



Ministry of Education of the I.R. of Iran

National Report
on
Development of Education in the I.R. of Iran
With an Emphasis on
Inclusive Education a way to the Future

Devised by:
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Historical, Geographical, Cultural Political, Economic, Social and Developmental Status in Iran

Historical Climate

Islamic Republic of Iran, located in the Middle East with a history of more than two thousand years came into existence with the Median Empire and developed with the Achaemenian Kingdom. The latter initiated a ruler-ship based on firm principles of religious and lawful harmony and tolerance in terms of social justice and introduced a new model of governance to the whole world. Upon conquest by Alexander and historic battles, Iran witnessed the emergence of Seasoned Dynasty the continued up to the advent of Islam in the country . Iranians adhered to Islam as a redemptive faith.

The country was invaded by Mongols in 12th and 13th centuries and was involved in civil wars until the time of Safavid dynasty during which the country regained its political, cultural and religious stability. In mid 18th century and in the rhyme of the king Nader, the territorial sphere of the country was stretched out even more than that of Safavid era. The next dynasty.i.e. Qajar last up to the year 1920. The next and the last kingdom was Pahlavi dynasty. The ruling system of Pahlavi was ousted after 50 years of ruling by the Islamic Revolution led by the late Imam Khomeini in 1979.

Thirty years has passed by since the glorious victory of the Islamic Revolution and the country has witnessed some major political, social, cultural and economic reforms during the past 3 decades. We may make a reference to some of the reforms carried out during the past decade.

Geographical Climate

Islamic Republic of Iran with a an area of more than 1,648,000 Sq.km is located in the southern hemisphere, north temperate zone between 25 to 29 degrees 47 minutes of north latitude of the equator and from 44 degrees 2 minutes to 63 degrees 20 minutes of north longitude form Greenwich Prime Meridian.

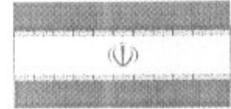
Iran's average height is more than 1,200 m. above sea level. Its geographical boundaries are stretched in the north and east hemisphere, southwest of Asia and the Middle East. Iran's neighbors are Turkmenistan Republic, Caspian Sea, Republic of Azerbaijan and Armenia in the north , Afghanistan and Pakistan in the east, Sea of Oman and Persian Gulf in the south and Turkey and Iraq in the west.

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

Population

The 2006 national census recorded a population of 70.5 million people for Iran, about 50.7% of which are men and 49.2% women, with 103% gender ratio. 68.4% are city dwellers, and 31.6% live in villages. The population growth rate had been 1.4% within the past decade. This rate was 3.2.% during 1976-86 and it decreased to 1.4% during 1986-96. The population inflation within the first decade of post Islamic Revolution era was a barrier to social progress and development .During 2000 to 2006 , the population of Iran grew from 62.6 to 70.5 million, i.e.an average increase of about one million people per year.

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



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

Population by percentage of Age Group (1986-2006)

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

Cultural and Political Situation

Iran enjoys a long established culture and civilization; by the advent of Islam and Islamic –Iranian identity was emerged within the country. Culturally speaking, Iranians enjoy a profound and strong sense of innovation.

Old traditions are still prevailing and demonstrated in preservation of traditional beliefs in cultural aspects of life.

The safavid dynasty was established in the 10th century on the basis of Shiite as an established religion which was prevailing till the foundation of the Islamic Republic of Iran led by the late Imam Khomeini in 1979, the fundamental basis of its legislations being Islamic Sharia.

According to the 2006 census 99.43% of the population are Muslims, 0.16% Christians , 0.03% Zoroastrians, 0.01% Jews and 0.37% are the follower of other religions.

The formal language of the country is Persian . However, people in some provinces speak Azeri, Kurdish, Arabic and other dialects.

The established political system of the country is “Islamic Republic” founded through 98.2% landslide plebiscite, held in March 1979.

The highest authority in the ruling system is the religious jurisprudence headed by the supreme leader and the President is the chief executive. Three legislative, Judiciary and executive are the major constituent of the government . The President and the members of the Parliament are elected by direct vote of the people for a 4-year term.

Economic situation

a) Gross Domestic product (GDP)

The GDP has raised from about USD 46 billion in 2000 to USD 226 billion in 2006 with an average growth rate of 5.5% .In a view to the higher rate of GNP growth compared to the population growth rate, then per capita income has been tripled since when and this is an indicative of partial improvement in economic welfare of people during 2000 -2006.

