INTernational Conference
On Education

Forty-fourth session, Geneva, 1994

The Development of Education

National report from
Islamic Republic of Iran

By
Ministry of Education

and
Ministry of Culture &
Higher Education

Tehran, Iran
1994

unescO- b.I.e.
Genève
In The Name Of God

FOREWARD

This report has been prepared in two main parts as follows:

A. Problems related to formal and non-formal education
B. Education for International Understanding

It has been prepared, on the request of the International Bureau of Education, by the Ministry of Education cooperated by the Ministry of Culture and Higher Education to be submitted to the Forty-Fourth Conference of Education which will be held in October 1994 in Geneva.
# TABLE OF CONTENT

## PART ONE

### THE DEVELOPMENT OF EDUCATION

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>GENERAL VIEW OF THE COUNTRY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A short history of education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Manpower &amp; educational system in I.R.I.</td>
<td>5</td>
</tr>
<tr>
<td>II.</td>
<td>THE STRUCTURE OF FORMAL Ed. SYSTEM IN I.R.I.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Education (pre-college)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Pre-school education</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Primary education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Guidance education</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Secondary education</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>B. Higher Education</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Educational fields</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Higher education institutions</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Educational levels &amp; credits</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>The Azad Islamic University</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Distance Education University</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Higher education statistics &amp; indicators</td>
<td>21</td>
</tr>
<tr>
<td>III.</td>
<td>NON-FORMAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy Movement</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Adult education</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Technical-Vocational Programs</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Non-formal TVE in public sector</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Branches of TVE</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Non-formal TVE in private sector</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Levels of instruction and skill</td>
<td>29</td>
</tr>
<tr>
<td>IV.</td>
<td>TEACHER TRAINING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure of the</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Rural Teacher Training Centers</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Teacher Training Centers</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>University Teacher Training Programs</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Instructor Training University</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>In-Service Training</td>
<td>34</td>
</tr>
<tr>
<td>V.</td>
<td>QUALITY IMPROVEMENT &amp; INNOVATION OF EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Innovation in Ministry of Ed.</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>1. The Reformed Secondary Ed.</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>2. Manpower</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>3. Nourishment and Hygiene</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>4. Family-training</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>5. Guidance &amp; Counseling</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>6. Forming additional remedial classes</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>7. Providing guidance level ed. for rural</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>8. Need assessment for</td>
<td>44</td>
</tr>
<tr>
<td>Chapter</td>
<td>page</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>9. Using Research &amp; ...</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>10. Changes in teaching-learning methods</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>11. Using desirable assessment techniques</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>12. The regional education councils</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>13. Non-profit schools</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>14. Family planning</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>15. Prisoners' training</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>16. Support of children's Ed.</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>17. Olympiads</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>18. Equal Opportunities</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>19. Disadvantaged groups</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>20. Education for minority groups</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>21. Education for migrant tribes</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>B. Innovations in Higher Education</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>1. Autonomy of Universities &amp; ...</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2. Training &amp; Education of ...</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>3. Pre-University schools</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>4. Mode of the public participation in ...</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>5. Welfare facilities for students</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>6. Providing educational premises &amp; spaces</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>7. Population &amp; family plan</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>8. Training physicians for deprived regions</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>9. Femal Quota in the Assistance Courses</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>10. The Curriculum</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>VI. INTERNATIONAL COOPERATION OF EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. International cooperations in the Ministry of Ed.</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>B. International cooperations in higher education</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>VII. EDUCATIONAL RESEARCH SYSTEM IN THE COUNTRY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Research in the Ministry of Education</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>B. Research in higher education</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>VIII. PROBLEMS AND SCOPES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crucial issues</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Plans and scopes</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Government policy concerning educational vision</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>PART TWO EDUCATION FOR INTERNATIONAL UNDERSTANDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>I. Bases of the Islamic education for ...</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>a. Islamic education for international</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>b. The Islamic education for human rights</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>c. Islamic education at the service of</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>d. Islamic education for creating</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>e. Teaching of ethics &amp; religion in</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>II. Administrative recommendations to</td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>
PART ONE

THE DEVELOPMENT

OF EDUCATION
CHAPTER ONE

GENERAL VIEW OF THE COUNTRY

Iran has an area of 1,648,000 square kilometers with a total of 5,170 kilometers of land frontiers and 2,500 kilometers of sea frontiers as a natural gift, along the Persian Gulf and the Oman Sea plus, the lush and rainy shores of the Caspian Sea. Out of the total area about 20.7% is desert and unsusceptible land, 54.9% natural pastures, 7.6% forest land, and only the remaining 14.4% is potentially arable land. The Caspian Sea region has lush green land covered with forests for wood industry; rice, tobacco, cotton, tea, various kinds of fruit, oil seeds and the finest caviar in the world are produced there. The mountainous areas, Alborz and Zagros serve as suitable places for animal husbandry and migratory groups. The central plateau of Iran has limited agricultural activity but it is extremely rich in underground resources and were the centers of ancient civilizations e.g. Hamadan, Isfahan, Takht-e-Jamshid (Persepolis).

As Iran is situated on the direct route to central Asia, Turkey and Arab countries, a variety of racial groups make up its inhabitants like: Turkmans, Turks, Qashqa'i Tribes, Arab races, etc.

The official and common language and script of the Iranians is Farsi (Persian); the beginning of the calendar is the year of the emigration of the Prophet of Islam from Mecca of Medina.

21st of March is adopted as the first day of the new year (Now Rooz). The official calendar basis is the Hejira solar year. The national flag is green white red with a special emblem of the Islamic Republic of Iran and words of Allah-o-Akbar (God is Great) found in the middle. More than half of the people speak Persian, 20% speak Turkish, 6% Gilaki; 5.7% Kurdish, 5% Mazandarani, etc. dialects. Famous writers and poets of the nation have published their works in Persian like Ferdowsi, Hafez, Saadi, etc.
Iran is one of the oldest countries in the world. Its people were once Zoroastrian, but now the official religion, in accordance with the Article 12 of the Islamic Constitution, is Jafari faith of the Twelve Imams. About 98% of the population is Muslim, most of whom belong to the Shi'a sect. Other religious Islamic sects are Hanafi, Shafe'i, Malliki, Hanbali, and Zeidi, all of which are respected and enjoy perfect freedom.

The government of Iran is an Islamic Republic which the nation of Iran (based its eternal belief in a government of truth and justice of the Holy Qu'ran, following the victorious Islamic Revolution led by Imam Khomeini) affirmed in the National Referendum held on the 30th and 31st March 1979 with a majority of 98.2% of those who had the right to vote.

The Islamic system is based upon two pillars: the people's vote and God's commandments.

According to the latest general census taken in 1991, the population of Iran is about 50 million, but in 1994, it is estimated that approximately 58 million people live in this country. Of this number about 33 million (57%) are urban residents and about 25 million (43%) are inhabitants of rural areas. The greater part of urban residents live in such big cities as Tehran, Mashhad, Isfahan, Tabriz, Shiraz, Qom, Rasht, Ahwaz, Uromieh, Kermanshah, and Kerman.

The population of Iran had a relatively high growth rate of about 3.13% in 1940's and it continued until 1985. But from 1985 onwards the government has placed family planning requirements, asking the families to control the birth of their children, and as a result the rate has dropped to 1.8% according to the latest report of the Ministry of Hygiene, and Medical Education.

A Short History of Education

Education in Iran has a very long tradition because the history of educational institutions goes back to the 70th century B.C. according to archaeological investigations. The use of Aramid alphabet started around the 50th century B.C.,
although the written history of Iran began about 800 years B.C. The Sassanid dynasty established royal schools and universities for aristocrats. At the time of Zoroaster, children were trained in the households for 7 years and then in the fire temples for another 8 years.

After Iran joined the Islamic world in 650 A.D. mosques also became the centers of education. Even low-class, simple people were able to study both in mosques and/or informal elementary schools called "Maktabs". Many of them could continue their studies in the colleges of large cities to become Ulama (divinity scientist).

The first modern high school, Dar-ol-Fonoon (technical college) was established in 1851 by Amir Kabir, the great Iranian politician and prime minister. Most of the teachers were foreigners, mainly French which reflects the preliminary steps on international cooperation. Dar-ol-Fonoon curricula and courses were further developed from 1855 when the Ministry of Science and Culture was founded. The graduates were sent to France to continue their studies. In addition, new modern schools were established all over the country.

The first university, the University of Tehran was founded in 1934; in 1930's Junior Teacher Training Colleges and Centers were established. In 1954 pre-school education began with 22 kindergartens all over the country. Although there were 160 high schools, 10 technical and vocational schools, 7 Junior Teacher Training Colleges in the country, many schools had to organize two or even three shifts for the students regarding the rapid increase of the number of students. These decades resulted in some positive effects such as the government was responsible for education, the budget allocation to education was confirmed, the age to enter the different courses was determined and new scientific results appeared in the textbooks. There were special training courses conducted by State's Management Training Center and Industrial Management Organization.

Significant changes took place in the structure of society and educational institutions since the victory of the Islamic Revolution, February 11, 1979. According to the New Constitutional Law, education became free of charge at all levels and the Iranian youth were allowed to study both in the country or even in foreign
universities, getting grants from the government. The curricula of the courses are improving, new books are being provided to the students, a lot of teachers were trained and most small villages built their own schools.

In 1994, the government provides its services to 18 million students. Non-profit schools are also working at all levels of education. Ministry of Education is responsible for educating 5 to 18-year-old children, teacher training centers for primary, guidance and secondary schools plus Technical Colleges with 2 or 2.5-year duration of study. Medical Schools are working under the management of the Ministry of Health, Treatment, and Medical Education and higher education is covered by the Ministry of Culture and Higher Education. Specialized trainings and academic courses are also conducted by various ministries.

**Manpower and Educational System in I.R.I.**

More than half the population is the active group in the age range of 15-64, while about 44 percent (27 million) is under 15 years of age. Thus, considering age distribution, the population of Iran is one of the youngest among the countries of the world, and consequently it is a society full of life and youthful energy. From the viewpoint of occupation, about 24.5 are engaged in agriculture, 15.4 in industry and 60 in other services the total number of those employed is estimated to be 13.1 million.

One of the most important roles of education is to satisfy social demand, both individual and collective, by preparing young people for an occupation, by teaching them to live in society, by effectively transmitting to them the knowledge and values deemed useful by adults, and finally by preforming all these different tasks within the limits of the human, material and financial resources allocated to it by the society.

The advantage resulted from this role of education is the provision of human resources suited for the occupations existing in the society, and ultimately for the development plans of government.
The educational system in I.R.I. assumes the responsibility of preparing human resources for the society in line with the aspirations of the holy Quran. It strives to provide knowledge and skill, to improve capabilities and abilities in various fields and at different levels from pre-school education up to post university education.
CHAPTER TWO

THE STRUCTURE OF FORMAL EDUCATIONAL SYSTEM IN I.R.I.

A. Education (Pre-College)

The pre-college educational system of Islamic Republic of Iran consists of a one-year pre-school (kindergarten), 5-year primary school, 3-year guidance school, and 4-year secondary school, which is divided into the two different branches of general and technical-vocational secondary schools. Its structure is demonstrated on the diagram one. It should be mentioned that the Ministry of Education is responsible for pre-college education.

Pre-School Education

The pre-school 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 the children, they will be taught the Persian language. The main objectives of pre-school education are as follows:

1. Familiarizing children with Islamic principles, both in their individual and social lives.
2. Developing the spirit of cooperation and participation in social activities.
3. Developing the spirit of respecting the law and believing in responsibility.
4. Teaching the elements of personal and social hygiene and protecting the living environment.
5. Developing the physical and spiritual faculties of children, as well as their physical balance and basic physical skills.
6. Paying special attention to the educational-psychological deficiencies of certain children.
7. Providing facilities for the sound growth of scientific, artistic, athletic, and other aptitudes of children, and developing those that are more distinguished.
DIAGRAM 1
STRUCTURE OF EDUCATION SYSTEM IN THE
ISLAMIC REPUBLIC OF IRAN

30  29  28
27  26  25  24

Advanced Post-Grad. Medical Diploma

28  23
27  22
26  21
25  20
24  19

Post-Graduate Medical Diploma (2-5 Years)

30  29  28
27  26  25  24

Academic Doctorate Degree (Ph.d)

18  17  16
15  14  13
12  11  10
9  8  7  6
8  7  6
5  4  3  2  1

Guidance Cycle (Lower Secondary Education)

13  12  11
10  9  8  7  6
5  4  3  2  1

Primary Education

Pre-Primary Stage

National University Entrance Examination

17  16  15
14  13
12  11
10  9

Humanities (social studies, Economics, Literature & Culture)

Experimental Sciences (Mathematics & Physics)

Agricultural Programs

Vocational Programs

Technical Programs

18  17  16
15  14  13
12  11  10
9  8  7  6
8  7  6
5  4  3  2  1

Guidance Cycle (Lower Secondary Education)

13  12  11
10  9  8  7  6
5  4  3  2  1

Primary Education

Pre-Primary Stage

(8)
8. Reinforcing children's interests towards studying, schooling, hard working, and productive activities.

