve different levels of management at the ministry headquarters and in the provincial, regional and institutional authorities.

11) Giving priority to setting and executing consolidated programs for the purpose of recruiting, training, and maintaining as well as re-training of manpower at headquarters and other offices.

12) Setting up an evaluation system for programs and manpower as well as relating the evaluation of programs and personnel and its results in guiding the process of staff and program development and capital investment.

13) Revising present regulations and setting new ones with regard to public councils and regional education councils (in order to attract the cooperation of the people and other governmental institutions at the national, provincial, regional and institutional levels).

14) Directing the government resources towards education services in deprived areas and low-income groups and creating an appropriate setting for the expansion of non-profit (non-governmental) schools.

15) To expand the education system's internal efficiency by identifying the obstacles in the quality of education and eliminating them by making use of educational programs which increase promotion rates and reduces length of study and repetition rates in each grade.
16) To expand the education system's external efficiency by changing and revising curricula, topics and the contents of the textbooks so that the quality and quantity of materials match the daily requirements of pupils as well as their aptitude and potential capabilities.

17) Giving priority to overcoming shortages and problems related to the content and methods of education, especially in the first grade of primary education with reference to national, ethnic and cultural diversities. This is to decrease the drop-out rates and create enthusiasm and motivation among children in continuing their education.
Main Qualitative and Quantitative Achievements within the Last Four Years

(A) Access to Education

(B) Equity in Education

(C) Quality of Education

(D) Participation of Society in the Process of Educational Change

1-2.a Access to Education (Enrollment Rate)

The I.R. of Iran has been trying hard, during the recent years, to increase the enrollment rate, in other words, to increase schooling chances for various groups of people regardless of their gender, age, tribal and ethnic diversities. In this regard the priority has been focused on the education of school age (6-10 year old) children. It has taken efficient measures and
practical strategies in the framework of the country's second development plan to achieve this main objective.

The following plans and measures are the main actions being taken to increase the enrollment rate:

1. The implementation of the plan "Attraction of out-of school children". Through this plan, with the assistance of the principals of rural schools, a lot of school age children have been attracted to schools. In the academic year 2000-2001 the number of such enrolled children was 37500.

2. Carrying out the plan called "Establishing classes for students having especial needs (slow learners)." The main executive problem in this regard was the shortage of educated manpower for which proper actions were taken and a lot of such students have enjoyed the advantage of the plan recently.

3. The plan of "Removal of shed schools" was conducted in the four provinces which had the highest rate of illiteracy. New schools were built in these provinces and hence a lot of children were attracted by these classes.

4. The expansion of boarding schools, state exemplary schools in deprived and remote regions.

5. The execution of the plan called "Rural public schools " in lower and upper secondary levels with the assistance of the rural people.

6. The implementation of the plan "Centered Village" (establishing lower and upper secondary schools in the villages which are in the center of the annexed villages)

7. The expansion of (primary, lower and upper secondary) tribal schools

8. About 1000 one to three-class schools were built in the low populated villages of deprived regions

9. The implementation of the plan "One-month preparation course in bilingual regions of the country" for the school age children who are starting their formal education (Primary level). More than 250 thousand children are covered by this plan every year

10. The, "Pre-primary course via the people's contributions". More than 700 thousand 5-6 year old children have been enrolled by this plan since 1997.
11. Delegation of authorities to the education offices of provinces and regions in designing education programs in accordance with their own economic, cultural, ecological features.


13. Paying attention to the quality of educational plans. This consideration has led to the increase in the students' promotion rate, hence, the decrease in the rate of drop-outs, and to maintain the students at schools.