GDP & Economic Growth in Iran (2000-2006)

	Title	Unit	2000	2001	2002	2003	2004	2005	2006
1	GDP (at current price)	Billion RLS	574693	664620	917036	1095304	1384819	1687905	2038432
2	GDP (at fixed price of 1997)	%	320069	330565	355554	379838	398234	419706	445790

3	Economic Growth	%	4.9	3.3	7.5	6.8	4.8	5.4	6.2
4	Population	In Thousand	64219	65301	66300	67315	68345	69390	70496
5	Per capita GDP	Billion Rls	8976985	10177792	13831613	16271321	20262184	23324902	28915569
6	US Dollar Exchange Rate	Rials	8190	8009	8019	8325	8719	9026	9042
7	GDP (Per capita)	US\$	1096	1271	1725	1954	2324	2584	3198

The share of each sector in economic growth is as follows:

Agriculture 13.8% of the GDP

Mine and Industry; 24% the GDP

Oil and Gas: 11 .2% the GDP

Service: 51% of the GDP

B- Government Public Budget

The government's is public budget falls into the following three categories, based on the international standard classification of Government Finance Statistics (GFS):

Current expenditures

Capital budget

Financial budget

The current expenditure during 2000-2006 estimated to be 29.8% of the total expenditure showing an increase of 4.8 times. Current expenditures share is 68% and that of capital budget is 22% and the rest 10% is for other

expenditures. In general , the government's public expenditure is about 25% of the GDP.

During 1981-2005 in average 47.2% of the government's income was directly earned from oil export while oil industry provides some indirect income for the government too. Thus, the government's rely on oil is 55% . Tax revenue is 26% of the resources and 19% is related to other revenues. Taxes comprise almost 6% of the country's GDP.

Social Situation

The country's social situation is defined through social welfare, income distribution, supportive measures, welfare facilities and social security.

Social welfare reforms are defined by Social Welfare Index (SWI); during 2000-2006 the index raised form 2439 to 3289 because of an increase in per capita income and the overall improvement in income distribution.

During the period 2000-2004, the expenditure by the richest strata compared to that of the poorest annually decreased by 2.8% and dropped to 16.8. The index has an annual decrease of 1.5% and 3.3% in rural and urban areas respectively.

Programs conducted by State Welfare Organization cover about 4.6 million people. They include organizing chronic mental patients and homeless children, conducting necessary training sessions to prevent social harms, to reduce demand for illicit drugs and narcotics, supporting underprivileged households through constant financial, social and cultural assistance. Furthermore, health insurance supports 93.8% of population, about 21 million of whom are villagers and almost 5 million are underprivileged people.

General Review on Level of Development

1- Humanan Development Indicator (HDI)

HDI has increased from 0.725 in 2000 to 0.77 in 2004 placing the country on the list of those with moderate HDI, with an average growth rate of annually 1%.

Components of Human Development Index in Iran
2000-2004

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

2- Socio-economic and Health Indicators

a) Economic Indicators (EI)

Economic indicators trends in Iran during the period 2000-2006 were as follows:

The average growth rate of EI has been annually around 5.4% . Agriculture sector's share form the GDP is 13.8% , Oil and gas 11.2% , mine and industry 24% and the service sector , with the highest share, around 51% .

Investment ratio to the GDP has also raised from 29.8% in 2000 to 36.4% in 2005.

The government's public expenditure is almost 20% of the GDP and the tax revenue is about 6% of the GDP. The social welfare index had an annual growth rate of 5.8% during the period 2000 to 2005, the reason behind this being the increase in per-capita income and improvement in wealth and income distribution system.

b- Social, health and education indicators

The life expectancy indicator has raised from 70 years in 2000 to 71.7 in 2004, the reason being the reduction of below 5-year olds mortality rate (28.6 per thousand birth). The number of physicians per thousand people is now 1.13 and the number dentists per ten thousand people has been doubled. The ratio of hospital beds to the population has been one per 605 people and the ratio of beds in use is one per 726 individuals.

In general, every health center including both public and private covers a population of 8613 people. Vaccination rate for below one –year old infants (4 vaccinations) is 95% and 97.3% of the birth deliveries are performed by trained people.

67.1% of the total population are now covered by social security insurance and about 93.8% are covered by health insurance; 21 million of whom being rural and 5 million underprivileged and vulnerable people.

The enrollment rate at primary level is 95.3% and 82.3% of adult population (over 15) are literate.

The total number of adult illiterates is 9.3 million.

The number of university students in every thousand population is 37.8 and the number of researchers per million population is 346.

During the subject period, the cultural indicators have been relatively improved in a way that the number of published books compared to the total population is 2.4. Extensive religious activities are carried out and services rendered but due to unavailability of data and statistics, no specific indicators can be defined.

Regarding the ITC, the number of the Internet users is currently six million six hundred thousand with an annual growth rate of 86% in average.