9. Teaching persian language as far as it is necessary for communication and learning.

10. Teaching the basic skills of reading, writing, speaking, listening, and counting.

11. Familiarizing children with their natural environment and wonders of human beings and other creatures.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>number of pre-schools</th>
<th>number of students</th>
<th>number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools</td>
<td>public</td>
<td>non-profit</td>
</tr>
<tr>
<td>83-84</td>
<td>2735</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>84-85</td>
<td>1276</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>85-86</td>
<td>1732</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>86-87</td>
<td>1911</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>87-88</td>
<td>2162</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>88-89</td>
<td>2547</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>89-90</td>
<td>3210</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>90-91</td>
<td>3586</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>91-92</td>
<td>4114</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>92-93</td>
<td>3003</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>93-94</td>
<td>2483</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

(9)
Primary Education

Primary education is the first stage of formal education, which lasts for five-years and are meant for children between 6-10 years of age. The main objectives of primary education are as follows:

1. Reinforcing the religious beliefs of students according to the human nature and the bases of reasoning.
2. Learning the Qur'an and Islamic teachings, specially in relation to the moral and religious beliefs.
3. Reinforcing moral virtues through educational and fostering programs.
4. Strengthening the spirit of cooperation and socialization, respect for the rights of the others, and participation in productive social activities.
5. Teaching the basic skills of literacy so that students can use written materials independently.
6. Strengthening the persian language skills for reading, writing, and speaking.
7. Teaching arithmetic, so that students would be able to understand simple arithmetic relations and solve simple problems.
8. Teaching science to familiarize students with nature and their living environment, and to motivate their curiosity.
9. Developing students' interests for learning individually, conducting experiments and research, as well as performing manual labor.
10. Teaching political, social, cultural, and economic concepts to familiarize students with daily issues and problems.
11. Making students familiar with simple daily regulations in order to guide them into the habit of observing the law and accepting responsibility.
12. Teaching arts and developing students' artistic aptitudes, with an emphasis on traditional and native arts.
13. Teaching appropriate sports and developing the spiritual and physical faculties of students.
14. Identifying special interests and aptitudes of students and providing suitable conditions for their growth.
### TABLE II

#### NUMBER OF PRIMARY SCHOOLS, STUDENTS, & TEACHERS

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of primary schools</th>
<th>Number of students</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools</td>
<td>public %</td>
<td>non-profit %</td>
</tr>
<tr>
<td>83-84</td>
<td>47567</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>84-85</td>
<td>48982</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>85-86</td>
<td>50432</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>86-87</td>
<td>51128</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>87-88</td>
<td>52780</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>88-89</td>
<td>54437</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>89-90</td>
<td>56537</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>90-91</td>
<td>59280</td>
<td>99.8</td>
<td>0.2</td>
</tr>
<tr>
<td>91-92</td>
<td>60672</td>
<td>99.6</td>
<td>0.4</td>
</tr>
<tr>
<td>92-93</td>
<td>61323</td>
<td>99.3</td>
<td>0.7</td>
</tr>
<tr>
<td>93-94</td>
<td>61683</td>
<td>98.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

---

**The Guidance Education**

The guidance education takes three years for children in the age group of 11 to 13. In this level, the students become familiar with sciences, their area of interest, and will be able to choose their field of specialty in the secondary school. The main aims of the guidance schools are as follows:

1. Extending and strengthening the students' religious beliefs and making them familiar with Islamic ethics and traditions.
2. Teaching political, social, and cultural concepts and providing appropriate conditions for the students' political, social, and cultural growth.
3. Reinforcing the spirit of cooperation and responsibility.
4. Introducing different branches of secondary and higher education as well as future careers, with emphasis on the development needs of the country and the interests of the students.
5. Familiarizing students with productive labor work.
6. Teaching military courses, so that students could be physically and spiritually prepared for defence actions.
7. Reinforcing the Persian language and teaching the proper methods of study.
8. Familiarizing students with home economic and child care.
9. Teaching mathematics and science to promote the students' abilities for logical analysis.
10. Teaching the Qur'an and the Arabic language as the language of the Qur'an.
11. Teaching a foreign language.
12. Teaching arts and developing artistic aptitudes with emphasis on traditional and native arts.
13. Teaching sports and guiding students into the habit formation of sport and observing individual and social hygiene.
14. Reinforcing the spirit of individual learning and research in students.

### TABLE III
NUMBER OF GUIDANCE SCHOOLS, STUDENTS, & TEACHERS

<table>
<thead>
<tr>
<th>Academic year</th>
<th>number of Guidance schools</th>
<th>number of students</th>
<th>number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>public %</td>
<td>non-profit %</td>
<td>students</td>
</tr>
<tr>
<td>83-84</td>
<td>10065</td>
<td>100%</td>
<td>1817653</td>
</tr>
<tr>
<td>84-85</td>
<td>10847</td>
<td>100%</td>
<td>2021520</td>
</tr>
<tr>
<td>85-86</td>
<td>11526</td>
<td>100%</td>
<td>2210242</td>
</tr>
<tr>
<td>86-87</td>
<td>11803</td>
<td>100%</td>
<td>2299510</td>
</tr>
<tr>
<td>87-88</td>
<td>12551</td>
<td>100%</td>
<td>2456916</td>
</tr>
<tr>
<td>88-89</td>
<td>13405</td>
<td>100%</td>
<td>2724604</td>
</tr>
<tr>
<td>89-90</td>
<td>14451</td>
<td>100%</td>
<td>2995795</td>
</tr>
<tr>
<td>90-91</td>
<td>15580</td>
<td>99.7%</td>
<td>3232682</td>
</tr>
<tr>
<td>91-92</td>
<td>17044</td>
<td>99.1%</td>
<td>3541578</td>
</tr>
<tr>
<td>92-93</td>
<td>18673</td>
<td>98%</td>
<td>3999512</td>
</tr>
<tr>
<td>93-94</td>
<td>20903</td>
<td>96.03%</td>
<td>4439971</td>
</tr>
</tbody>
</table>

(12)
Secondary Education

The secondary education comprises of a four-year formal schooling for children of the age group of 14 to 18.

After successfully completion of guidance school requirements which includes passing a regional examination, student can be admitted to the secondary level of education.

Secondary education is divided into the two section of general and technical-vocational education and each section consists of different branches.

Student's recommendation of selecting different branches of secondary education is based on different criteria. The set criteria are G.P.A of some special courses which are different according to the selected branches, students interests, their capabilities, and the needs and priorities of the development plan of the country.

The main aims of the secondary education are as follows:
1. Developing moral, intellectual, spiritual, and physical abilities of students.
2. Helping students to detect their talents and abilities, so that they can be assisted in choosing their future field of education and profession.
3. Developing and strengthening of one or more skills in each student, according to individual aptitude and ability, so as to lead each student towards profession.
4. Preparing students for higher education in universities in order to develop the scientific and technical skills needed by society.

A. General secondary education

The academic program of general education is divided into three branches of mathematics-physics, experimental sciences, and literature and humanities.

Table IV illustrated number of general schools, admitted students and teachers of this level.
### TABLE IV
NUMBER OF GENERAL SECONDARY SCHOOLS, STUDENTS, AND TEACHERS

<table>
<thead>
<tr>
<th>Academic year</th>
<th>number of general secondary schools</th>
<th>number of students</th>
<th>number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools</td>
<td>public</td>
<td>non-profit</td>
</tr>
<tr>
<td>83-84</td>
<td>2903</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>84-85</td>
<td>2971</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>85-86</td>
<td>3030</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>86-87</td>
<td>3091</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>87-88</td>
<td>3283</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>88-89</td>
<td>3626</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>89-90</td>
<td>3994</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>90-91</td>
<td>4515</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>91-92</td>
<td>5257</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>92-93</td>
<td>5941</td>
<td>96</td>
<td>4</td>
</tr>
<tr>
<td>93-94</td>
<td>6953</td>
<td>94</td>
<td>6</td>
</tr>
</tbody>
</table>

**B. Technical-Vocational Education (TVE)**

The TVE program is being offered through the three fields of Technical, Agricultural, and Vocational.

Students will obtain their technical diplomas after having successfully completed the courses of the Technical Fields in one of the following areas: construction, electricity, electronics, communication & electrotechnics, general mechanics (machinery), casting and metal melting, air-conditioning and refrigeration, heating system, metal work, machinery, design and welding, automechanics, weaving and dyeing, ceramics, industry (ventilation, electronics and
communications, electromechanics, engine mechanics, fishing and commercial shipping), printing, chemical industry, and wood work (model making, carpentry and internal decoration).

The agricultural field consists of the following sub-fields: general agriculture, food industry, rural management, and farm machinery. Since the agricultural schools are boarded, these students are offered facilities such as food and accommodation. The duration of academic course is eleven months, with nine month of theoretical and practical courses and two months of working in the fields. After four years of study the students will gain the following skills:

a. practical knowledge on crop production processes,
   such as planting, growing and reaping.

b. Planting vegetables and trees, grafting, and propa gating.

c. Applying the methods for plant protection.

d. Land cultivation, harvesting, maintenance of agricultural machinery.

In the field of business administration and vocational training, the students take both theoretical and practical courses. During the study, the student visit the vocational training centers and pertinent workshops. In addition to the above, the students should take a two month practical training in a public or private center after their graduation.
### TABLE V
NUMBER OF TECHNICAL & VOCATIONAL SCHOOLS, STUDENTS, AND TEACHERS

<table>
<thead>
<tr>
<th>Academic year</th>
<th>number of Technical &amp; Vocational schools</th>
<th>number of students</th>
<th>number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools</td>
<td>public %</td>
<td>non-profit %</td>
</tr>
<tr>
<td>83-84</td>
<td>694</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>84-85</td>
<td>755</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>85-86</td>
<td>758</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>86-87</td>
<td>764</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>87-88</td>
<td>766</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>88-89</td>
<td>772</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>89-90</td>
<td>799</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>90-91</td>
<td>849</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>91-92</td>
<td>960</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>92-93</td>
<td>994</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>93-94</td>
<td>1042</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

**Growth Rate**

A comparison between students population of different levels at education during the last 5 years shows almost an increase in growth rate of students except for that of the elementary level.

Table VI shows the percentage of the growth in the academic years 89-90 up to 93-94. It should be mentioned that there has been negative growth in elementary school students.
TABLE VI
GROWTH RATE OF STUDENTS PER-ANNUM

<table>
<thead>
<tr>
<th>Academic year</th>
<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
<th>92-93</th>
<th>93-94</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>6.71</td>
<td>6.27</td>
<td>4.46</td>
<td>1.53 *</td>
<td>-0.75 *</td>
<td>2.27</td>
</tr>
<tr>
<td>Guidance</td>
<td>9.95</td>
<td>7.91</td>
<td>9.52</td>
<td>12.93</td>
<td>11.01</td>
<td>8.19</td>
</tr>
<tr>
<td>Secondary General</td>
<td>7.15</td>
<td>8.82</td>
<td>11.39</td>
<td>12.02</td>
<td>13.14</td>
<td>8.97</td>
</tr>
<tr>
<td>Secondary TVE</td>
<td>1.05</td>
<td>8.47</td>
<td>13.26</td>
<td>12.05</td>
<td>16.6</td>
<td>8.97</td>
</tr>
</tbody>
</table>

* The decline in enrollment at elementary school level is a reflection of the success of family planning program & education of family level.

B. Higher Education

Higher Education in I.R.I. begins after completing the high school diploma (12 years). Students wishing to continue their higher education, should successfully pass the national entrance examination. Formal higher education in the Islamic Republic of Iran is governed by two ministries:
- Ministry of culture and Higher Education
- Ministry of Health, Treatment, and Medical Education

The country places great emphasis on higher education. In particular, the Second Five Year Plan (1994-1998) envisaged the improvement of higher education indicating that "... training sufficient staff at all academic levels..., establishing scientific and highly specialized centers at appropriate universities and improving academic standards at other institutions of higher education and research..., developing higher education especially graduate and specialized Ph.D. programs with due regard paid to qualitative improvement of education and its compatibility with the priorities of the Plan... maximizing and fully exploiting the country's scientific, educational, specialized and research potential (both applied and basic)... creating close ties between the universities and other centers of higher education, on one hand, and production and research departments of ministries involved in production as well as research organizations on the other... .
Educational field

The Higher Education System of Iran encompasses the following eight educational field:

1. The Humanities
2. The Basic Sciences
3. Agricultural Education
4. Veterinary Education
5. Technical and Engineering Educations
6. Medical Education
7. Art
8. Technological Education

The Ministry of Culture and Higher Education is responsible for managing and planning the non-medical education; and the responsibility of managing medical and para-medical programs (except for the Veterinary sciences) as well as the running of public hospitals and rural health centers is of the Ministry of Health, Treatment, and Medical Education. Veterinary education and its different sub-divisions is under the management of the Ministry of Culture and Higher Education.

Higher Education Institutions

Higher Education Institutions encompass the universities, institutes, colleges and higher education centers. Holding the secondary school-general or TVE diploma and passing the National Entrance Exam, are the essentials of entering these institutions.

The Universities encompass the following four categories:

1. Comprehensive Universities;
   in which all the educational fields are offered.
2. Specialised Universities:
   in which only one of the educational fields is offered.
3. The Comprehensive University of Technology:
   offering all technological educations

4. Medical Science Universities :
   offering the medical and paramedical education.

Each of the above universities consists of various faculties and departments.
In some cases, faculties act independently and special courses are offered in them.

Studying in the above mentioned universities is performed through the class attendance.

**Educational Levels & Credits**

The total levels of the higher educations of Iran encompass four levels, namely, Associate Degree (Post-Diploma), undergraduate (leading to B.A or B.S degrees), Graduate (leading to MS, MA, and Ph.D. degrees). The education is based on the credit system in all the higher education institutions.

The number of the essential credits to be passed to obtain the associate degree and the non-continual B.A or B.S degree is 72 to 78. It is 135 to 146 for the continual undergraduate Program.

The Graduate program is started after completing the undergraduate program and one should succeed in the entrance exam to be admitted. The student will obtain the M.A or M.S degree after passing 28 to 32 credits as well as preparing and defending his/her thesis before the thesis committee.

The Ph.D program is the highest educational level in Iran and is performed in two stages, course work and Research. Having succeeded in the entrance exam, those holding M.A or M.S degrees can be admitted to this program. They start the research after passing 12 to 30 credits as well as the comprehensive exam.

They will obtain the Ph.D degree by writing their thesis and defending it before the thesis committee.
It is worth mentioning that the regulations regarding the medical and special Ph.D. programs are different from the above and these programs are governed by the particular rules of the Medical Sciences.

**The AZAD Islamic University**

The AZAD Islamic University is a non-profit institution, founded in 1984, with the following main objectives:

- a. Improving the educational cultural level of the society.
- b. Developing human resources required by the country.
- c. Satisfying the increasing social demand for higher education.
- d. Providing pre and in-service training for teachers.

To achieve the above mentioned objectives, the university has so far established 114 branches throughout the country with a total number of about 386,000 students in different fields. With the exception of tuition fees regulations, which require students to pay upon registration, the university follows similar educational curricula as public institutions.

**Distance Education University**

A "Distance Education, Pyam-noor, University" was opened in 1987. Teaching is mainly through correspondence courses and by the use of audio-visual materials. Self-instruction materials are frequently used, but the students also have a possibility of attending classes. Again, teachers training and teachers upgrading have rightly been a main concern of the Distance Education University.

In order to perform its educational curriculum, this university allocates some of the broadcasting time of the Islamic Republic of Iran Broadcasting (IRIB) network to broadcast its educational programs while coordinating it with the IRIB programs.

At present, a total number of about 87,000 students are covered by this university.
Higher Education Statistics & Indicators

The total students studying in Higher Education sector are 1033000 throughout the country. Out of this 425000 students are studying in the public-sector, 126000 in the educational institutions related to the public departments (Equivalent Degree program, EDP), and 482000 students in the non-profit universities and higher education institutes (table VII). The total number of the teaching staff being responsible for the teaching of the above students is 39964.