14. Strengthening and extending the plans of the organization known as "Literacy Movement" which is covering about 90 thousand school age children at present, so that it has been decided that it is imperative that no school age child should be deprived of schooling because of not accessing to school. The following table shows the enrollment rate increase

<table>
<thead>
<tr>
<th>Enrollment rate</th>
<th>age</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-2000</th>
<th>2000-2001</th>
<th>last four year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net</td>
<td>6-10</td>
<td>95.34</td>
<td>96.24</td>
<td>96.81</td>
<td>97.10</td>
<td>98.07</td>
<td>2.73</td>
</tr>
<tr>
<td></td>
<td>11-13</td>
<td>74.43</td>
<td>73.92</td>
<td>75.33</td>
<td>75.03</td>
<td>75.16</td>
<td>0.73</td>
</tr>
<tr>
<td></td>
<td>14-16</td>
<td>46.98</td>
<td>49.2</td>
<td>52.64</td>
<td>53.22</td>
<td>52.70</td>
<td>5.72</td>
</tr>
</tbody>
</table>

"Net enrollment ratio " by age from academic year

1-2.b Equity in Education (Educational Justice)

Providing required equal chances and facilities in education for all the people of the country in order to foster the potential talents and creativities, which is itself the background of other aspects of social justice, has been one of the main policies of the statesmen and education officials during the last years.

Trying to carry out these policies has led to great achievements in the education system, some of which are outlined below:

1-2.b.1.-Providing Education Facilities for School Age Children & Decreasing the Rate of Illiteracy

I. Increase of enrollment rate

Regarding this issue, the first part (access to education) shows the achievements.

II. Decrease in the illiteracy rate and increase in the beginners' reading skills:

The continuous and repeated emphasis of the leaders of the country on the adult education and decreasing the rate of illiteracy made the state anticipate and design the required strategies in its master cultural, economic, and social plans and carry them out seriously. The guideline of organizing and activating the "Literacy Movement" was one of the most important measures taken in this regard. Since implementation of the plans of this organization, valuable results and successes have been gained in the field of decreasing illiteracy rate, in a way that the presidents of IRI were appreciated by UNESCO in 1990, 1997, 1998, 1999.
The main measures taken in this regard are as follows:

- **The plan known as Preventing the increase of illiterates.** By carrying out

- **This plan out 1.6 million school age children to whom the formal education was not, for some reason, offered in their villages, were enrolled.**

- **The plan called "Literacy for Army"**: According to this plan the "Military Service Completion Certification" is awarded to illiterate soldiers only if they participate in literacy classes and become literates.

- **The plans known as "Soldier Teacher"** aimed at attracting and sending literate soldiers to rural and remote villages as teachers of literacy"," continuous compulsory literacy of workers and employees", "education of nomads ", "Education Project for Out-of-School Girl Workers in Rural Areas", the latter won "the Noma Literacy Prize" in 2000, :"Literacy in Prisons", "Person to Person Literacy", "Reading with the Family" aimed at preventing relapse into illiteracy and "Using the Capacities of the Mass Media especially IRIB (I.R. of Iran Broadcasting ) are some of the measures taken to develop literacy. Performing these plans has significantly led to decrease the rate of illiteracy in Iran . The following table illustrates the changes:

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**Estimation of percentage of illiteracy from 1996 to 2000 .**

*by gender, rural and urban factors*
It is worth mentioning that at present there are about 1000,000 people in 8000 literacy classes which are being taught by 45 thousand literacy teachers.

Meanwhile, in order to follow up the procedure and to prevent relapse into illiteracy the following measures were taken:

- Production of simple reading materials in accordance with the beginners' needs and daily lives."

- "Continuing Literacy Group Project" which won "the King Sejong Literacy Prize in 1998; Conducting this plan led to the enrollment of one million people.

- Corresponding Services Project. This project, too, won the "Malcom Adiseshiah Prize" in 1999.

- Enrichment of the literate beginners by holding book exhibitions, and organizing book reading competition The following diagrams illustrates the literacy rate of different groups of the society:

*The Process of Change in Literacy, by Age Group from*
The Process of Change in Literacy, by Gender from 1995 to 2000

The Process of Change in Literacy, by Urban and Rural Regions from 1995 to 2000
III. Attention to Special Education (mentally, physically, Psychologically and emotionally challenged)

Great measures, supported by law, have been taken to facilitate education for this group of children. Some of the measures taken in this regard are as follows:

- **Carrying out the plan known as "testing children's hearing, seeing abilities as well as their schooling readiness on the threshold of primary schooling (formal education)" aimed at timely recognizing the children having any deficiency and preventing them from dropping out.**