Education system in the I.R.of Iran

Education system in the I.R. of Iran is categorized into two formal and informal system. Formal education system is divided into two branches the first one from pre-primary up to the end of high school and the second one tertiary education. The first category is comprised of the following levels:

1- Pre-primary level

Pre-primary level is optional and parents may enroll their children at the relevant centers if they wish so. The training services at this level are rendered by Education Ministry, State Welfare Organization, Ministry of Interior, Ministry of Labor and Social Security, municipalities and NGOs.

Education Ministry has envisaged this level for 4 and 5 year old children and currently a one- year pre-primary course is offered as an optional course for those who wish to attend.

2- Primary level

This is the first formal stage of education within the country's education system for 6-10 year old children comprising grades one to five. The minimum age for the children to enroll at this level is six and the maximum is 9 and 11 in urban and rural areas respectively . The time table includes 24 sessions, six day a week. The total number of sessions is expected to be 800.

3- Lower secondary level

Primary school graduates are the entrants to this level of education. This 3-year level is the linking ring between primary and upper secondary education . According to the rules of procedures the maximum age for enrollment in urban areas are 15, 16 and 17 and in rural and nomadic areas are 17,18 and 19 at each grade respectively .

4- Upper secondary level

This level of education lasts for 3 years and the subjects are offered as credit courses .The total number of credits to be passed by the graduates are 96. Education system at this level is divided into three branches namely theoretical or didactic, technical and vocational branches.

Theoretical branch:

This branch is comprised of four fields of studies:

- 1) Math-Physics
- 2) Literature and Humanities
- 3) Experimental Science
- 4) Islamic Science and Knowledge

52 credits at all fields of study of this branch are common at first and second grades and the remaining 44 credits are specialized ones to be offered at 3rd grade.

Technical branch

This branch of study is divided into the following three areas, each of which containing a variety of fields.

- Industry
- Agriculture
- Services

58 credits at all fields of this branch are common and the remaining 39 credits are specialized.

The fields of study at each of the aforesaid areas are listed as follows:

- **Industry Group:**

General construction design, Manufacturing, Metal industries, Automotive, Installations, Wood and paper industry, Electronics, Electro techniques, Metalurgy, Chemical industry, Textile, Ceramics, Mining , Cement, Construction, Topography, Navigation, Marine engine mechanics, Marine electronics and telecommunication.

- **Service Group:**

Graphics, Designing and sewing, Architectural design, Handicraft, Drawing, Theatre play , Cinema, Music, Printing, Accounting, Business, Child care, Computer, Physical education, Family management, Cultural work restoration.

- **Agriculture Group:**

Animal husbandry, Planting and Gardening Affairs. Agricultural machineries, Food industries.

Vocational branch of study at upper secondary level of education also offers three groups of fields namely agriculture, industry and services each group comprising a number of fields of study each of which having 53 credits allocated to general subjects and 43 subjects for specialized ones.

5- Pre-University course

Graduate of theoretical branch of study at upper secondary level are obliged to pass the one –year pre-university course if they wish to enter higher education.

The subjects are offered on credit-based format at two semesters. In this method, the value of each subject is evaluated by the number of credits allocated to that particular subject and passing or failing a subject does not affect other subjects. The curricula is offered in two 18-week semesters per school year.

Pre –university course fields of study are:

Math science, Experimental science, Humanities, Arts and Islamic science and knowledge.

6- Higher Education

Higher education is comprised of the following courses:

Associate degree: (2-3 years)

Bachelor of Arts or Science B.A or B.S: (4-6 years)

Masters degree: (2-3 years)

PhD degree: (2-4 years)

Ministries/ organizations in Charge of Formal Education

Formal education and training courses in the I.R of Iran are offered by three ministries:

- a) Ministry of Education: Responsible for pre-primary, primary, lower and upper secondary education .Pre-primary is also offered by some other ministries or organizations , including the Ministry of Interior, Ministry of Labor, State Welfare organization, Municipalities and NGOs.
- b) Ministry of Science, Research and Technology: Responsible for higher education:
- c) Ministry of Health and Medical Education: Responsible of Medical education and training at tertiary level.

However, there are some other ministries /organizations that offers some forms of formal education. These include: Ministry of Agriculture, Ministry of Culture and Islamic Guidance, State Welfare Organization, Ministry of Labor and Social Security, Municipalities and NGOs.

Bodies responsible for informal education

Variety of ministries and organizations offer informal education in the I.R . of Iran. Informal basic education or literacy courses are offered by the “Literacy Movement Organization” .

This organization initially offers an introductory course for illiterate people; then a complementary course equivalent to the 3rd grade of primary , final course equivalent to the 4th and 5th grades for adults.