The number of researchers in higher education institutions is 12500.

The status of the higher education indicators is presented in table VIII.

TABLE VII
NUMBER OF THE STUDENTS IN PUBLIC AND NON-PROFIT SECTORS OF HIGHER EDUCATION

<table>
<thead>
<tr>
<th>public and non-profit sectors</th>
<th>number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>public sector</td>
<td>425000</td>
</tr>
<tr>
<td>private sector</td>
<td>482000</td>
</tr>
<tr>
<td>Equivalent Degree Program-EDP (public)</td>
<td>126000</td>
</tr>
<tr>
<td>total</td>
<td>1033000</td>
</tr>
</tbody>
</table>

TABLE VIII
HIGHER EDUCATION INDICATORS

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enrollment Rate in the age group of 20-24</td>
<td>12%</td>
</tr>
<tr>
<td>2</td>
<td>Number of students per 100,000 inhabitants</td>
<td>1720 prs</td>
</tr>
<tr>
<td>3</td>
<td>Teacher-student ratio</td>
<td>23 prs</td>
</tr>
<tr>
<td>4</td>
<td>Number of researcher per 1000,000 inhabitants</td>
<td>285 prs</td>
</tr>
<tr>
<td>5</td>
<td>The ratio between public expenditure and</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td>total government budget on higher Education</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Research quota from the GNP</td>
<td>0.4%</td>
</tr>
<tr>
<td>7</td>
<td>The ratio between total expenditure and</td>
<td>22.1%</td>
</tr>
<tr>
<td></td>
<td>total government budget on education</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER THREE

NON-FORMAL EDUCATION

Literacy Movement

There have been several unsuccessful attempts in fighting against illiteracy because of lack of decisive measures against the problem. Finally in 1979 after the success of the Islamic Revolution, a new movement started against illiteracy and ignorance and the Literacy Movement began its first attempts.

This movement, according to its legal constitution passed in 1984 was one of the institutes related to the Ministry of Education and educates adults in three stages namely: elementary, complementary, and final.

In 1993, the Literacy Movement covered a total number of 1,776,981 people including 1,340,119 girls and 436,862 boys. Geographical distribution of these people is as follows: 687,519 people in urban and 1,089,462 persons in rural areas. 79,203 teachers and 4,225 instructional counselors have been involved in this process. Table IX shows the situation.

<table>
<thead>
<tr>
<th>program</th>
<th>female</th>
<th>male</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary</td>
<td>514,054</td>
<td>176,012</td>
<td>690,066</td>
</tr>
<tr>
<td>complementary</td>
<td>370,615</td>
<td>102,877</td>
<td>473,492</td>
</tr>
<tr>
<td>final</td>
<td>266,005</td>
<td>44,600</td>
<td>310,605</td>
</tr>
<tr>
<td>grade 5</td>
<td>116,505</td>
<td>17,233</td>
<td>133,738</td>
</tr>
<tr>
<td>eligible</td>
<td>72,940</td>
<td>96,140</td>
<td>169,080</td>
</tr>
<tr>
<td>total</td>
<td>1,340,119</td>
<td>436,862</td>
<td>1,776,981</td>
</tr>
</tbody>
</table>

TABLE IX

COVERED NUMBER OF STUDENTS CATEGORIZED BY OFFERED PROGRAMS AND SEX IN 1993
**Adult Education**

Adult Education includes those who haven't been able to finish their studies during proper periods. Such Education is represented in 5th year of elementary level evening classes, general education level, and secondary level; both in theoretical and technical-vocational courses. This kind of education is implemented in semesters and the least age of the learner is 18. The subjects are the same as the formal education ones except for physical science.

In the academic year (1993-1994), there were 12,694 learners in the 5th grade (8295 girls, 4399 boys) studying in 854 classes established in 818 schools.

In the 1993-94 academic year, 126693 learners attended general education in 854 evening classes organized in 818 institutions; 41694 of them were girls and 85047 boys.

In secondary course in 1993-94 academic year, there were 209,553 students (72,891 girls - 136,662 boys). They continued their courses in 5088 classes in 583 high schools. Technical Education had some 1547 students in the same year studying in 90 classes in 27 technical schools, while 1961 students attended 68 classes in 16 vocational schools in the same year; 960 of them were girls and 1011 were boys.

Meanwhile, literacy rate among the children above 10 years of age was 75.4% in 1993 and the total number of illiterate above 10 years of age was 10.3 million that same year.

In Iran, Literacy Movement and adult education are considered as subdivisions of formal education. In addition to the above mentioned educational program, TVE program is a major concern in non-formal education.

**Technical-Vocational Programs**

In addition to formal technical and vocational programs run by the Ministry of Education and the Ministry of Culture and Higher Education, non-formal vocational courses are conducted by Technical and Vocational Training Organization
(T.V.T.O.) of the Ministry of Labour and Social Affairs, and also by some other ministries.

Policy-making

TVE policy is made by High Council for Coordination (HCC TVE) of TVE since 1980. The main members of HCC TVE are:
Minister of Education, Minister of Culture and Higher Education, Minister of Labour, and Social Affairs, Minister of Agriculture, Minister of Health, Treatment, and Medical Education, Head of Plan and Budget Organization. Besides these members, there are other members from the related organizations which amounts to some 8 members. So, the two groups; ministers and other members add up to 14. A senior expert from each ministry has also the membership of HCC TVE. The decisions of the council are implemented in TVE departments.

The main functions of HCC TVE are:
- conducting research in TVE
- coordination of TVE planning
- decision-making
- approval of financial affairs
- evaluation and monitoring of TVE
- enactment of rules and regulations necessary for TVE

Staff for TVE in departments have the responsibility to monitor the trend of TVE in the same department.

In each province of I.R.I., there is a commission for coordination of TVE; headed by the Manager General to coordinate TVE in the province under the guidelines of HCC TVE.

The secretariat of HCC TVE is responsible for administration. At present, the Minister of Labour and Social Affairs is the Secretary General.
**Kinds of non-formal TVE**

There are many kinds of non-formal TVE in Iran. One of the most important is the kind that prepares learners for job-markets. This kind of TVE is awarded when the learner is recruited in a workshop, to get the necessary skill in his job; preliminary on-the-job training. In-Service Training and training courses held to upgrade or update the Knowledge and skill of the trainees constitute other kinds of the non-formal TVE. The courses held to promote the trainee in his or her job or transfer him or her to another job is also a kind of non-formal TVE. This kind of TVE is not limited and can span from basic education for labourer to specialized courses for experts.

**Functional Classification of TVE**

HCC TVE has classified TVE into 4 categories as follows:

- Industrial context
- Agricultural context
- Administrative and business context
- Hygiene context

Each context is divided into some branches and each branch into some courses.

**Non-formal TVE in public sector**

Departments responsible for non-formal TVE are:

- **Industrial context:**
  - TVE Organization whose responsibilities are:
    To train skilled labourers, to establish industry-vicinity training courses, and to offer in-service training and supervision courses.
    - Ministry of Heavy Industries, Ministry of Mines and Metals, Ministry of
Industries, Ministry of Petroleum, Ministry of Power, Ministry of Roads and Transportation, and their subsections are responsible to train manpower needed for manufacturing companies and their subsections.

b. **Agricultural Context**

- Agricultural Education Organization and Ministry of Jihad-e- Sazendegi are in charge of offering training courses for needed technical and agricultural manpower in rural areas.
- Forestry and Pasture Organization is responsible to train technical manpower according to their requirements.

c. **Administrative and Business Context**

- All ministries and organizations are responsible for offering Preliminary on-the-job training and in-service training of the personnel
- Iranian Handicrafts Organization, Ministry of Jihad-e- Sazendegi and Red Crescent Association offer training courses for teaching Iranian handicrafts
- Welfare Organization offers Courses to train common and disabled persons
- Public Management Training Center and Organization of Industrial Management establish courses to teach administration, management and administrative specialties
- Labour and Social Provision Institute is responsible to offer Courses on Labour affairs and social provision

d. **Hygiene Context**

- Ministry of Health, Treatment, and Medical Education offers courses for training technical personnel.
- Red Crescent Association of I.R.I. which is responsible for First Aid and Medical Aid Training program.
Branches of TVE

Industrial Context
- Installation and Air Conditioning and Refrigeration Systems
- Maintenance of Mechanical Machinery
- Building materials production
- Leather Industries
- Wood and paper Industries
- Metal Melting Industries
- Chemical Industries
- Weaving and Dyeing Industries
- Metal work and preparation and fitting of Metal Parts
- Operating Stable Machinery
- Electricity and Electronics
- Clothes Production
- Printing & Publication
- Land Transportation

Agricultural Context
- Farming and Plant Modification
- Water and Forestry Maintenance
- Convert and Maintenance of Agricultural Products
- Soil and Soil fertility
- Fishery
- Food Industry and Nutrition
- Farming and Agricultural Machinery
- Poultry
- Medicine
- Plant
Administrative and Business Context

- Operating communication devices
- Social and State affairs
- Cooperative commercial affairs
- Audio-Video Programs Production
- Law and Labour Relation
- Data Processing
- Administration, execution and Finance Techniques
- Staff and Management Techniques
- Supervision and Management
- Fostering and Cultural Affairs
- Standards Control and Implementation
- Packing Industries
- Handicrafts
- Profession for disabled persons (mentally and physically)

Hygiene

- Nursery and midwife
- Technical and medical services
- Hygiene
- Rehabilitation
Non-formal TVE in Private Sector

The main part of this kind of education takes place in apprentice form in Private educational institutes hold courses in this context and are supervised by TVE Organization. These institutes concentrate mainly on business and administrative contexts. Some syndicate associations have courses on non-formal TVE to train manpower needed for professions.

Level of instruction and skill

Non-formal TVE courses have different levels in Iran. These levels are classified into the following categories.

a. Industry and Agriculture Education
   - second class skilled worker
   - first class skilled worker
   - Craftsman and trainer
   - technician
   - post secondary school degree
   - bachelor degree and higher

b. Administrative and Business Education
   Skills transferred by this kind of education are on administration and finance, service-giving, culture and social affairs with different and unspecified levels. But some kind of this context; such as the courses held on service-giving has specified levels like "A.A" and bachelor degree.

c. Hygiene Education
   - Associate and Health care training program.
   It has to be mentioned that except the courses which need A.A. degree to continue, other courses of preliminary on-the-job training and in-service training courses even in higher levels are included in non-formal TVE.
CHAPTER FOUR

TEACHER TRAINING

Structure of the Teacher Training System

Before the Islamic Revolution, different organizations were involved in teacher training. After the Revolution, teacher training affairs has been centralized in one unit called the Teacher Training Bureau, which is one of the subordinates of the Deputy Minister for Provision and Training of Human Resources, Ministry of Education.

Teacher training programs are divided into two main levels of high school and post secondary.

Rural Teacher Training Centers

In Order to supply the required primary teachers for the rural areas, the Ministry of Education has established rural teacher training centers in most of the rural and deprived regions of the country. The students of these centers are selected among the native graduates of guidance schools, and are trained for their own area. These centers provide boarding services and offer two kinds of programs: four-year courses and two-year courses.

Four-year courses select their students among graduates of guidance schools, who have passed the entrance examination of the center. Upon the completion of their study, the students receive a secondary school diploma and are sent to teach in remote and deprived rural areas.

Two-year courses select those students who have completed their two-year studies in secondary schools. They have to take the entrance examination, and if they succeed, they can continue their studies in the center for the two remaining years.
**Teacher Training Centers**

Teacher training centers are post secondary institutes that select their students among high school graduates. Those graduates who wish to continue their studies in these centers should take part in a national entrance examination.

There are two types of teacher training centers; general, and technical & vocational.

1. The purpose of establishing general teacher training centers is to provide skilled teaching staff for primary and guidance school education. Students in general teacher training centers are boarded during their two-year studies. After having completed their courses, students are awarded an Associate Assistance Degree, and begin their careers in primary or guidance schools. At present, there are twelve different fields of study in these centers, including Mathematics, Experimental Sciences, Physical Science, English Language, Technical & Vocational Education, Social Sciences, Primary Education, Persian Literature, Extra-Curricular Activities, Islamic Ethics and Arabic Language, Art, and Exceptional Education.

2. Technical & vocational teacher training centers are active in training technicians for the secondary technical and vocational schools. These centers select their students among the graduates of secondary technical and vocational schools.

They act under the jurisdiction of the Deputy Minister for Technical and Vocational Education, Ministry of Education offer eleven fields of study which include: Power; Construction; Machine Tools; Auto Industry; Heating, Ventilation and Air Conditioning; Ceramics; Foundry; Wood Industry; Chemical Industry; Hygiene; and Design Technology of Sewing.

Table X illustrates the number of schools, students and educators of rural, general, and technical and vocational teacher training programs, during the decade of 1983-84 to 1992-93. The number of teacher training centers has been 134 in
1983-84, increasing to 555 in 1992-93. These figures include the rural, general, and technical and vocational teacher training centers. But looking at the number of instructors, it should be mentioned that unlike the previous years, the number of instructors in 1992-93 does not include technical and vocational teacher training instructors.

**TABLE X**

NUMBER OF TEACHER TRAINING CENTERS, STUDENTS, AND INSTRUCTORS (1983-84 TO 1992-93)

<table>
<thead>
<tr>
<th>Academic year</th>
<th>number of teacher training centers</th>
<th>number of students</th>
<th>number of Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>schools public % private %</td>
<td>students girl % boy %</td>
<td>instructors female % male %</td>
</tr>
<tr>
<td>83-84</td>
<td>134 100 0</td>
<td>35672 20 80</td>
<td>842 6 94</td>
</tr>
<tr>
<td>84-85</td>
<td>216 100 0</td>
<td>37246 21 79</td>
<td>1188 6 94</td>
</tr>
<tr>
<td>85-86</td>
<td>248 100 0</td>
<td>45924 22 78</td>
<td>2168 6 94</td>
</tr>
<tr>
<td>86-87</td>
<td>281 100 0</td>
<td>51361 24 76</td>
<td>2442 7 93</td>
</tr>
<tr>
<td>87-88</td>
<td>303 100 0</td>
<td>55551 28 72</td>
<td>2432 10 90</td>
</tr>
<tr>
<td>88-89</td>
<td>358 100 0</td>
<td>64948 35 65</td>
<td>2737 10 90</td>
</tr>
<tr>
<td>89-90</td>
<td>386 100 0</td>
<td>75749 40 60</td>
<td>3133 12 88</td>
</tr>
<tr>
<td>90-91</td>
<td>427 100 0</td>
<td>84342 41 59</td>
<td>3512 15 85</td>
</tr>
<tr>
<td>91-92</td>
<td>526 100 0</td>
<td>104039 42 58</td>
<td>4606 16 84</td>
</tr>
<tr>
<td>92-93</td>
<td>555 100 0</td>
<td>106745 44 56</td>
<td>3866 23 77</td>
</tr>
</tbody>
</table>
University Teacher Training Programs

Along with the development of higher education in various fields, and due to the need of the country for qualified high school teachers, 5 teacher training universities as well as 216 colleges and 2061 teacher training centers have been established in order to train high school, primary, and guidance school teachers. Following is the list of teacher training universities in the country:

1. Teacher Training University of Arak
2. Teacher Training University of Tabriz
3. Teacher Training University of Tehran
4. Teacher Training University of Sabzevar
5. Teacher Training University of Kashan

At present, the total number of students in the above universities is 12429.