- **Carrying out the plan known, as "Education for slow learners ( borderline students ) in an integrated manner i.e. with normal learners aimed at preventing the individual and social damage which might be caused by separating them from normal students.**

- **Promotion of production and distribution of books and printed materials related to exceptional students.**

It is worth mentioning that this group of students are classified into eight groups as follows:

*deaf, partially hearing, blind, partially sighted, with conduct disorders, multi-handicapped, mentally handicapped, physical-motor handicapped.*

*They are enrolled in five schooling levels: pre-primary, primary; vocational skills, lower secondary and upper secondary.*

*The following table illustrates the population of the exceptional schools by type of handicap from academic year 1996-1997 to 2000-2001.*
The Population of Exceptional Schools by the Type of Handicap

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf</td>
<td>12227</td>
<td>14240</td>
<td>14150</td>
<td>13792</td>
<td>15061</td>
</tr>
<tr>
<td>Partially hearing</td>
<td>2285</td>
<td>2039</td>
<td>2243</td>
<td>2614</td>
<td>1691</td>
</tr>
<tr>
<td>Blind</td>
<td>2188</td>
<td>2330</td>
<td>2569</td>
<td>2438</td>
<td>2744</td>
</tr>
<tr>
<td>Partially sighted</td>
<td>1026</td>
<td>1115</td>
<td>1045</td>
<td>1177</td>
<td>1218</td>
</tr>
<tr>
<td>Mentally Handicapped</td>
<td>41599</td>
<td>45823</td>
<td>46371</td>
<td>46245</td>
<td>47325</td>
</tr>
<tr>
<td>Conduct Disorder</td>
<td>249</td>
<td>372</td>
<td>228</td>
<td>250</td>
<td>118</td>
</tr>
<tr>
<td>Physiomotor Handicapped</td>
<td>769</td>
<td>927</td>
<td>945</td>
<td>1190</td>
<td>1518</td>
</tr>
<tr>
<td>Multi Handicapped</td>
<td>2734</td>
<td>3503</td>
<td>3175</td>
<td>3021</td>
<td>2181</td>
</tr>
<tr>
<td>Total of students</td>
<td>64077</td>
<td>70349</td>
<td>70726</td>
<td>70727</td>
<td>71856</td>
</tr>
<tr>
<td>Total of schools</td>
<td>978</td>
<td>1012</td>
<td>1035</td>
<td>1090</td>
<td>1126</td>
</tr>
</tbody>
</table>

The diagram illustrating the increase in the number of Exceptional Schools from academic year 1996-97 to 2000-2001
IV. Expansion of Education of Gifted or Talented Students

Along with the provision of educational opportunities for exceptional students, great efforts have been made for the talented students. Some of the most important measures taken are outlined as follows:

The establishment of "National Organization for Development of Exceptional Talents (NODET)" in 1987. It aimed at recognizing and developing their talents.

- Expansion of NODET Centers throughout the country, especially in disadvantaged, remote regions
- Employing the competent and efficient teaching staff. Endeavour to enrichment and improvement of the quality of the curricula
- Publication of educational research materials
- Provision of special facilities to let the talented disadvantaged students admit enrolled at these schools.

The following diagram illustrates the quantitative growth of exceptional talents schools as well as the number of the students enrolled:

Diagram showing the increase in the number of exceptional talents schools from academic year 1996-96 to 2000-
v. Attention to Education For Special Groups such as: Shahed Children (Martyrs' Children) War Veterans, Captives, Iranian Students Living abroad and Adults

Since each of the above mentioned groups has some special problems and limitations caused by its own life procedure and is in need of some special type of education, officials in the Ministry of Education with the contributions of the other ministries including Ministry of Health,
Treatment, and Medical Education, the Ministry of Science, Research and Technology have taken significant measures to provide these groups with suitable educational chances. The following is an outline of the measures taken in this regard:

- **Martyrs' Children:** Organizing the central Shahed Staff aimed at policy making and developing plans for Shahed Children as well as following and monitoring their performances, supporting their funds and delegation of authorities, as required, to the principals of Shahed Schools, continuing the Shahed Schools' activities, paying special attention to enriching the Shahed schools' educational plans.