Some other forms of informal technical and vocational training courses are offered by Technical Vocational Training Organization (TVTO) affiliated with the Ministry of Labor. Duration of these courses varies form 300 to 900

hours or even more. The graduates are awarded 1st, 2nd or 3rd grade skill certificates.

In addition to the afore-mentioned courses some short –term courses are also offered by most ministries and state organizations as pre-service and in – service courses aimed at promotion of the employees’ professional qualification.

Furthermore, some short –term courses are also offered by private, open and non- governmental institutions in the fields such as: Arts, Music, Handicrafts, Cultural –Art fields, Foreign Language, Family Management, Computer, Accounting, Hairdressing, Tailoring, Dress-making, Embroidery, etc. All these institutions should hold a permission to conduct such courses from TVTO or the relevant organizations.

3- Rules and regulations pertaining to Inclusive Education

The efforts made by special Education Organization’s experts led to the adoption of the “Rules of Procedure for Inclusive Education of the students with Special Needs” in the 434th meeting of the Supreme Council of Education to be implemented as a pilot project for a 3-year period at 28 schools in seven provinces. This rules of procedure facilitates the attendance of visually challenged, deaf, physically disabled, borderline students and those with low to moderate behavioral disorders at ordinary schools. In this respect two implementation methods have been Jointly devised and issued by the Departments of General Education and Management Development to be implemented in the pilot provinces.

Devising instructions and circulars on identification and mainstreaming the students with special needs in to ordinary schools:

- 1) Adoption and notification of an instruction on enrolment of the students with special needs in school year 2008-2009 to all provinces with an approach to mainstreaming these students in ordinary schools attached to the circular No. 97000/2806/2 dated May 21, 2008.
- 2) Preparation of a circular on “Attaching priority to mainstreaming the children with special needs into ordinary schools and notification to the Provincial Departments of Education.
- 3) Preparation of the policy for mainstreaming of the children with special needs in ordinary schools (Inclusive Education) which is in its final process to be notified to “Provincial Departments of Education”

4) The process of Development in Education

4-1) Human Resource

Human resource is among the major elements vital in achievement of educational objectives. That’s why the issue is of prime significance in different plans and polices including the country’s long-term Development Vision Plan, the 3rd and 4th Development plans and the “National Plan of Education”. However, the overall trend of the country’s student population is among the other factors highly influential on the policies pertaining to human resource during the period under survey. During 1980s and 1990s, the country experienced a sharp ascending trend in student population with an increase from 8 million in 1981 to 18 million in the late years of the following decade. Naturally, the policies on human resource development were in direct contingency with the

quantitative volume of the activities and in line with the quantitative indicators in education, specially in access to education.

At the outset of 2000 decade, in line with country's descending rate of population the student population also drastically dropped to 14 million within only five years. In this connection, human resource policies were also modified accordingly towards qualitative promotion, refreshment and focus on human resource development for secondary level of education. The number of Education Ministry's staff in 2000 was 995271 which reduced to 953906 in 2006. The percentage of primary school staff reduced form 41.5% in 2000 to 36.5% in 2006 while the share for secondary stage staff in the same period increased from 25.6% to 32.5% . Percentage of the staff holding bachelor degrees and higher also had an increase from 34% in 2000 to 51% in 2006. Percentage of human resource in different levels of education is shown as follow:

Year	Primary	Lower secondary	Upper Secondary	Administrative Department
2000	41.5	27	25.6	5.9
2006	36.5	26.7	32.5	4.3

4-2) Education Budget

a) The structure of financial source

In the I.R.of Iran education is free of charge up to the end of upper secondary level of education.

Thus the major part of educational expenses, more than 85% , are covered by the government and only around 15% are provided by people in the form of tuition fees. However, there are also some indirect contributions paid by the families, which are not included in these figures.

Education expenses are provided in the form of current expenditures and capital expenditures. In addition to these, the expenses for literacy programs, informal education and short-term technical –vocational training courses are sponsored by the government.

b- The share of education budge from the GDP

During the 2000-2006 period education budget was in average 4.2% of the GDP . If we consider the 1 .5% of educational expenses spent by the private section at all levels of education then the share of education budget from the GDP would be 5.7%.

However, the share had a fluctuation of 4.4% to 5.3% during the period under survey.

In fact , formal education budget’s share from the GDP has increased from 4.29% to 5.1% . The shares by different levels of education are as follows:

Primary education : 1.47% of the GDP

Lower secondary education : 1.06% the GDP

Upper Secondary education : 1.28% the GDP

Higher education: 0.88% the GDP

Informal education: 0.17% the GDP

c- Education budget’s share form the government’s public budget

Education’s share from the governments’ public budget during 2000-2006 was in average 19.2% .