In addition to the teacher training universities, other universities and higher institutes also allocate some of their resources to provide teacher training programs. They offer teacher training programs in the same branches mentioned above. Students who study in these branches have to take teacher training courses, along with specialized ones.

Instructor Training University

The Instructor Training university (Tarbiat Modaress) has been established to fulfill the following objectives:
- Training faculty members, researchers, and professionals in scientific fields.
- Upgrading and improvement of scientific, educational, and research quality
- Helping to extend higher education
- Investigating on fundamental changes in higher education according to the technological changes

Since the time of establishment, more than 1278 new researchers and educational personnel have been trained. With the training of such personnel, almost 10% of the present faculty members are trained. Also, more than 1340
research projects are conducted through which the university has offered valuable services to the higher education for the fulfillment of scientific needs of the country.

At present, 2786 students are studying in this university.

**In-Service Training**

In order to update teachers' knowledge and skills and to train administrative personnel in the Ministry of Education, the General Directorate of In-Service Training develops short-term and long-term courses for all the ministry's personnel, including the teaching staff.

The educational content of the short-term in-service training programs are divided into three categories: general, special, and skill learning.

- General programs consist of courses such as Islamic knowledge, political knowledge, and fostering affairs.
- Special programs consist of courses in scientific areas, offered in order to increase and update the specialized knowledge of teachers.
- Skill learning programs consist of courses in teaching methods, latest changes in textbooks, and appropriate instructional aids.

In addition to the above mentioned courses, there are educational seminars and scientific conferences, which are held to increase the general and scientific knowledge of teachers and other personnel of the Ministry.

Extended courses are programs that lead to higher degrees. These courses are offered at three levels of Associate, Bachelor, and Master degrees.

In-service, long-term degree programs are offered by higher in-service training centers, teacher training centers, and the universities. Higher in-service training centers offer summer training courses and ordinary courses at both associate and bachelor levels.

Teacher training centers also provide in-service evening and summer training courses leading to Associate and Bachelor degrees.

Universities are the final higher institutes offering opportunities for in-service
training of teachers and other educational personnel. According to an agreement between the Ministry of Education and the Ministry of Culture and Higher Education, 80 percent of the admission capacity of educational science courses at all universities in each academic year is allocated to teachers. Furthermore in Payame Noor University (an open university) 50 percent of the admission capacity is allocated to teachers and other employees throughout the country.

Table XI illustrates the student-teacher ratio during the decade of 1983-84 to 1992-93.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>kindergartens</th>
<th>primary schools</th>
<th>guidance schools</th>
<th>general secondary schools</th>
<th>technical &amp; vocational schools</th>
<th>teacher training centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>83-84</td>
<td>25.76</td>
<td>29.74</td>
<td>22.49</td>
<td>23.68</td>
<td>12.48</td>
<td>42.36</td>
</tr>
<tr>
<td>84-85</td>
<td>17.62</td>
<td>29.14</td>
<td>23.39</td>
<td>22.75</td>
<td>13.22</td>
<td>31.35</td>
</tr>
<tr>
<td>85-86</td>
<td>20.49</td>
<td>27.11</td>
<td>22.36</td>
<td>20.98</td>
<td>12.46</td>
<td>21.18</td>
</tr>
<tr>
<td>86-87</td>
<td>21.23</td>
<td>30.00</td>
<td>22.81</td>
<td>22.07</td>
<td>12.67</td>
<td>21.03</td>
</tr>
<tr>
<td>87-88</td>
<td>24.79</td>
<td>30.39</td>
<td>24.37</td>
<td>22.81</td>
<td>12.34</td>
<td>22.84</td>
</tr>
<tr>
<td>88-89</td>
<td>27.88</td>
<td>30.97</td>
<td>25.71</td>
<td>24.65</td>
<td>12.62</td>
<td>23.72</td>
</tr>
<tr>
<td>89-90</td>
<td>30.01</td>
<td>30.66</td>
<td>26.33</td>
<td>24.31</td>
<td>12.44</td>
<td>24.17</td>
</tr>
<tr>
<td>90-91</td>
<td>28.62</td>
<td>31.36</td>
<td>26.98</td>
<td>25.01</td>
<td>13.57</td>
<td>24.01</td>
</tr>
<tr>
<td>91-92</td>
<td>28.56</td>
<td>31.34</td>
<td>27.29</td>
<td>25.39</td>
<td>14.27</td>
<td>22.58</td>
</tr>
<tr>
<td>92-93</td>
<td>24.52</td>
<td>31.86</td>
<td>29.43</td>
<td>26.30</td>
<td>14.37</td>
<td>27.61</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

QUALITY IMPROVEMENT & INNOVATION 
OF EDUCATION

A. Innovation in the Ministry of Education

1. The Reformed Secondary Education

The reformed system accepts graduates of the Guidance school as inputs according to their aptitudes and potentials. They enter the First Year on probation after they have been evaluated. They can continue the same program provided that they can complete the first year successfully. The branches offered in secondary schools are:

Theoretical Branch

The aim of this branch is to promote general knowledge and culture in students, identifying their aptitudes and attitudes, providing essential ground to guide them into one of the many areas of the secondary level and preparing them to enter universities. Students have about seventy credits in common while the remaining twenty-six credits are divided specifically among the Math-Physics courses, Literature and Human Science courses, and the Natural Sciences courses, in the first three years of secondary course before earning their diplomas. Graduates can take part in a one-year pre-university course if they are qualified. The other graduates and also those who drop-out can enter Kar-Danesh (knowledge-skill) branch to acquire skills.
**Vocational and Technical Branch**

The aim of this branch, in addition to promoting general knowledge and culture, is to identify the aptitudes and attitudes of students, to guide them to useful jobs and to prepare them to continue their studies in applied scientific courses. About sixty credits out of the ninety-six credits are common for the different areas of the program and the other thirty-six credits vary among the Industry Course, the Agriculture Course and the Service Course. Qualified graduates of TVE branch can also enter the universities for technician degrees or pre-university courses. Others can work for first or second degree skill certificates to obtain jobs according to their field of study.

**Kar-Danesh Branch**

The aim of this branch is to train semi-skilled, skilled, foreman and supervisory human resources. Students can get their second degree skill certificates after they have passed thirty-two credits of skills modules (or get their first degree skill certificates after passing forty-eight credits of skills modules). They can also get their diplomas in the same field provided they pass forty-eight credits of general subjects.

**Pre-University Course**

The aim of this course is to prepare students to enter the universities if they can pass thirty-two credits according to their field of study.

Diagram two demonstrates the structural chart of the Reformed Secondary Education.

Table XII presents the estimated number of students in the reformed secondary education. Table XIII shows the student enrollment during the last two years of the First Development plan and also table XIV indicates the estimated student enrollment from the academic year of 94-95 to the year of 99-2000.
Diagram 2

Structural Chart of the Reformed Educational System
### TABLE XII
**PREDICTED NUMBER OF STUDENTS IN REFORMED SECONDARY EDUCATION**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tech-Voc</th>
<th>Kar-Danesh</th>
<th>General</th>
<th>Pre-University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-94</td>
<td>336730</td>
<td>30713</td>
<td>2240230</td>
<td></td>
<td>2607673</td>
</tr>
<tr>
<td>94-95</td>
<td>386509</td>
<td>76830</td>
<td>2601935</td>
<td></td>
<td>3065274</td>
</tr>
<tr>
<td>95-96</td>
<td>424155</td>
<td>173976</td>
<td>2903293</td>
<td></td>
<td>3548760</td>
</tr>
<tr>
<td>96-97</td>
<td>450928</td>
<td>265029</td>
<td>3153469</td>
<td>111319</td>
<td>3980745</td>
</tr>
<tr>
<td>97-98</td>
<td>470708</td>
<td>341941</td>
<td>3287051</td>
<td>204917</td>
<td>4304617</td>
</tr>
<tr>
<td>98-99</td>
<td>466144</td>
<td>382844</td>
<td>3204546</td>
<td>291296</td>
<td>4344830</td>
</tr>
</tbody>
</table>

### TABLE XIII
**STUDENT ENROLLMENT**

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic year</th>
<th>91-92</th>
<th>93-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td>9,787,593</td>
<td>9,862,817</td>
</tr>
<tr>
<td>Guidance</td>
<td></td>
<td>3,541,578</td>
<td>4,439,971</td>
</tr>
<tr>
<td>Secondary General</td>
<td></td>
<td>1,770,410</td>
<td>2,243,961</td>
</tr>
<tr>
<td>Secondary TVE</td>
<td></td>
<td>260,576</td>
<td>325,839</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15,360,157</td>
<td>16,872,488</td>
</tr>
</tbody>
</table>

### TABLE XIV
**ESTIMATED STUDENT ENROLLMENT FROM 94 TO 2000**

<table>
<thead>
<tr>
<th>Level</th>
<th>Academic year</th>
<th>94-95</th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td>10,178,000</td>
<td>10,089,000</td>
<td>9,867,600</td>
<td>9,638,000</td>
<td>9,213,300</td>
<td>8,752,700</td>
</tr>
<tr>
<td>Guidance</td>
<td></td>
<td>4,646,500</td>
<td>4,882,800</td>
<td>5,081,500</td>
<td>5,176,900</td>
<td>5,259,400</td>
<td>5,343,600</td>
</tr>
<tr>
<td>Secondary General</td>
<td></td>
<td>2,543,000</td>
<td>2,815,000</td>
<td>3,104,000</td>
<td>3,279,000</td>
<td>3,218,000</td>
<td>3,157,500</td>
</tr>
<tr>
<td>Secondary TVE</td>
<td></td>
<td>379,000</td>
<td>575,000</td>
<td>695,000</td>
<td>783,000</td>
<td>801,500</td>
<td>820,400</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>17,746,500</td>
<td>18,361,800</td>
<td>18,748,100</td>
<td>18,876,900</td>
<td>18,492,200</td>
<td>18,074,200</td>
</tr>
</tbody>
</table>
Actions to be taken for the Reformed Secondary Education

The most important activities to make the scheme successful are:

1. The main aim of the reformed secondary course is to provide flexibility in order to utilize the facilities and opportunities of different socio-economic sections. The scheme is based on the participation and collaboration of all institutions, agencies, industries and businesses to provide the necessary skilled human resources. It also requires the promotion of TVE in overall secondary education. The scheme needs the collaboration of some ministries such as the Ministries of Industries, Labor and Social Affairs, Agriculture, Jihad-e- Sazendegi (Development), Health, Treatment, and Medical Education, Culture and Higher Education along with industries and businesses.

2. According to this scheme, students are allowed to choose their future studies or jobs with the help of their parents and school counselor. The experiences that students gained in business or in industry are regarded as formal education.

3. The Kar-Danesh branch requires a lot of facilities. It is required that all resources are made available to fulfill the course needs, particularly for the Second Development Plan of the country.

4. Due to the importance of the matter, it is necessary to consider planning, budgeting and organizing research materials to result in better and useful utilization of resources.

5. It is necessary to coordinate the education efforts with the job market and recruitment according to need assessment.

6. Teachers are essential in order to develop secondary course, therefore, the Ministry of Education is required to extend higher education centers throughout the country and to allocate teacher training programs to some colleges.

7. Technician program has been reduced by one year and supported by both the public and private sectors to develop its relative quantitative and qualitative impression. Both sectors should, of course, make use of the technician graduates in their projects.
8. In order to succeed in the vocational and skills course, the Ministry of Labour and Social Affairs should take part and allow its Technical and Vocational Centers, along with industries, to train students as skilled workers.

9. Experiences in Industrial developed countries show that the human resource training system is a national affair and requires the cooperation of both industries and educational institutions. These countries have based their theoretical and TVE systems on collaboration between both sectors and thus, they have succeeded. We, too, have to follow the same lines in training qualified human resource.

10. Since implementation of the Reformed Education requires additional laboratories and workshops, provision of such equipments and facilities is a very important and crucial issue in the Ministry of Education.

2. Manpower

In recent years, all kinds of in-service education has received special attention in order to upgrade the quality of manpower in teaching profession. In-service education has been divided into two groups:

I. Extended Courses

Extended in-service education courses lead to a diploma in university level. These diplomas are considered as evidence of higher standards for promotion merely in the Ministry of Education.

The reason for the existence of these courses has been the great need of the Ministry of Education to promote the manpower working here and the lack of coordination and the disproportionate potential of related higher educational institutions in solving this problem. At present, about 10% of the entire employees are studying in these long-term courses.

II. Short Courses

These courses are divided into the following types according to the educational objectives:

* Refresher courses are administered at the beginning of employment and are meant for acquaintance and obtaining skills required for the job. In most cases
the real employment depends on the trainee's success in these courses. In some cases, this success is a requirement for the employee's career development.

* **Re-Training Courses** are often offered to the employees to repeat and strengthen the educational skills learned before. In any case, because of the variety and advancement of techniques and skills, there is a considerable amount of effort in this field.

* **Upgrading Courses** are offered to increase the levels of knowledge, the acquisition of which enables the learner to promote his performance, moderate his view, and as a result causes growth, development and increase in the output of the organization.

* **Scientific Conferences and Educational Seminars** are usually held with the presence of experts and specialists in particular job-fields and scientific areas to transfer and communicate information and update special skills requiring such an education.

It should be mentioned that at the end of these long and short-term courses, certificates are granted to those who pass the course successfully. About 235,606 people passed the short-term apprenticeship courses during the academic year 93-94.