- **War Veterans:** Organizing and activating a general directorate known as General Directorate for War Veterans' Affairs. The main task of this office is paying attention to the problems of the warriors, holy defense captives, and war handicapped. The office's other tasks are implementation of "enforcing Veterans' scientific fundamentals plan" in order to prepare them to be admitted to colleges and universities and perform the related exams in this regard.

- **Iranian Students Living Abroad:** The main measures taken regarding this group are outlined below:
  - Teaching and promoting the Islamic Revolution values and culture as well as Persian Language and Literature to them.
  - Organizing Iran tour courses
  - Developing spiritual development and extracurricular plans by sending spiritual development and cultural deputies to all the supervising offices and schools abroad.
  - Establishment of "home page" system on the Internet to introduce the activities of M.O.E, I.R. of Iran so that the Iranian children living abroad be encouraged to follow their studies in Iranian schools.
  - Sending specialized and efficient education manpower to those schools.
  - Designing a distance education system (Via the Internet, films,...) for the lowly populated schools abroad.
  - Establishing Technical and Kar-Danesh (vocational) education at upper secondary level in Iranian Schools abroad.
The following table illustrates the number of these schools, number of students and the process of the changes taken place:

Number of Iranian Schools and Students abroad from academic year 1996-97 to 2000-2001

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of students</th>
<th>Number of school</th>
<th>Number of countries</th>
<th>Number of cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-97</td>
<td>15924</td>
<td>132</td>
<td>76</td>
<td>109</td>
</tr>
<tr>
<td>97-98</td>
<td>16352</td>
<td>134</td>
<td>84</td>
<td>118</td>
</tr>
<tr>
<td>98-99</td>
<td>16137</td>
<td>128</td>
<td>86</td>
<td>115</td>
</tr>
<tr>
<td>1999-2000</td>
<td>15662</td>
<td>123</td>
<td>89</td>
<td>110</td>
</tr>
<tr>
<td>2000-2001</td>
<td>16504</td>
<td>128</td>
<td>89</td>
<td>112</td>
</tr>
<tr>
<td>Percentage of change</td>
<td>3.6</td>
<td>-3</td>
<td>17.1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

- Adult Education: To provide education to adults the following measures have been taken:

  - Developing proper and supportive laws and regulations to provide required facilities in the processes of "enrolment", "Continuing studies" and "evaluation" of the adults.

  - Establishing theoretical, Technical and Kar-Danesh (Vocational) courses in the form of semester-based, credit-unit schooling as well as establishing pre-university courses for the adults.

The following table illustrates the number of students and schools for adults.

Number of students and schools for adults from
1-2.b.2 Expansion and Equipping Schools in Disadvantaged Regions

One of the main problems of disadvantaged regions is the shortage of suitable premises and lack of educational facilities and media. These bottlenecks have great impacts on the enrollment rate, hence, impede the development of equity in education in these regions.

After the Islamic Revolution the authorities made significant efforts to solve this problem, some of which were described in part A. In order to avoid repeating them, only an outline of the measures taken is given below:

Expansion of Rural Schools: The following table and diagram illustrate the quantitative growth

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>student</td>
<td>86958</td>
<td>93265</td>
<td>88427</td>
<td>65971</td>
<td>55470</td>
<td>-36</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td>541</td>
<td>569</td>
<td>581</td>
<td>554</td>
<td>543</td>
<td>0</td>
</tr>
<tr>
<td>Supplementary Education</td>
<td>student</td>
<td>223161</td>
<td>141778</td>
<td>294365</td>
<td>391898</td>
<td>428932</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td>667</td>
<td>858</td>
<td>1122</td>
<td>2059</td>
<td>2404</td>
<td>260</td>
</tr>
<tr>
<td>Total</td>
<td>student</td>
<td>310129</td>
<td>335043</td>
<td>382792</td>
<td>457869</td>
<td>484402</td>
<td>56</td>
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<tr>
<td></td>
<td>school</td>
<td>1208</td>
<td>1427</td>
<td>1703</td>
<td>2613</td>
<td>2947</td>
<td>143</td>
</tr>
</tbody>
</table>