The share had a fluctuation of 17% to 21% , details being as follows:

Pre-primary education: 0.16%

Primary education: 5.8%

Lower secondary : 4.1%

Upper secondary : 5%

Higher education: 3.4%

Informal tech –Voc education: 0.37%

Adult education and Literacy : 0.2%

Thus, education's share from the government public expenditure up to the end of secondary schooling is about 15.4% . 0.57% is allocated to informal literacy and short-term technical –vocational training (TVET) and only 3.4% is allocated to higher education

Year Level	2000	2001	2002	2003	2004	2005	2006
Pre-primary	0.16	0.19	0.16	0.15	0.2	0.3	0.16
Primary	6.54	6.65	5.32	6.02	6.03	5.07	5.08
Lower secondary	4.36	4.47	3.69	4.32	4.36	3.98	3.74
Upper secondary	4.73	5.13	4.38	5.25	5.34	4.69	5.14
Higher education	3.97	3.91	2.9	3.06	3.04	3.81	3.4
Informal TVET	0.52	0.56	0.38	0.5	0.53	0.47	0.37
Literacy	0.21	0.2	0.17	0.17	0.19	0.18	0.2
Total	20.5	21.1	16.9	19.5	19.7	18.5	17.9

Share of Educational expenses out of public expenditure.

d- The government's financial incentives to the groups with special needs

All education expenses for the socially deprived and vulnerable groups of people are provided by the government through provision of free of charge education, However , some financial incentives are provided by relevant organizations including schooling grants to deprived families without bread winners, through support organizations. Special budgets are also allocated to all groups of children with special needs including mentally retarded, physically handicaps and those with impaired motor function, visually challenged, hearing impaired, those with learning disorders, etc. In addition to education and training, the budget covers their rehabilitation , insurance and transportation expenses too.

The students in deprived regions are provided with free of charge daily nutrition; which includes a population of 3 million.

Textbooks and some stationery are available through government subsidies.

4-3) Application of Information Technology in Education

In the process of implementation of EFA plan and in a view to Education Ministry's general policies in line with establishment of e-government in the country, in addition to the "Strategic plan of ITC in Education " the ministry has also devised a plan for promotion of the staffs qualification in application of ICT and notified it to the provincial departments of education. Thus, the seven skills of ICT curricula has been developed in a 130-hour course, being conducted since 2003.

In a view to the establishment of 216 Distance Education Centers, in line with EFA plan, some of the teaching materials are offered through web-based methods. Awarding ICDL certificate is among the other measures

taken in this respect. According to the statistics available, over one million teaching and non-teaching staff have already taken part in short-term courses to acquire seven skills pertaining to the ICT since 2004. The training courses are expected to be conducted to cover all the staff including principals, managers, experts and teachers.

In pursuing this policy, Education Ministry has launched a project to equip all schools with computer laboratory and in the same vein teacher training centers computer sites have been equipped to render services to teacher trainers, students and staff.

Various projects such as the “Comprehensive Plan for Organizational Information Architecture” and Integrated Portal have been conducted at the ministry’s headquarters to provide an easy and integrated space for the exchange of information among headquarters, provinces and districts.

Implemented plans and programs

Short-term In-service Virtual Training Courses

Considering the relatively high number of education ministry’s staff, their scattered homes and working places, facilities for information and communication technologies and the need for cutting educational expenses have urged the ministry to put electronic in –service teacher training programs as a top priority in Education Ministry’s agenda. Thus, since 2003 some in-service training courses have been offered through e-learning system site.

Development of e-learning through production of e-content by teachers

In order to train some specialist capable of developing e-content some special training courses have been envisaged for teacher trainers. Upon completion of the course every province will have at least 4 specialists.

Distance Education of Teachers Through T.V Programs

In order to provide in –service training courses for teachers, the Ministry of Education has produced some programs entitled “Teaching Methods” initiated to be broadcast through educational channel of the Islamic Republic of Iran Broadcasting in 2004.

Launching and Developing a web site

In addition to launching web sites for all provincial departments of education and LAN central site for them, the ministry has also conducted the following plans and programs:

- Establishment of a database for Roshd educational magazine (www.roshd mag.org)
- Establishment of database for Roshd educational books (www.samanketab.com)
- Establishment of an e–learning system for over 14 secondary school subjects and launching web sites for Mathematics, Physics, Chemistry, Computer and Biology Olympiads.
- Establishment of Teachers Virtual Clubs.

National Roshd School Network

- Ever-increasing development of modern technologies including computers and communication networks in education due to their

extensive application, high capacity for saving data, speedy data analysis, high speed searching for data and provision of the results, flexibility of programs in computer networks, possibility of links among the students or between students and their teachers through e-mail, have all contributed to facilitation of education and learning process.