### 3. Nourishment and Hygiene

In order to improve health and hygiene among students, there have been various activities in the field of Hygiene and Nourishment, including the following:

Through the years 91 to 94 project called "Health Messengers of Schools" was applied to attract the students' attention to their own health and their cooperation in its improvement.

Employing Health Educators can also be mentioned. The control and eradication of Poliomyelitis in under 5 year old children, flouride therapy, and cooperation in conducting health researches including Rheumatic Fever among 7,000,000 students are some other hygienic activities performed.

In the field of nourishment, about 98% of the students in underprivileged areas have been covered by free-nourishment (snack) project.
4. Family-training

During the academic year 93-94, the following activities have been performed to promote the knowledge of parents, help them to know their children better physically and mentally, and creating close relationship between the family and the educational institutions.

1. offering about 1500 family-training programs.
2. Performing the pilot project: Correspondence education of parents
3. Foundation of 30 centers for family guidance and counseling in the central cities of the provinces.
4. Taking advantage of mass media to train families and motivate them to send their children to school. In this way, parents will be able, to some extent, to help the students in their studies.

5. Guidance & Counseling

The process of Guidance and Counseling has been focussed on solving physical and psychological problems of the students and follows the following objectives in general.

1. Acquainting the students, their parents, and the school staff to the objectives of this project.
2. Collecting information about educational and job opportunities of the region and offering it to the students.
3. Identifying the students with behavioural and educational problems and abnormalities and attempt to solve them.
4. Individual and group counseling with the students and parents in order to solve their problems.
5. Creating conditions to promote the students' knowledge about their own characteristics and abilities.
6. Using tests to identify the students' abilities and aptitudes to solve their problems and difficulties.
6. Forming additional remedial classes

These classes are held in order to help the students remedy their educational weaknesses. These classes are offered in two forms:

A. Summer additional remedial classes

B. In-year additional remedial classes

7. Providing guidance level education for rural & under privileged areas

This kind of education is trying to solve the problems of students in the mentioned areas by providing boarding and semi-boarding schools.

**Boarding schools** with dormitories and facilities for dinning and other equipments are required in addition to educational facilities.

**Semi-boarding schools** are those that provide the students with a meal (lunch) if they are willing.

The plan of establishing dormitories for rural students in underprivileged areas is in progress and will be used by those students who travel from far off villages or tribal areas to central villages and the daily trip is not possible for them.

8. Need Assessment for Educational Skills of the Staff

With regard to scientific texts, the required skills for each staff member of educational units in relation to his duties and working conditions are determined and offered to the employees. The individuals determine their own requirements on the basis of the defined needs and information on essential requirements. Then their needs are met by taking part in related in-service education or educational seminars.

9. Using Research and Research findings in Improving Quality of Education

In this way, the performed researches are identified, and research projects are conducted. The results and findings may be used in preparing scientific projects and for decision making.
10. Changes in teaching-learning Methods

The following changes have been accomplished in the Teaching-learning methods:

- Using token System.
- Using Interpersonal Learning in elementary level.
- Mutation (or leaping) Learning on the basis of individual merit or competence and giving the educational opportunity conforming to the ability of the individual.

11. Using desirable assessment techniques such as:

- Using standardized objective tests
- Using quizzes to evaluate educational achievement and to discover the shortcoming of the teaching-learning process.

12. The Regional Education Councils

In order to let people participate and control the educational affairs and to employ all of the resources and potentials for establishing and extending the educational spaces as well as facilitating, the executive activities of educations the Islamic Parliament passed a law on Jan. 19, 1994, according to which educational councils are to be formed in the provinces, cities and the [educational] regions.

13. Non-profit Schools

According to Note 1 Paragraph C, Article 16 of the country's Budget Act of 1994, special funds have been allocated to help the non-profit schools to be established.

In order to employ people's participation in social activities more than before as well as allocating more funds out of the budget of the Ministry of Education to deprived regions of the country for providing them with educational and educative services, the Islamic Parliament passed a law on May 26, 88 according to which the real and legal persons are allowed, on some conditions, to establish non-profit schools.
According to the Act of Establishing non-profit schools "the educational and educative curriculum, textbooks and the exams of non-profit schools are governed by the general rules and regulations of the Ministry of Education".

The required teaching and office staff are chosen according to the scientific and staffing criteria currently employed in the Ministry of Education followed by the founder board's approval.

The financial resources for these schools will be earned by the students' Tuitions as well as the helps and charity paid by the pious people and businesses.

The Tuitions to be paid by the students will be determined by the Ministry of Education and will be expended under the supervision of five persons including "the founders representative, teachers' representative, two representatives of the Parents and Educators Association and the school's principal".

In order to encourage the public to enrol their students in such schools, the founder and principals of these schools offer additional 2 hours scientific, educational and educative daily programs which is added to the regular formal educational and educative curriculum. Each of these schools tries to gain a better position by employment of creative procedures.

It is worthwhile mentioning that "those schools through which the Islamic educative programs are offered strongly and extensively, are welcomed more than the others.

In every province a "supervising council of non-profit school affairs" performs actions and sends monthly reports to the central council.

If the founder infringe the determined rules after repeated notices, the supervising council can abrogate the establishing patent of such schools and transfer the management of the school to another qualified person.

Non-profit schools have been activated since the academic year 89-90 by the people who are obliged to Islamic values and interested in educational-educative matters (mainly employees of the ministries of Education and Culture and Higher Education). In three-year time the number of these schools has increased from 38 to 2225 in the academic year 93-94.

The student population of non-profit schools has increased from 600 in 89-90
The increasing support and welcome by the people toward these schools are obvious reasons showing the new program being performed successfully.

The Islamic Republic government supported by the Islamic Parliament annually gives loans through bank system to the applicants of establishing non-profit schools. These loans enable them to purchase suitable buildings or to build schools according to the standard plans for educational premises and cover more and more students.

At present, 1.5% of the total students of the country are covered by the non-profit schools and it is expected that at the end of the Second Development Plan (98-99) this figure will be increased to 5.7%.

14. **Family planning**

According to the Family Planning Article, passed in 1993, Ministry of Education has to include texts of population and hygiency of mothers and infants in the text-books.

15. **Prisoners’ Training**

Ministry of Education, national TVE institutes, Charity Organizations and Literacy Movement Organization have the duty to carry out training programs for the prisoners according to the article passed in June 1993. These programs include TVE, theoretical education and ethics. The learners will be evaluated in jail and if they pass the exams, they will be rewarded necessary certificates without any hints about their offense.

16. **Support of Childrens’ Education**

In 1993, according to the law passed in Majlis (the Parliament of Iran) the country accepted Children Laws Convention, through which each country including Iran, undertakes the obligation to provide the children’s necessities such as accommodation, guidance, counselling, fostering, general and technical and vocational education or other provisions to assure them in their lives.
17. Olympiads

Among international activities of the Ministry of Education of elementary, guidance, and secondary levels is holding olympiads in four subjects: chemistry, physics, computer, and mathematics in which Iranian top students, who are able to get to the standards, take part. The olympiads which have been held on are as follows:

a. Holding the first stage exam of computer olympiad in December, 1992 in which 3842 students took part all over the country.
b. Holding the first stage exam of the tenth course of Mathematics olympiad in December 1992 in which 5765 students took part.
c. Sending the national team to Mathematics olympiad in Moscow which was placed 13th among 69 countries and received 3 Silver and 2 Bronze medals and an honourary diploma.
d. Sending national team to Physics olympiad in Finland and taking part in the World Physics contest and obtaining 21st place among 37 countries with two honourary diplomas.
e. Sending the Iranian computer team to the fourth World Olympiad in Germany and obtaining 14th place among 46 countries and wining 2 Silver and 2 Bronze medals.
f. Participation of Iranian physics & chemistry olympiad teams in World Olympiads in both fields.
g. Attempted to hold Mathematics olympiad among top students of E.C.O. countries.
h. Participation of I.R.I.'s 5-man team in the 25th World Olympiad in physics in Beijing and holding the 5th place among 47 countries and receiving 3 Bronze medals and an honourary diploma.
i. Participation of I.R.I.'s computer team in Computer olympiad in Sweden and obtaining a Silver and 2 Bronze medals.
j. Participation of I.R.I.'s chemistry team in Chemistry olympiad in Norway and obtaining the 6th place among 42 countries and a Gold, a Silver, and 2 Bronze medals.
k. Participation of I.R.I.'s mathematics team in the 35th Mathematics olympiad and receiving 2 Gold, 2 Silver, and 2 Bronze medals and holding the 4th place.

18. Equal Opportunities
One of the important measures taken in recent years, has been the creation of equal opportunities for both sexes (boys and girls). Table XVI shows this point clearly.

TABLE XVI
PERCENTAGE OF WOMEN'S ENROLLMENT TO THE WHOLE STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>Academic year</th>
<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
<th>92-93</th>
<th>93-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>45.67</td>
<td>46.2</td>
<td>46.62</td>
<td>46.96</td>
<td>47.17</td>
</tr>
<tr>
<td>Guidance</td>
<td>40.51</td>
<td>41.46</td>
<td>42.1</td>
<td>43.13</td>
<td>43.77</td>
</tr>
<tr>
<td>Secondary General</td>
<td>43.14</td>
<td>44.51</td>
<td>44.41</td>
<td>44.93</td>
<td>46.06</td>
</tr>
</tbody>
</table>

19. Disadvantaged groups
Solution of the problem called 'Disadvantaged Groups' and 'Under Privileged Areas; the elementary education has been generalized and equal opportunities have been provided for urban and rural areas.

20. Education for Minority Groups
Iran is a vast country, the population of which consists of various religious, linguistic, and economic minority groups. To meet the special needs of these minority groups, the Ministry of Education has adopted different policies and programs, covering the school age children and youths. Some of these policies and programs are as follows:
- Making pre-primary education available for children of linguistic minority groups.
- All the religious minorities in the Islamic Republic of Iran are permitted to
establish their own schools, and teach their religious thought and practices.
- Providing free meals for children of the rural and/or deprived groups of the country.
- Sending Conscript-Teachers to remote and deprived areas to combat the shortage of teacher in these areas.
- Establishing evening and summer remedial classes for low-achieving students to reduce school drop-out.

21. Education for Migrant Tribes

Although there are two types of migrant and settled tribes in Iran, the main target groups for tribal education programs are the migrant tribes. While both are under the jurisdiction of the Ministry of Education, the settled ones are treated as rural communities. As Iranian tribes are distributed in different provinces, the direct supervision of their education is delegated to provincial general offices.

At present, there are more than 400 educational units for migrant tribes in the country. The classes of tribal educational units are simple tents with minimum equipment. The teachers, who live among the tribes, have to move along with them.

At present, education for migrant tribes consists of primary and guidance schools, and those who willing to attend high schools have to move to the nearest towns or cities.
TABLE XV
EDUCATIONAL INDICATORS OF THE MINISTRY OF EDUCATION
IN YEARS OF 92 AND 94

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1992</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Teacher ratio:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary level</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>guidance</td>
<td>29.4</td>
<td>28.7</td>
</tr>
<tr>
<td>secondary</td>
<td>23.9</td>
<td>24.7</td>
</tr>
<tr>
<td>Student-Class size ratio:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary</td>
<td>30</td>
<td>29.4</td>
</tr>
<tr>
<td>guidance</td>
<td>33</td>
<td>33.2</td>
</tr>
<tr>
<td>secondary</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>No. of students in 100,000 inhabitant:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>30839</td>
<td>-</td>
</tr>
<tr>
<td>Girls</td>
<td>26333</td>
<td>-</td>
</tr>
<tr>
<td>Transition rate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>elementary to guidance</td>
<td>82.5</td>
<td>84.1</td>
</tr>
<tr>
<td>guidance to secondary</td>
<td>82.9</td>
<td>83</td>
</tr>
<tr>
<td>Current expenses of the Ministry of Education as the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>percentage of GNP</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Current expenses of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to total expenses</td>
<td>90.2</td>
<td>83.2</td>
</tr>
<tr>
<td>Current expenses of the Ministry of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Total Governmental Budget</td>
<td>25</td>
<td>16.1</td>
</tr>
<tr>
<td>Staffs studying in extended in-service training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the total staff of Ministry of Education</td>
<td>12.7%</td>
<td>9.93%</td>
</tr>
<tr>
<td>Staffs studying in short in-service training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the total Ministry of Education personnel</td>
<td>32.4%</td>
<td>30.3%</td>
</tr>
<tr>
<td>Development (construction and building) expenses to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the total budget of the Ministry Education</td>
<td>9.7</td>
<td>16.2</td>
</tr>
</tbody>
</table>
B. Innovations in Higher Education

1. Autonomy of Universities and Higher Ed. Institutions

Extending the responsibilities and expanding the universities' authorities and correspondents of the research and higher education institutions, adopting suitable methods to provide new resources and the possibility of expanding them by the universities and higher education institutions, increasing the autonomy of providing faculty members through different methods including contracts with the international reputable scientific centers at Ph.D and post-Ph.D levels, granting scholarships, and increasing the authorities of universities in choosing students for graduate courses, are some of the actions taken for the universities and higher education institutions' independence.

2. Training & Education of Specialized Human Resources

Continuing MS/MA and Ph.D degree programs, development of the techno-educational programs, extension of non-formal educational programs for upgrading knowledge and skills of the employees, establishment and extension of evening classes and part-time courses at different educational levels, improvement of qualitativecumquantitative evaluation system of universities and research institutions of higher education are some of the actions done toward training specialized human resources. Most of the above have been performed through the following:

a. Contracts regarding training and education of Human Resources

Article 42 of the Budget Act of 1993 has ordained that "the funds of contracts regarding training manpower concluded by the ministries, agencies, and public companies with the foreign countries will be paid provided that the feasibility of training the manpower subject of the contract is not available in the universities and research and higher educational institutions inside the country. If it is possible to
train the manpower in the mentioned institutions, the related funds will be transferred through executive bodies to the ministries of Culture and Higher Education, Health, Treatment, and Medical Education, and Ministry of Education accordingly, to enable them to hold the required courses in the Universities and higher educational institutions to expend them.

b. MS/MA and Ph.D programs

Current and development funds are allocated in order to extend MA/MS, Ph.D, specialized, and graduate programs according to the paragraph "A" Note 17 of the approved Act of Budget years 92, 93, 94.

c. Applied Programs

In order to develop and extend applied courses, 5% of the development, educational and research funds of all research and higher education centers of all ministries and public companies with the exception of those of Culture and Higher Education, Health, Treatment, and Medical Education, Education, and Defence and Supporting Armed Forces ministries, have been allocated to the Ministry of Culture and Higher Education according to paragraph A Note 22 of the Budget Act of 93.

d. Establishment of the Comprehensive Applied Technology University

In order to expand scientific-applied education (technological education), to promote knowledge, to acquire necessary skills, and also to activate the potential abilities of the individuals, the Comprehensive Applied Technology University was established according to the approved letter by the Council for Expansion of Higher Education passed on Oct. 10, 1993.