Number of Rural Schools by Level of Schooling from academic year

1996-97 to 2000-2001 (Adult Schools not included)
Diagram Illustrating the Change Process in the Number of Rural Schools from academic year 1996-97 to 2000-2001

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>pre-primary</th>
<th>primary</th>
<th>lower secondary</th>
<th>upper secondary &amp; pre-college</th>
<th>Total</th>
<th>proportion to the country’s schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-97</td>
<td>625</td>
<td>44176</td>
<td>13059</td>
<td>25948</td>
<td>60508</td>
<td>57</td>
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<tr>
<td>97-98</td>
<td>622</td>
<td>43424</td>
<td>13257</td>
<td>2921</td>
<td>60224</td>
<td>55.7</td>
</tr>
<tr>
<td>98-99</td>
<td>695</td>
<td>45083</td>
<td>13958</td>
<td>3169</td>
<td>62905</td>
<td>55.6</td>
</tr>
<tr>
<td>1999-2000</td>
<td>991</td>
<td>44646</td>
<td>14548</td>
<td>3839</td>
<td>64025</td>
<td>54.3</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1530</td>
<td>50154</td>
<td>15084</td>
<td>2428</td>
<td>71196</td>
<td>53.5</td>
</tr>
</tbody>
</table>

Percentage of change: 145 (13.5) 15.5 67 17.7 -3.5

- Expansion of Schools for the nomads

1. Quantitative Growth: The following table illustrates this.
aspect of growth in this group of schools:.

The increase in number of schools and students in tribal regions from academic year 1996-97 to 2000-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>94013</td>
<td>95315</td>
<td>99402</td>
<td>113258</td>
<td>128541</td>
<td>36.7</td>
</tr>
<tr>
<td>school</td>
<td>3628</td>
<td>3425</td>
<td>3717</td>
<td>3827</td>
<td>5029</td>
<td>38.6</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>13569</td>
<td>14449</td>
<td>17839</td>
<td>22165</td>
<td>21298</td>
<td>57</td>
</tr>
<tr>
<td>school</td>
<td>149</td>
<td>152</td>
<td>175</td>
<td>222</td>
<td>245</td>
<td>64.4</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>2286</td>
<td>2345</td>
<td>3965</td>
<td>4824</td>
<td>5914</td>
<td>152</td>
</tr>
<tr>
<td>school</td>
<td>17</td>
<td>15</td>
<td>25</td>
<td>36</td>
<td>48</td>
<td>220</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td>112050</td>
<td>109927</td>
<td>121206</td>
<td>140747</td>
<td>165753</td>
<td>50.7</td>
</tr>
<tr>
<td>school</td>
<td>3621</td>
<td>3792</td>
<td>3917</td>
<td>4085</td>
<td>5322</td>
<td>40.4</td>
</tr>
</tbody>
</table>

2. Qualitative Improvements: The following plans and measures were taken toward this aspect of growth:

- Implementation of one-year pre-primary education plan via pupil's contribution

- Implementation of the plan "examining the children's health and schooling readiness".

- Implementation of the plan "provision of fresh water for tribal schools".

- Establishment of "Tribal Teacher Training Centers" to provide trained teachers.

- Devoting a special quota in the entrance exam of the Teacher Training Centers and teacher training courses in universities to tribal regions.