- Launching and extending “Roshd Network” and the central system by 200 telephone lines as well as the Internal services for the ministries directors through 69 telephone lines, equipping 19 districts with Roshd Network system and their connection to the central Roshd system, launching VPN network in 19 districts of Tehran , as well Roshd web site in Bushehr, Yazd and Kohkilooye Provinces have led to availability of the network through [www.roshd. mag.ir](http://www.roshd.mag.ir) countrywide.

4-4) Inclusive Education for the children with special needs

Special Education in Iran dates back to 1910 and the early 1920s with some sporadic measures for education of visually impaired and hearing impaired children. Establishment of “Special Education Directorate “ within Education Ministry of Iran in 1968 was the formal initiation of education of the children with special needs. Victory of the Islamic Revolution and democratic administrations under the Islamic Republic led to further quantitative development of education of the children with special needs. By establishment of Special Education Organization in 1980 and promotion of its status to a department under Jurisdiction of a deputy minister, extensive measures were taken to serve more groups of disabled children.

Student Group Levels of Education	Hearing Impaired	Visually Impaired	Mentally Impaired	Behavioral Disorders	Motor Physically Impaired	Multi-Handicapped	Learning Disability	Total
Pre-primary	1700	343	5988	---	254	586	--	8871
Primary	6270	1188	30789	---	772	2017	--	41344
Lower secondary	2804	473	121402	---	513	--	--	15192
Upper secondary	2205	382	--	--	1558	--	--	4145
Total	12979	2386	48179	308	3097	2603	--	69552
Inclusive Education	5287	2692	--	912	2863	--	9156	20910
Grand Total	18266	5078	48179	1220	5960	2603	9156	90462

Students with special needs by level of education and type of disability covered by Special Education Organization

As you notice in the chart, currently 90462 students are covered by “ special Education Organization” , affiliated with the Ministry of Education .

School year	Student with special needs	Students with special needs as percentage of ordinary students	Compound Percentage of growth rate
2001-2002	72904	0.4%	3.66%
2007-2008	90462	0.65%	

The chart shows the percentage of students with special needs at two different school years compared to the total number of ordinary students.

Relative cooperation made by all relevant organization in allocation of fund and human resource have enabled the “Special Education Organization” to cover 1.02 times more students in school year 2007-2008 compared to 2001-2002.

Although, the progress has been relatively good but there is a long way ahead to integrate them in ordinary classes (3 to 4% for moderate to highly disabled students and 10-15% for their total population).

Some reports indicate that a number of students with slight to moderate disabilities enroll in ordinary classes without approaching “Special Education Organization” , who are not included in the afore-mentioned statistics.

Available data reveals the fact that by prevailing segregation method, we may not achieve the goal in the short run. Hence, Special Education Organization has in recent years changed its approach towards inclusive education with an emphasis on quality education and training .

Due to the high population of the children with special needs in the country, including all with slight to moderate disabilities (visually impaired, Hearing impaired , mentally impaired, boarder line, etc) and insufficient provision of specialized services we believe that their integration in ordinary classes close to their house will to some extent compensate for the quantitative gap. Organization of a workshop entitled “Familiarity with Inclusive Education Approaches” by Special Education Department of UNESCO headquarters, in 1999 in Iran, led to some serious measures towards qualitative and quantitative improvement of inclusive education. The measures have been in line with a number of international agreements on provision of quality education for all adopted in Dakar, Senegal(2000), the major strategies in education envisaged in the country’s “4th Five-year Development plan” and the National Education Plan on Inclusive Education. Special Education Organization has since then made serious efforts to avoid segregation of students with special need specially at nomadic and scarcely populated areas in which facilities are not available for establishment of special education schools. This contributed to mainstreaming of some students with special needs in to ordinary schools.

During 2001-2004 inclusive education was implemented as a pilot project in two Isfahan an Gilan provinces. Assessments made during these years indicated the following challenges and taints facing these groups of students:

- 1- Improper attitudes of ordinary schools teachers and staff towards students with special needs.
- 2- Insufficient skills and qualification of teachers and staff working at ordinary schools to meet the needs of students with special needs.

- 3- Considering the “Inclusive Education” as an inevitable alternative when there is no special school, not a right and a better way for the students with special needs.
- 4- Inadequate special education facilities at ordinary schools or even at special schools.
- 5- Delay in diagnosing the children with special needs.
- 6- Lack of motivation from ordinary schools staff and teachers to face the challenges to meet the needs of these groups of students
- 7- Improper and inflexible rules and regulations in the country’s education system
- 8- Irrelevancy of the ordinary schools curricula with the needs and capabilities of students with special needs.
- 9- Improper physical environment of ordinary schools for integration of the students with special needs.