The university is aimed to provide opportunities for participation of public and private organizations in training specialized manpower needed for various economic, social, and cultural sectors, so that the graduates of the institutions affiliated with this university will be able to acquire the necessary knowledge and skills for the job entrusted to them.

e. Technological Educations

In order to provide some of the required specialized manpower for the
development plans through technological education at post secondary, and Bachelor levels in the institutions affiliated to the executive bodies and also in order to perform the contracts signed by universities and higher education institutions, according to paragraph D Note 22 Budget Act of 94, it has been decided that one percent of the development funds of the executive bodies except Culture and Higher Education, and Health, Treatment, and Medical Education ministries will be allocated to the educational expenses of the contracts signed by the universities and or extension or completion of their educational centers.

f. Qualitative promotion of teachers training system

Through allocating some portion of student admission quota to the non-teaching courses in the universities, the teacher training quality has been improved.

g. Scientific promotion of the university instructors

Through passing the educational stage of doctorate program (M. Phil plan), the scientific capabilities of instructors are promoted.

h. Scholarships:

In order to save the currency exchange of sending students abroad, subject of paragraph 4 Note 29 Budget Act of years 93 and 94, the Ministry of Culture and Higher Education has been obliged to develop external student Ph.D program, in order to expand the qualitative and quantitative specialized capacities of manpower inside the country.

The saved amounts will be expended for extension of admission in MA/MS and doctorate programs inside the country.

3. Pre-university schools

According to paragraph D Note 37 of the Act of Budget for the year 92 and paragraph B Note 37 of the Act of Budget for the years 93, 94, special funds are granted to the Ministry of Culture and Higher Education for establishment of university schools.
The results of the above mentioned law have revealed that it has been a very successful rule, particularly in deprived regions, and has strengthened the basic knowledge of the students entering universities.

4. The Mode of the Public Participation in Higher Education.

a. Expansion of non-profit Higher Education

According to the decree of the Higher Council of the Cultural Revolution and based on the criteria approved by the Council, the qualified real persons, having academic qualifications and possessing sufficient financial abilities can establish universities or other educational and research institutions after obtaining the required patent from the Ministry of Culture & Higher Education. The Ministry of Culture and Higher Education is responsible to monitor their educational activities.

At present, 482 thousands students are studying in this sector. Meanwhile all the required current and development funds for this kind of education are provided by the public and the government's indirect helps.

b. Constructing and Completing Educational and Educative Premises and Spaces:

All the expenses paid by pious people, real or legal, and granted to participate in the public utility affairs which are spent on constructing and completing educational and educative premises and spaces as well as on Techno-Vocational institutions will be considered as acceptable tax expenses according to paragraph "E" Note 8 of the Budget Act of the years 92, 93, 94.

c. Legal facilities for increasing the public participation

In 1993 according to Note 56 of the Budget Act, it has been allowed to obtain the expenses of providing evening courses, special courses, expert and
counseling services, offering medical veterinary services, as well as lab, workshop, technical services, performing printing services, selling books and publications and the results of the technical research and production data, selling educational, research, cultural, sport, and welfare services according to determined tariffs from the real and legal applicants. Fifty percent of the amounts of received money (except for evening courses which is 100%) will be expended on providing required expenses for maintaining the related equipments and facilities.

d. Expanding Evening Programs

In order to respond to the increasing social demand for the higher educations, to upgrad general knowledge, to differentiate the financial resources of the universities, and to expand public universities, the plan for expanding evening courses was approved by the Ministry of Culture and Higher Education in 1993. According to this plan, all of the universities and higher educational institutions are permitted to hold different evening courses in the evenings and on holidays on tuitions base, paid by students.

e. Attracting Iranian Professionals Living Abroad

According to the Law approved on May, 9, 1993, all the graduates holding an M.A, M.S, or higher degrees as well as the Iranian professionals living abroad are allowed to come to Iran for at most 5 month a year to participate in the seminars, special short courses, scientific visits, and conducting short term projects as well as offering short term special services, regardless of checking their military service situation and through the related ministers' invitation. As a result, 200 Iranians living abroad were invited to Iran through TOKTEN plan to perform short term courses and to conduct research projects.
5. Welfare Facilities For Students:
   a. In order to continue to provide suitable ground for activating potential abilities and contributing to educational and living condition of talented but poor students, the new act of students' welfare funds in public and non-profit universities was approved on March, 8, 1994. According to this rule, this fund grants scholarships or marriage loans to the students who marry while studying and urgent loans to the students.
   b. In order to continue to remove the bottlenecks and problems regarding students' dorms and aiding the Students' Welfare Funds, it was approved that according to paragraph "C" Note 17 of Budget Act of the years 92, 93, the bank system is obliged to grant non-interest loans or financial aids to the related executive bodies through Islamic contracts for construction and completion of students' dorms as well as financial supporting of the students of the universities and other higher educational institutions (post-secondary programs and upper). The government undertakes to repay the related installments through the Budget and Plan Organization.

6. Providing Educational premises and spaces
   a. According to the law, approved on Sept. 12, 93, the ministries and organizations which have occupied the buildings belonged to the Ministries of Culture and Higher Education and Health, Treatment and Medical Education are obliged to vacate the related buildings and transfer them to the related ministries.
   b. Allocation of 2% of the gross profit of the public factories, companies and public-related companies is the subject of paragraph "D" Note 8 of the Budget Act of year 94, for providing educational premises and spaces.
   c. Allocation of 2% of the gross income of the municipalities in 1993, for establishing and equipping university centers under the supervision of the Ministries of Culture and Higher Education and Health, Treatment, and Medical Educations.

According to the Law of Population and Family Plan approved on May 30, 93, the Ministries of Culture and Higher Education and Health, Treatment, and Medical Education are obliged to include a course in the curriculum of all courses.

8. Training Physicians For Deprived Regions

According to the decree approved on Sept. 23, 1992 in the cabinet, the table showing deprived and poor regions for training physicians, based on the priorities, was approved.

9. Female Quota in the Assistance Courses

According to the Act approved on Oct. 13, 93, the Ministry of Health, Treatment, and Medical Education is required to allocate 25% of its admission quota of assistance course in the fields of neuro surgery, ophthalmology, orthopedics, ENT, urology, radiology, and psychiatry, and in case anyone applies, 50% of the quota in internal general surgery and heart surgery is allocated to the girls who have passed the written entrance exams of the assistance courses. However, these ladies, whether married or single, are required to serve in deprived areas as determined by the Ministry of Health, Treatment, and Medical Education, after their graduation.

10. The curriculum

The following innovations have been occurred in the curriculum development.

a. Decreasing the number of credits in the undergraduate program from 146 down to 130-135 credits.

b. Revising the Regulations of the doctorate program so that more autonomy are granted to the educational departments in decision makings; as a result, the program (curricula) is more flexible so that the faculty adviser and the counselors of the theses and dissertations may be selectively invited from
other universities and research centers. This remarkably helps to improve the quality of research projects.

C. Changing the curriculum of the Mathematics program so that the math students can start their Ph.D program immediately after completing their B.S degree requirements.

d. Coordination and adaptation of the Reformed secondary courses with those of the higher Education system through offering pre-university programs.

e. Establishment of Center for the Elite (and specialists) in the Higher Education

This center has been established to promote education and research, to develop creative and sound competitions, to promote the standards, access to advanced technology, to attract the Iranian professionals living abroad, and to train specialized and qualified human resources.
CHAPTER SIX

INTERNATIONAL COOPERATION OF EDUCATION

In our "information age" countries cannot develop their economy and education in an isolated environment, thus international cooperation should be an important component of educational policy.

(a) The objectives of international cooperation should be as follows:

- To gain new knowledge on the educational system in other countries, the content of education, strategies, development steps, transfer of technology and knowledge;

- To exchange views on educational planning and management, curriculum design, teaching methods development, teaching materials, and educational media application at all levels of education;

- To familiarize the participants with new results achieved in various levels of education such as the topics of administration, management of the system, teaching methods, objective testing, certificates, awards, and requirements;

- To have assistance in the design, modernization and establishment of institution; buildings, in furnishing workshops and laboratories in various areas with instruments, devices, equipments, tools, machines, machine-tools, etc.;

- To maintain teaching staff who have up-to-date knowledge and technology;

- To train educational administrators, managers and planners and provide them with information and knowledge on the topic of how to run the educational system in the most effective way.
The nature of international cooperation can be bilateral, multilateral or connected with international organizations.

- Bilateral cooperation gives reinforcement and feedback on the new measures, teaching materials introduced into the institutions of various levels and helps in understanding the common or entirely different problems and the way for their solutions;
- Multilateral cooperation can improve the development of educational administration; management, initiate steps in the direction of modernization, present the newest achievements of all participating countries;
- International organizations are the centers of up-to-date information on the workshops of future plans and they can provide assistance at various levels of education and on different topics as well. The main representatives of such organizations are the United Nations specialized agencies such as United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO), Food and Agriculture Organization (FAO), International Labour Office (ILO), United Nations Industrial Development Organization (UNIDO) and all of them deal with education and training problems within their particular fields. The projects devoted to the development of education and training are executed by the above-mentioned agencies and financed and managed by United Nations Development Program (UNDP).

Iran has had international cooperation schemes with U.N. organizations bilaterally, multilaterally. It should be noted that the "Colombo Plan" also helps in the improvement of education by its Colombo Plan college staff organizing seminars, symposiums, meetings, etc. especially for Asian and Middle East countries.

The types of international cooperation can be classified into the following categories:

- Staff mobility envisages the exchange of educational administrators, planners,
curriculum designers, academic staff-members at all levels of education within the framework of study hours with the duration of 1 to 4 weeks, fellowships to obtain knowledge in a particular field for 4 to 8 weeks, scholarships to send professors, lecturers, and senior staff-members abroad to attend a course for obtaining a scientific degree, to promote the standard of teaching staff and educational administration;

- Student mobility consists of the attendance of short courses in foreign countries, visits and practice in industrial, medical and other establishments and extended courses to obtain a degree abroad; both staff and student mobility are based on mutual exchange, thus the country is also ready to receive staff members and students from foreign countries;

- Common projects for development of education envisage the design and introduction of new courses, to prepare new teaching materials, educational media, to modernize courses, teaching methods, to launch educational research or any other research useful for the education concerned;

- Contracts/tenders for the development of education are especially devoted to equipping new laboratories, workshops and other establishments by the invitation of well-known foreign companies.

Iran is participating in all types of international cooperation: there are many countries in the world where Iranian professors and lecturers are warmly welcomed, students are also studying in countries to obtain up-to-date knowledge and skills. However, the following international cooperations which are categorized into two sections have been conducted during recent years.
A. International cooperations in The Ministry of Education

The most important efforts made for mutual and regional cooperation are as follows:

1. Educational Division

   a. 117 educational units are offering services to Iranian students in elementary up to the end of secondary schools in foreign countries, for the time being.
   b. Different kinds of schools have been formed for Iraqi refugees to enable them to continue their education in Iran.
   c. A great number of Afghani refugees are studying in schools formed by the Ministry of Education in Iranian cities and camps.
   d. In addition to the above cases, permission has been issued for the foundation of about ten schools to offer services and facilitate the education for foreigners living in Iran. The required equipments have been provided as much as possible.
   e. For those foreign students who do not have a school in Iran, international schools have been founded which perform the program of International Association of Schools, and a great many of foreign students are studying there.

2. Cultural Exchanges

The most important measures taken by the Ministry of Education in the field of cultural exchanges are as follows:

1. Signing scientific/educational agreement with Qatar government through which an administrative committee has been formed and is performing its duties.
2. Signing scientific/cultural agreement with Syria.
3. Exchange of understanding notes with more than 25 countries, some of which has been signed and some are under consideration.
4. Membership of ISISCO has been approved by parliament and a representative appointed to perform the required efforts.

5. Education Ministry of the Islamic Republic of Iran has a close cooperation with the UNESCO and takes an active part in the seminars and sessions held by this organization.

6. Education Ministry has become a member of Colombo Plan Staff College since many years and the experts take part in its yearly programs to become aware of new technical and vocational advancements and add to their technical knowledge.

7. Every year, a number of experts in Education Ministry are sent to foreign countries in the form of short-term scholarships in order to promote their technical knowledge. The number of these experts in the last few years has been more than 500.


B. International cooperations in Higher Education

The most important area of cooperation between different regions of higher education at different levels are as follows:

1. Signing International Contracts

- Signing of scientific, educational, and research contracts between the Ministry of Culture and Higher Education and the Ministries of Education of Azarbaijan, Turkmanestan, Gherghizestan Republics.

- Signing of scientific, educational and research contracts between the Ministry of Culture and Higher Education and the Ministry of Technology of the Republic of India.
2. Exchange of notes

Exchange of understanding of note pertaining to cultural, scientific, technological fields between the government of IRI and republic of France, Turkmanestan Republic, Azarbaijan Republic, and Gherghizestan Republic.

3. Agreements

Agreements on joint meeting between the I.R.I. and Ireland, India, China, and Azarbaijan Republics.

4. Meetings

Meetings being held between Iranian authorities with ambassadors, ministers of education, cultural consultants of Qatar, Japan, Cuba, France, Oman, Jordan, Romania, Canada, China, Malaya, Hungary, Bulgaria, Syria, Australia, and Austria.

5. Exchange of state Teams

- Tehran University Students' trip to Ghazaghestan to study in Alfarabi University for 2 months.
- The visit of the chancellor of the Tajikistan Technology University to Ferdousi University, Mashad.
- Inviting 14 students and 2 professors from Alfarabi University of Ghazaghestan to study in Tehran University.
- Visit of a team from France's Asfer Institute for negotiation in order to exchange of Iranian students.
- Visit of France National Research Center (CMRS) to I.R.I Educational Research Institutions.