- Implementation of the plan "Mobile Lab and Library"
- Enrichment of educational and spiritual development programs for tribal regions and developing their curricula in accordance with their geographical, cultural, economic and social features

- Expansion of Boarding Schools in Remote and Disadvantaged Regions: Some of the efforts being made in this regard in the recent years are as follows:

- Implementation of the plan called "self dependency" aimed at practical teaching to students in order to acquaint them with vocations such as: handicrafts, agriculture, computer, art works, housekeeping at their leisure

- Offering the state's financial aid for providing foodstuffs for the students' of boarding schools (these funds are in addition to the annual approved funds), The following table shows the number of boarding schools and their students as well as the growth rate:

Number of Boarding schools and students by School Level from Academic Year 1996 – 97 to 2000 – 2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Lower Secondary Boarding Schools</th>
<th>Upper Secondary Boarding Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools</td>
<td>students</td>
<td>schools</td>
</tr>
<tr>
<td>96-97</td>
<td>504</td>
<td>73782</td>
<td>390</td>
</tr>
<tr>
<td>97-98</td>
<td>757</td>
<td>115783</td>
<td>699</td>
</tr>
<tr>
<td>98-99</td>
<td>832</td>
<td>132787</td>
<td>919</td>
</tr>
<tr>
<td>1999-2000</td>
<td>882</td>
<td>139624</td>
<td>1070</td>
</tr>
<tr>
<td>2000-2001</td>
<td>914</td>
<td>139979</td>
<td>1197</td>
</tr>
<tr>
<td>Change Percent</td>
<td>81</td>
<td>89.7</td>
<td>206</td>
</tr>
</tbody>
</table>

- Allocation of Equipment and Facilities Specialized to Disadvantaged & Remote Regions.
In addition to, the annual approved funds, every year special equipment and facilities are allocated to these regions in order to improve the quality of educational plans. The following table illustrates this allocation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment in milliard Rials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rls. 1000,000,000</td>
</tr>
<tr>
<td>1997</td>
<td>30</td>
</tr>
<tr>
<td>1998</td>
<td>34.7</td>
</tr>
<tr>
<td>1999</td>
<td>56.5</td>
</tr>
<tr>
<td>2000</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>211.2</td>
</tr>
</tbody>
</table>

- Provision and distribution of foodstuffs, clothes and stationery among the students of disadvantaged regions

The plan covers the students of primary, lower secondary and exceptional schools as well as the (school age) learners of Literacy Movement organization in these regions. At present 27000 villages and 35000 schools enjoy the advantages of this plan.

Implementation and continuing this plan has had significant positive impacts on the qualitative improvement of learning/teaching process as well as attracting and keeping students in schools.

1-2.b.3 Distribution of Manpower in Different Regions

Justly

Years ago, due to improper methods of distributing manpower among different regions, social justice was not observed in this regard. Appointment and training of required manpower, for all regions of country was made out of the people living in prosperous urban regions and the immigration of these people and other manpower to prosperous urban regions caused a situation in which urban regions had better-qualified manpower. In such a situation it was not undoubtedly only impossible to establish equality in education but also it led to negative growth in this regard. In recent years, fundamental decisions were made and proper
policies were adopted which paved the way to meet this challenge successfully and some remarkable achievements were gained too.

The main measures taken in this regard are as follows:

- Admitting local students to universities by devoting special quotas to them in the entrance exam of the universities. The following table illustrates the implementation of the plan:

Number & Percentage of the admission of students to teacher training courses of universities and the quotas devoted from academic year 1996-97 to 2000-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students Admitted</td>
<td></td>
<td>9218</td>
<td>6774</td>
<td>2946</td>
<td>783</td>
<td>612</td>
</tr>
<tr>
<td>Number of local students Admitted</td>
<td></td>
<td>5537</td>
<td>4357</td>
<td>2180</td>
<td>683</td>
<td>612</td>
</tr>
<tr>
<td>Percentage of local students Admitted</td>
<td></td>
<td>60.1</td>
<td>64.3</td>
<td>74</td>
<td>87.2</td>
<td>100</td>
</tr>
</tbody>
</table>

Increase of the admission quota to TTCs in disadvantaged provinces. The following table shows the implementation of the plan:

The quotas regarding admission to TTCs in disadvantaged & semi-disadvantaged provinces out of the total students admitted from 96-97 to 2000-2001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of disadvantaged &amp; Semi-disadvantaged Provinces</td>
<td>73.6</td>
<td>83.7</td>
<td>96.8</td>
<td>96.9</td>
<td>100</td>
</tr>
</tbody>
</table>