4-5) Iran and Refugee students

Geographical situation of Iran and the critical status of its western and eastern neighbors, specially civil wars in Iraq and Afghanistan led to the influx of tens of thousands of refugees to our country. In addition to the afore –mentioned reason, the following factors have also been effective in the number of refugees:

Labor market, long borders and the ease of transposing illegal refugees , common language, religion and culture and the marriage between Iranian people and these countries nationals as well as our country’s support for refugees and those inflicted by war

Refugees and International Organizations

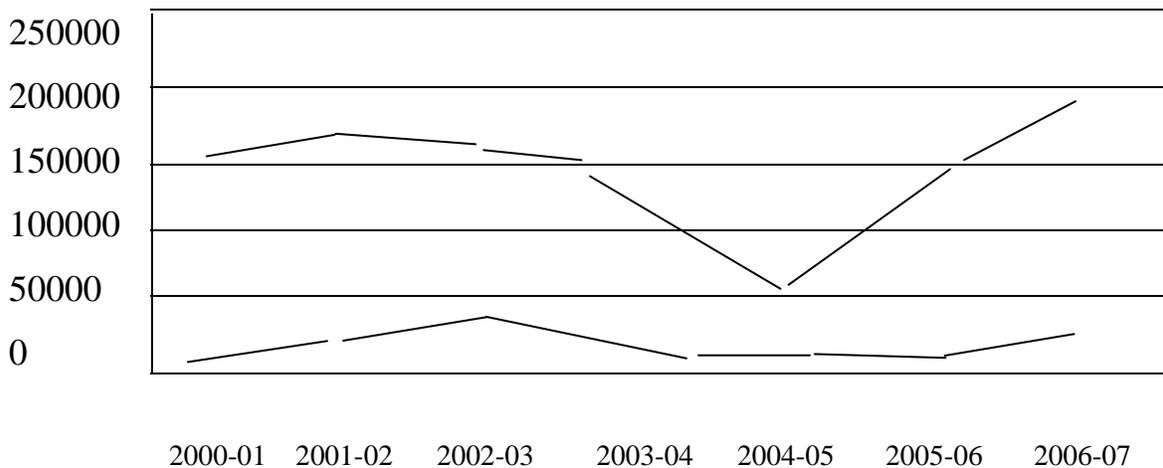
Islamic Republic of Iran did not ask for any support to be given by International organizations for refugees until 1982.

Despite the fact that the high number of refugees imposes excessive pressures on the country's economy and development of its infrastructure for sustainable economic progress, the government policies are still based on accepting the refugees, in a way that they enjoy the same rights and privileges enjoyed by Iranian citizens in health , education, fuel , bread, fresh water, transportation, etc. These have led the refugees to be integrated in Iranian community and to be authorized to be scattered in all sectors of the country.

International community did not support the government in refugees affairs until 1983. As of 1983 to 1986 the United Nations High Commissioners for Refugees (UNHECR) supported the government through provision of aid from foreign donors. From 1986 onward upon assessment of the refugees needs at different sectors, their local settlement plan was devised to help them in the realm of education, health, drinking water, production and income-generation mainly at rural areas and refugee camps in the country's highly populated provinces. In general, although contributions made by UNHCR and other UN agencies and NGOs to meet the refugees urgent and long-term needs have highly effective in support of these groups of people but they have never been sufficient or suitable compared to the government's expenditure for long-term residence of refugees. The UNHCR in 2000 announced the year 2001 as the last year for repatriation of all refugees and minimized its contributions in a way that in some areas such as education the allocated fund reduced to zero.

Education Ministry and Refugees

Ministry of Education has been entrusted with the task of policy –making and rendering educational services to the refugees and during the past has rendered valuable educational and training services to tens of thousands Afghan and Iraqi refugee students.



No .of Afghan and Iraqi refugee students by school year

As it is shown in the chart the number of refugee students had a descending rate from 182,925 in 2000 to 75,146 in 2004 but increased to 212,317 in 2006 indicating an increase of 2.8 times compared to the year 2000.

Iran, natural disasters and instability of neighboring countries

Geographical map of the country shows that 13 provinces have common land border with the neighboring countries. The long borders from one hand and outbreak of 5 devastating wars, as well all some civil wars and local conflict in a number of neighboring countries during the past 3 decades have resulted in the influx of hundreds of thousands of refugees to Iran.

Besides this, the country's earthquake prone geographical situation which has led to a number of destructive quakes or some other natural disasters such as floods during the past three decades (some of the earthquakes measured to be from 6.2.to 7.7. in Richter scale) have resulted in heavy human and material loss and ruined scientific, cultural, historical and educational infrastructure of the country, reconstruction of which needed a huge amount of fund.