6. Scholarships

The I.R.I.'s government sends a number of qualified Iranian students on scholarship to study in foreign countries. The number of these scholarships are as follows:

- Technical and engineering group: MS 240, Ph.D 340 (total 580).
- Humanities group MA/MS 81, Ph.D 465 (total 537)
- Basic sciences MS 100, Ph.D 516 (total 616)
- Agriculture MS 62, Ph.D 339 (total 401)
- Arts MA 8, Ph.D. 25 (total 33)

7. Admission of foreign students

Each year, a number of students from foreign countries (abroad) come to Iran to continue their studies and they are being admitted in Iranian universities and higher education institutes. In 1993, this number was 363 according to the courses they attended:

TABLE XVII
NUMBER OF FOREIGN STUDENTS STUDYING IN IRAN (1993)

<table>
<thead>
<tr>
<th>Program of study</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>202</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>32</td>
</tr>
<tr>
<td>Professionnal doctors</td>
<td>98</td>
</tr>
<tr>
<td>Ph.D. (specialized Doctors)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>363</strong></td>
</tr>
</tbody>
</table>
CHAPTER SEVEN

EDUCATIONAL RESEARCH SYSTEM IN THE COUNTRY

Educational research activities in I.R.I are divided into two sections, namely, education and higher education which are conducted by the Ministries of Education, Culture and Higher Education, and Health, Treatment, and Medical Education.

A. Research in The Ministry of Education

Education with its wide range and presence in all cities, towns and most villages is able to solve the problems by the use of research. To do its best and to lead research activities, the Council of Research was formed in 1990.

1. Research Council

Educational Research Council envisages a progressive activity to determine the policy, ratification of titles and plans of research; to strengthen the implementation of the spirit of education, research, and innovation, to extend research projects for promotion of education qualitatively; to improve qualitative standards of research; to adapt applied research plans to the basic needs of the Ministry of Education; to give priorities to basic researches, especially those required by the reformed educational system.

This Council studied 42 research plan during 1992 and approved 25 of them which are as follows:

- 21 plans related to Deputy's of Ministrial Research departments
- 2 plans related to the general offices in provinces
- 2 plans related to MA./MS. theses and Ph.D. dissertations

In 1993, the Research Council has considered 42 research projects which were proposed by ministries, universities, and through dissertations.

Also in 1993, the Research Council approved the establishment of research councils in each Deputy's of Ministerial department to create the necessary active aspect and to enhance their research quality. It should be mentioned that the approval of each proposal is being accomplished by each Council of Deputy's of Ministerial department.

2. Provincial Research Councils

In order to activate research proposals and projects in each province, the general offices of education in every province have their own research councils that approve the research proposals. Only under special conditions they send projects to the Research Council. Provincial Research Councils were formed in 1991 and at the same time, a special fund was allocated for provincial researches.

Research Council's Secretariate keeps in touch with the Provincial Research Councils in different ways, and not only monitors research projects for identification of their strengths and weaknesses but also evaluates their research activities and projects.

The Provincial Research Councils studied 304 research Projects during 1992 and approved 112 of them.

In table XVIII, there is information about research budget, governmental budget, and the whole country's budget and the research budget share of Gross National Production (GNP) during 1989 through 1993.


Table XX indicates the total research budget of the Ministry of Education during 1989-1993.
### Table XVIII

**Research Funds, State Budget, The Whole Country’s Budget and GNP During 1989-1993 (Million Rls.)**

<table>
<thead>
<tr>
<th>Year</th>
<th>GNP</th>
<th>Country’s Budget</th>
<th>Government Budget</th>
<th>Research Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>27575</td>
<td>9742</td>
<td>4767</td>
<td>65</td>
</tr>
<tr>
<td>1990</td>
<td>36381</td>
<td>13156</td>
<td>6678</td>
<td>140</td>
</tr>
<tr>
<td>1991</td>
<td>47596</td>
<td>20097</td>
<td>9008</td>
<td>175</td>
</tr>
<tr>
<td>1992</td>
<td>62406</td>
<td>28912</td>
<td>12471</td>
<td>255</td>
</tr>
<tr>
<td>1993</td>
<td>84012</td>
<td>54393</td>
<td>25426</td>
<td>525</td>
</tr>
</tbody>
</table>

### Table XIX

**Research Budget of Different Organizations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ministry of Education</th>
<th>Higher Education Institutes</th>
<th>Other Organizations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>543</td>
<td>5919</td>
<td>58467</td>
<td>64928</td>
</tr>
<tr>
<td>90</td>
<td>750</td>
<td>13647</td>
<td>125211</td>
<td>139608</td>
</tr>
<tr>
<td>91</td>
<td>1436</td>
<td>22199</td>
<td>151589</td>
<td>175224</td>
</tr>
<tr>
<td>92</td>
<td>1540</td>
<td>32458</td>
<td>221285</td>
<td>255283</td>
</tr>
<tr>
<td>93</td>
<td>2210</td>
<td>81497</td>
<td>441477</td>
<td>525183</td>
</tr>
</tbody>
</table>

(Million Rls.)

### Table XX

**Percentage of Research Budget of the Ministry of Education During 1989-93**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Budget of the Ministry of Ed.</th>
<th>Research Budget</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td>814765</td>
<td>543</td>
<td>7%</td>
</tr>
<tr>
<td>90</td>
<td>1117319</td>
<td>750</td>
<td>7%</td>
</tr>
<tr>
<td>91</td>
<td>1427412</td>
<td>1436</td>
<td>10%</td>
</tr>
<tr>
<td>92</td>
<td>1685642</td>
<td>1540</td>
<td>9%</td>
</tr>
<tr>
<td>93</td>
<td>3301328</td>
<td>2210</td>
<td>7%</td>
</tr>
</tbody>
</table>

(Million Rls.)
B. Research in Higher Education

Research in Higher Education is undertaken, at this level, for the purpose of improving quality and efficiency of the Higher Education system which faced with the rapidly changing needs of society. Survey research indicators in that center during the First Development Plan (1989-1993) will represent the research status in public higher education sector.

Research Indicators

Research Indicators in qualitative and quantitative aspects are: the project researchers, theses, articles written both in Persian and foreign languages, scientific journals, sabbatical leave and publications. During the First Development Plan, the following changes took place in Higher Education research centers:

<table>
<thead>
<tr>
<th>TABLE XXI</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHANGES IN RESEARCH INDICATORS DURING THE FIRST DEVELOPMENT PLAN</td>
</tr>
<tr>
<td>Indicators</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Researchers</td>
</tr>
<tr>
<td>Research Projects</td>
</tr>
<tr>
<td>Theses</td>
</tr>
<tr>
<td>Articles(in foreign language)</td>
</tr>
<tr>
<td>Sabbatical leave</td>
</tr>
<tr>
<td>Publications</td>
</tr>
<tr>
<td>Research centers</td>
</tr>
</tbody>
</table>

Meanwhile the number of researchers per 1000000 inhabitants is 285 and the research quota from the GNP is 0.4%. This ratio will reach 2% by 1998.

It is worth mentioning that in 1994, the number of researchers in the government sector reached 15800, of which 6500 researchers, 1500 Ph.D. students, and 7800 Master's degree students are researchers connected with the Ministry of Culture and Higher Education.
With regard to the views held by the Committee for Higher Education Planning and (non-medical) Government Research, the ultimate objective of the Ministry for the year 1998 is to have 16540 researchers, 4400 Ph.D. students, and 12650 MA/MS students.

Table XXII

NUMBER OF RESEARCHERS, INCLUDING FACULTY MEMBERS, MA/MS AND Ph.D. STUDENTS, DURING THE YEARS 1993-1998

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members</td>
<td>4500</td>
<td>6500</td>
<td>8250</td>
<td>10500</td>
<td>13600</td>
<td>16540</td>
</tr>
<tr>
<td>number of Ph.D. students</td>
<td>1000</td>
<td>1500</td>
<td>2000</td>
<td>2800</td>
<td>3500</td>
<td>4400</td>
</tr>
<tr>
<td>Master's degree students</td>
<td>7000</td>
<td>7800</td>
<td>8300</td>
<td>9500</td>
<td>11000</td>
<td>12650</td>
</tr>
<tr>
<td>Total</td>
<td>12500</td>
<td>15800</td>
<td>18550</td>
<td>22800</td>
<td>28100</td>
<td>33590</td>
</tr>
</tbody>
</table>
CHAPTER EIGHT

PROBLEMS & SCOPES

Crucial Issues

A review of the first 5-year Development plan, especially its last two years (93-94), reveals the following crucial issues in the Ministries of Education and Culture and Higher Education.

A. Problems related to The Ministry of Education

- Inadequacy of experienced Teachers for Pre-school, primary guidance, and secondary levels.
- Unrelated and Tiredesom textbook contents
- Insufficient educational premises, spaces, utilities, and educational aids
- Problems raised from educational reform of secondary level regarding provision of facilities, equipments, and qualified teachers.
- Problems regarding teacher and principal training of the countrys' educational units.
- Limited admission of students in higher education.
- Ignorance of research at all educational levels.

B. Problems of Higher Education

- Ever-increasing social demands for higher education and inadequacy of higher education capacities with the growing demands.
- Problems resulting from rapid quantitative growth of higher education
- Shortage of faculty members and teaching staff.
- Inadequacy in educational background of high school graduates
- Insufficient financial resources
Plans and Scopes

In spite of the above problems and crucial issues, the Islamic Republic of Iran paying attention to its long term objectives, has designed and performed codified plans in the form of 5 year plans (89-93) and (1995-1999) in different sectors including educational sector. All the elements of education sector in the sphere of fulfillment of the objectives of the plan have been based on the extension of qualitative coverage of education and quantitative promotion of the educational system. In doing so, thoughts and actions in terms of plans in the country's education have led to make decisions, perform coherent actions and policies, and continue the related applied strategies in the educational system of the country.

The future of the educational system demonstrated in different ways in the curricula, formal and non-formal educational activities and in extra curricular activities are outlined as follows:

1. Strengthening ethics, virtue, equity, social justice, democracy and international understanding.

2. Cultural actions in the form of educations to protect against the cultural invasion and to strengthen the moral mentality.

3. National mobilization for eradicating illiteracy, spread and extension of education for all, covering the eligible children and expanding of formal education from pre-school to university level.

4. Strengthening research mentality through organizing research councils, -national and provincial- at all levels of education system, higher education institutions, and universities.

5. Strengthening the research system, the establishing of research centers in the education system, and establishing research counties in the country.

6. Strengthening teacher training centers of the Ministry of Education, teacher training universities, and instructor training university in the higher education system.
7. Raising public participation in the education system and establishing non-profit schools and institutions throughout the country.

8. Inviting specialized Iranian manpower living abroad for teaching and research purposes inside the country.

In this process, the required facilities has been provided through the cooperation of international agencies and organizations such as UNDP and in the form of national plans such as TOKTEN in which 200 persons have actively participated up to now.

9. Optimum use of the modern system such as scientific -data stations through direct lines system On-Line and CD.ROM data disks, for research and educational aims as well as joining to international scientific networks such as Dialog.

10. Providing grounds for bilateral, regional and international cooperations; strengthening the mentality of thinking internationally, acting natively, and representing the country in international agencies such as the Third World Science Academy, UNESCO, International Center of Theoretical Physics, ISESCO; taking part in international Olympiads of various scientific fields, as well as establishing scientific institution and establishments such as the International Center for Advanced Sciences and Technology, the Regional Library for Sciences and Technology, International Seismology Institute, the National Center of Oceanography, the faculty of ECO Insurance, the office for executive network of Third World Scientific Organization, and establishing the UNESCO seats in Iran.
Government Policy Concerning Ed. Visions

A brief review of present educational system reveals the following facts:

1. The government spends about 16.1 percent of its total budget on education which compares well with advanced countries. The government expenditure on education is 4.2 percent of Gross National Product (GNP), which is also a remarkable figure. In spite of these facts, the government has a very difficult challenge in meeting the staffing, financing, and management needs of the coming decade.

2. The government pays considerable attention to the social demand for education, especially education for all, and to the quality of education to speed up cultural, economic, and social development and to create equity. The government program includes:
   - Continued literacy campaigns to reduce urban/rural and male/female inequities;
   - Reforming and restructuring primary, guidance, and secondary education.
   - Emphasis on the expansion and quality improvement of technical-vocational education.
   - Steps taken to break the mold of absolute centralization of the education system in an attempt to increase its efficiency. Recently, the legislation provided for the establishment of provincial councils which gathers all sectors of the society in a decision making body addressing the educational needs of the province.
   - Attempts to further strengthen the research infra-structure of the Ministry of Education in order to ensure the soundness of decisions made in addressing the problems.
   - Regarding higher education, the governmental policies focussed its attention on the quality improvement. Thus, in relation to these policies some activities are being carried out.
PART TWO

EDUCATION

FOR INTERNATIONAL UNDERSTANDING
Introduction:

The ideal of reforming human relations among people and respecting the universal aspect of man's life has been the hallmark in many different moral, religious, legal, cultural, and national forms of all human communities enjoying degrees of civilization for many centuries.

In great religions, especially in Islam upon which our system of education is based, this ideal has reached a climax in its evolution, since it considers man the highest creation of all and God's representative on the earth; in other words, it considers man a half-material and half-divine being into which God's spirit has been imbued. It also sees human beings as offsprings of a single pair (Adam and Eve), and considers them the same without any privileges of one over the other.

Our country is honoured by the fact that above mentioned principles, which are summarized in our great poet, Saadi's meaningful poem, decorate the upper part of U.N.'s headquarter entrance:

*All men are members of the same body*  
*Created from one essence*  
*If fate brings sufferring to one member*  
*The others cannot stay at rest*  
*You who remain indifferent to the burden of pain of others*  
*Do not deserve to be called human*

Although the above-mentioned ideals still enjoy universal sanctity and respect, the tangible realities of the present reveals a great gap between the existing and the ideal situation. The international community suffers from significant crises at present, and it does not seem possible to establish a desirable international understanding without a basic solution for these crises.

The most important of these crises are:
The most important of these crises are:

1. The crisis of poverty and non-development and the extension of the gap between poor and rich countries so that some of them have to quit the course of development (marginalization).

2. The crisis of illiteracy

3. The crisis of health and environment

4. The crisis of population explosion

5. The crisis resulting from hegemony and dominance

The human family, started at first by two (Adam & Eve), has more than 5 billion members at present, and has multiplied in its complexity. In addition, in the last quarter century, with the decline of the Eastern Block and end of coldwar, there have been basic, political changes all over the world and for the time being we are witnessing the development of a new crisis, namely, that of cultural/social identity along with an organized cultural invasion and enmity.

Obviously, the existing crises have international dimensions and require international solutions, too. In this relation, the present situation is the best possible for putting international understanding on the agenda.

We believe that education is the best, safest, the most stable, and the most effective among imaginable solutions to save human society and move toward shared human ideals. Our country welcomes this subject as the main theme of the 44th UNESCO conference.

This report discusses the Bases of the Islamic Education in the fields of international understanding, peace, human rights, democracy and public government, as the foundation of the educational system of our country; as well as administrative recommendations to increase the role of education in bringing international understanding into reality.
I. Bases of the Islamic Education for International Understanding, Peace, Democracy and Human Rights

a. The Islamic Education for International Understanding

In Islamic sources, especially in the Quran, the concepts of peace, understanding, cooperation, patience, and forgiving have been mentioned and emphasized in many different forms, not only inside the society, but also internationally. According to the Islamic education, eliminating war motives requires an education based on human nature and teaching moral virtues and acquiring virtuous characteristics.

The following are some of the Islamic educational prescriptions in order to achieve the above-mentioned objectives:

1. Considering the rights of all human beings and having a fair behaviour with them.
2. Strengthening of patience in generosity of spirit and the development of sympathy, deliberation and consultation.
3. Cherishing the spirit of justice, fair judgement, and acceptance of its results.
4. Strengthening the feeling of obligation towards the guidance and growth of others' awareness.
5. Strengthening the spirit of cooperation in good deeds and social affairs.
6. Development of the spirit of calling for good deeds and recommending to the observation of the rights and patience.
7. Knowing good and bad and accepting the responsibility of calling for good and preventing from evil.
8. Formation of habits of order and discipline in all individual and social relationships.
b. The Islamic Education for Human Rights

Islam has come out of divine inspiration and has affinity with man's true nature. It is the first and the most perfect messenger for human rights both in actions and words. It is the best invitation to moral values and introduces man as the holder of the highest position on the earth, i.e. the representative of God. On this basis it puts the burden of the heaviest and the most important duty on his shoulders and makes him undertake the burden of this duty to which the whole universe was unable to undertake.

The I.R.I.'s constitution declares that all world's Muslims are one community, all are the creation of the same God, To whom belong absolute power and authority, and who has given the authority to man to rule his social destiny, and no one is able to take this right away or to use it for his own individual or group benefits. The Islamic system is based on monotheism and divine inspiration, greatness of humanistic values, rejection and refusal of any form of oppression or subjugation. It has declared its most essential motto to be monotheism, human exaltation, independence and freedom of human beings.

i: The equity Principle

The Article One of the third chapter of the Constitution on the nation's rights is as follows: The people of Iran, regardless of their nationality, tribe, or family enjoy equal rights and no privileges adhere to color, race, language, etc.

Therefore, according to the Constitution, any kind or form of racism is totally rejected and nullified; and no one has the right to exercise superiority of one over the other, either individually or collectively. Also, paragraph 9 of the Article 3 of the Constitution states that the Government of the I.R. of Iran has the duty of eliminating unfair discrimination and providing fair facilities for all in all material and spiritual fields. In paragraph 6 of the same Article one of the other tasks of the government has been mentioned to be the elimination of all kinds of autocracy,
absolutism, and monopoly of power.

According to the Article 20, all individuals -men and women- are equally under the protection of law and enjoy all human, political, economic, social and cultural rights according to Islamic rules and standards. So, the nation of Iran, indeed all human beings, are equal according to the principle of creation and no one enjoys a privilege over the others. Therefore, regarding this point all Iranians, regardless of their sex, religion, and race are equal to the law and no one has the right to prevent individuals from enjoying the protection of law or to consider himself superior to others and to escape inclusion under the law.

On the basis of the constitution, the rights of individuals do not adhere to Muslims alone, and non-Muslims should be considered alike under the law according to Islamic standards, and Articles 19 and 20 protect the right of all those considered Iranian.

ii : Women's Rights

In Islam all rights deriving by virtue of being human are shared by men and women equally. However, considering women's particular nature, they enjoy special rights; this is true also of the men.

Ignoring real differences between men and women and their specific abilities and talents has caused irreparable damage to the contemporary world in organizing their rights and duties. In the Islamic view, the woman is no longer an object, a tool, and a means for promotion and sale of goods and commodities. Her authentic place and position is performing her most important task, i.e. the care generations of human beings while actively accompanying men in all fields of life. In short, she is considered the pinnacle of creation and the symbol of God's world. In the introduction to the I.R.I.'s Constitution, in paragraph 14 of the Article 3, in the Article 8 and the third chapter (nation's rights), in Articles 20 and 21 of this chapter the women's rights and their equality with men has been discussed as follows:

Article 20: All individuals of the nation including women and men are equally
under the protection of law and enjoy all human, political, economic, social and
cultural rights according to Islamic principles.

Article 21: The Government has the duty to guarantee women's rights in all
aspects according to Islamic principles and to perform the following:
1. Create favourable grounds to develop women's characters and to revive their
   material and spiritual rights.
2. Protect mothers, especially when they are pregnant or breast-feeding their
   children, and also protect orphans.
3. Create competent courts to ensure the continuation of the family life.
4. Create special insurance for widows and old women without families.
5. Grant the guardianship of children to competent mothers, in case no legal parent
   is present.

iii: Religious Minorities

According to the I.R.I.'s Constitution, the rights of divine religions is
guaranteed.

Article 13 states that Iranian Zoroastrians, Jews, and Christians are the known
religious minorities who are free in performing their religious ceremonies and
functions according to their personal and religious customs. In Article 26 of the
nation's rights, parties and clubs belonging to religious minorities are recognized
and announced free and the only condition is not to violate the principles of
independence, freedom, national unity, Islamic principles, and the foundation of the
I.R.I.

Religious minorities in Iran have their own special schools and enjoy the
same rights as Muslims in studying and their professions.

iv: The liberty and Freedom of Thought Principle

Perhaps freedom is the most desirable and popular word.
Since history is full of tyranny and autocracy, it is natural for the word freedom to
be the sweetest and the most attractive word for men. It is one of the words which have been interpreted in different and contrasting ways. However, considering all the definitions and interpretations given by philosophers and scientists, we can find out that often the word freedom has been interpreted as 'lack of obstruction.'

In French Human Rights Declaration (1789), freedom is defined as: "The ability to do anything without causing loss for others."

In western societies, they realize freedom as satisfying the desires and wishes, and so they organize their social relations and pass laws and regulations on the basis of individuals' desires. This way of thinking has not prevented the west from being afflicted by all sorts of uglinesses, corruption, moral decline and social perversion which are driving the west towards decay and meanness.

In contrast, we realize from the liberating teachings of Islam and its beloved saints' sayings that freedom is worshipping nothing but God. In other words, freedom means elimination and lack of all factors preventing elevation of man and the full realization of his talents and character.

In the Article 23, there is a provision for liberty of thought and opinion and respect for the social dimensions of life: "Inspection of opinions is forbidden and no one may be punished or reprimanded only for the sake of a belief."

Article 24 also observes:
"Publications and the press are free in expression of subjects, except when it upsets the Islamic bases or the public's right. The details shall be decided in law."

Articles 26 and 27 also refer to the freedom of political parties and trade associations, societies and clubs, either Islamic or non-Islamic; and it is observed that the prevention of individuals from participating in such societies or obliging them to take part is forbidden.
c. Islamic Education at the Service of Strengthening the Foundations of Democracy and Public Government.

Democracy as a social ideal is the wisest and the most humanistic way of living. It is rationally superior to other ways of social life. It also diffuses the spirit of cooperation and sympathy among the individuals in the best possible way. The main foundations of democracy are:

1. Respect for the individual's personality, regardless of sex, belief, race, nationality, social status, economic status, profession of the student's parents, etc., which is fully realized by the educational principles of Islam.

2. Belief in the qualification of people in making decisions about their own problems. In this respect, the I.R.I.'s Constitution provides the best ways of people's participation in their political, economic, cultural, and social affairs.

3. Using rational ways in all aspects of life, and being ruled by wisdom in detecting problems and providing solutions for them is taught in Islamic education, parallel to the formal education and knowledge transfer, and also scientific and logical thinking.

4. Cooperation is considered as the only humanistic way to attain individual and social goals and to provide social welfare. In the Islamic school of thought, neither the individual nor the group is given precedence over the other. In other words, both individualism and socialism are rejected; instead, Islam believes in the importance of both. It pays attention to men's individual characters as well as to their collective life and cooperation.

5. The right of responsibility of those who are directly or indirectly responsible for making decisions, in other words, the right to participate in political, social, economic, and educational activities are considered as the basic rights of individuals. Furthermore, democracy, in the Islamic belief can be enough for the happiness of civilized society only if it is based on consideration of moral and value principles.
d. Islamic Education for Creating Tolerance & Developing Peace

One of the primary principles in Islamic education is trying to strengthen brotherhood and understanding among all Islamic nations and to reform their relationships; and to fight against aggression towards Muslims' rights only on the basis of justice, equity, cooperation, and piety. Islam asks its followers to establish relations with the followers of divine religions in the light of shared beliefs about monotheism, and respect for their prophets. This relation is friendly and peaceful as long as the society doesn't want to attack Islam or Muslims.

The I.R.I.'s educational system reinforces tolerance in human relations, develops the spirit of forgiving, devotion, and philanthropy through language, literature, humanities, and social sciences; it also directs the student's mind towards people's and nations' cooperation, in order to revive in them the spirit of democracy and respect for the rights of others by creating a suitable view of social and civil affairs.

Reinforcing the spirit of sympathy, consultation, exchange of views on group, national, regional, and international levels; creating understanding among the believers and Muslims, kind relationships, forgiving, attempting to eliminate problems on group, national, regional, and international levels; developing the spirit of invitation to doing good, peace and justice is considered bases of Islamic education. The I.R.I.'s education system obliges the teachers and learners alike to learn the mentioned principles in order to achieve these principles.
e. Teaching of Ethics and Religion in Parallel with Formal Education

One of the most important goals of the Islamic education is the growth of the students' morals and the deepening of their beliefs and attracting their attention to their national and Islamic heritage. Thus, attention to the following in textbooks is foreseen in the educational process:

1. Recognition of God and His attributes.
2. Worshipping God and asking Him for help.
3. Remembering God and fearing Him.
4. Loving God and humbleness toward Him.
5. Thanksgiving to God.
6. Necessity of obedience to God and eagerness to meet Him.
7. Harmony with the customs of creation and understanding the order in nature and the universe.
9. Belief in, and respect for the prophets and obedience towards the Prophet of Islam and the innocent Imams.

10. Belief in the Resurrection day and remembering the world to come.

Also, in relation to the moral dimensions of the Islamic education, the following are noticed:

1. Knowing oneself.
2. Knowing the divine aspects and human greatness.
3. Paying attention to oneself in order to purify oneself, and for divine and spiritual growth.
4. Acquiring moral virtue in the light of belief in God and in Resurrection day, especially virtues like honesty, faith, and trustworthiness.
5. Cleansing the spirit from vices and indecent habits.
6. Engendering the spirit of watching one's behaviour, controlling of the self and evaluating oneself.
7. Developing the spirit of order and discipline.
8. Developing the spirit of patience and preservance in the face of hardship and difficulties and making efforts to overcome them.
9. Engendering the sense of commitment and responsibility toward God and his creatures.
10. Engendering the sense in individuals so that they love, dislike, or become happy or angry only for God's sake.
11. Training individuals so that they know the Islamic principles of cleanliness in body and mind, and are accustomed to their observation in their lives.
12. Training individuals so that they take advantage of the divine purities in order to provide health, strength, and happiness.
II. Administrative Recommendations to Increase the Role of Education in Engendering International Understanding

a. Accepting and propagating the thought that: mental resources are global capital and a divine gift that should be used with a proper international tool by all men, and the experiences of about 55 billion people who have lived on the earth since the beginning of history, be utilized in an organized way.

b. Fulfillment of the above mentioned goal requires a kind of shared cultural language to develop a cultural productivity of the mindwealth to be developed through UNESCO regional offices. Ministers of education of the countries should promise to consider the above concepts suitably in all formal, non-formal, and informal education.

c. A basic solution should be found to eliminate obstacles to international understanding because there will be no understanding without such a solution. Some of the basic obstacles are as follows:

   i. Continuous propagations of the culture of violence, sex, aggression, dominance and violating others' rights, via mass media especially satellites which is unfortunately in use in an organized way and with the intention of cultural domination of other countries with the support and huge investments of some other countries.

   ii. Contradiction between formal and informal education in societies, caused by mass media and satellites which results to the developing of conflicts and identity crisis in the learners.

   iii. Practicing political, economic, technological and military pressures upon some developing countries by some super-powers, especially after the elimination of the eastern block and recent international political changes, in inducing the culture of dependence under the cover of the so called "new world order".
UNESCO is supposed to take fundamental steps by predicting definite action programs to eliminate the above obstacles; otherwise, not only will the concepts of 'international understanding', 'peace', and 'Human Rights' remain as deceiving mottos, but also international hostility will continue in place of international understanding.

d. In order to eliminate the above mentioned obstacles, we suggest a cultural security council to be created under UNESCO, the same as the economic security council which is under consideration in the UN. This council will observe and control healthy exchange of cultures, without cultural domination.

e. We also suggest that UNESCO prepare an international convention to control satellite broadcasting with the cooperation of the nations' cultural attachés. We believe that efforts and cooperation against cultural plights with its destructive effects can be organized, in the same way as the fight against harmful drugs.

f. Methods relevant to the level of education and age of the learners should be taken into account including international understanding, peace, democracy and human rights in curricula:
- in pre-school and primary levels, through relevant pictures and graphic art so that they will be absorbed easily.
- in guidance and secondary levels, through verbal or written reasoning (composition) and social sciences.
- in higher education through free discussions, criticism, extra-curricular activities, case studies, essay writing and theses.

g. These concepts should be included in informal and non-formal education, too, by:
- preparing small pamphlets, attractive posters to be distributed through the public relations departments of state organizations and private institutes and also in public recreation centres.
- holding essay writing contests among the staff, workers and other social groups and granting prizes with the sign appropriate for international
understanding, peace, human rights, and democracy.

- offering special programs and broadcasting them through the mass media, especially radio and Television at suitable intervals.

h. Producing films and performing dramas in the fields desired, granting prizes on behalf of UNESCO to the best.

i. Allocating at least 1% of the military budget of all countries to education and higher education in order to propagate the concepts of peace, human rights, and democracy in educational and research programs.

j. Finally, regarding the historical changes of converting the name of Ministries of war to Ministries of Defense in this century, it is time to change them into Ministries of Peace in the coming century, based on the conversion of guns into pens, in the light of which international understanding shall be realized.