4-6) Street children

Social Harm Division of the State Welfare Organization , an official division responsible for street children has taken expensive measures to identify , register and accommodate street children in ten provinces since 1999. The task is being extended country-wide in cooperation with a number of governmental and non-governmental organizations affiliated with the State Welfare Organization.

It is noteworthy that the subject children were previously under supervision of the same organization under another affiliate division.

Legislation and State Welfare Organization

1- Establishment Act adopted in 1980

In order to achieve the implementation of the articles 21 and 29 of the country's Constitution to arrange for planning, coordination, monitoring, assessment and adoption of norm and standards in supporting unattended families as well as rendering social and vocational services to physically and mentally disabled people, arranging preventive measures against social disorders, protecting unattended children and elderly people, the State Welfare Organization was established to train the qualified human resource in these areas and to encourage the volunteer groups and NGOs to participate in such issues.

2- The Rules of procedure for street children: summary of statistics

According to the statistics available in recent years 4% of the street children are girls and 96% are boys.

The figure includes both street children and child labors; however, 80% of the total number is related to street children.

Both governmental and non-governmental organizations provide supportive services to the target population, the major approach being identification and attraction of them toward the relevant supportive centers rather than their forced accommodation.

2001	2002	2003	2004	2005	2006	2007
5050	6401	30188	14269	6076	6143	12471

Attraction of street children by year

Various steps to deal with the street children are categorized into the 4 following measures:

- There are some stationary and mobile centers whose main responsibilities are to identify and absorb the target groups and to make them familiar with the relevant centers' objectives and activities
- There are some short-term (Level 2) centers which are responsible for check in and short-term accommodation of street children (maximum of 20 days) . These centers render social work services and provide physical, mental and psychological examinations to children, adolescents and families to pave the ground for their rehabilitation and permanent accommodation .
- There are some mid-term (Level 3) centers responsible for accommodation and taking care of the children for over 20 days up to one year. Identification of these children is conducted by specialized teams of experts.
- There are some long-term centers (Level 4) responsible for boarding unattended and ill- attended children up to age of 18.

The major trends in rehabilitation of these children are as follows:

- 1- Regarding the child or the family as an entity in need of social work and preventing to isolate them
- 2- Supporting the families to reinforce their ability to function naturally, i.e. to grow and develop their children and to facilitate their integration.
- 3- Attaching emphasis on the children's schooling as an appropriate approach to prevent labor child. Identification and accommodation of these people are carried out through the following means:

Self introduction: The child approaches the centers by oneself or by an adult (neighbor, etc...).Preliminary and identification interviews are conducted to verify their needs and to be supported by the center.

Identification by the mobile supportive centers:

The centers identify the street children and introduce the supportive centers to them to benefit the services in case they meet the required qualification.

Introduction by Judiciary or law enforcement authorities:

In this case too, the relevant interviews are conducted to verify if they are qualified to receive the relevant supportive services.

Introduction by other governmental or non-governmental organizations:

The same procedures are applied to the people introduced by state institutions or NGOs.

Summary of the services rendered by the centers

- Specialized services such as social work, legal consultation, medical and psychological examination, accommodation and welfare services.
- Preliminary professional communication between the child and the trainer
- Round the clock monitoring and control
- Behavioral monitoring and regular reporting in shift basis

According to the Iranian internal law, over 15 years old children are permitted to work and up to the age of 18 are entitled as “Adolescent Labors”. These labors work less than ordinary workers and their employers

are obliged to render necessary support to them and provide regular medical examination for these groups of labors.

On the other hand, in a view to the fact that the Islamic Republic of Iran is a signatory to the “Convention on Prohibition of Child labors to Difficult Jobs” and its attached recommendations, those Jobs have been omitted on the list of jobs entitled to adolescent labors. In this respect some supportive measures are also taken for these groups of children with an emphasis on their schooling.

In case the child labor is in the 15-18 age bracket, some adapted jobs with a lower working hour are offered to them with a just wage, under supervision and support system of the government and State Welfare Organization.

4-7) Girls & Women

The education system of Islamic Republic of Iran, underscoring Article 30 of the Constitutional Law, stipulates that all Iranian children are entitled to benefit from education up to the end of upper secondary program; therefore, the Ministry of Education is duty bound to provide required grounds for making education accessible to all children and the adolescents. The entire mandatory education system, including all approved regulations, policies and strategies, underline equal access to education for girls and boys. By exercising these regulations and policies, ascending trend has been experienced during the period of study in terms of gender parity index with regard to intake rate, gross and net enrolment ratio, transition rate from primary to lower secondary and from lower to upper secondary education, survival rate from primary first grade to the fifth, among literate adults aged 15-24 and 15 and above. This indicates enhancement of conditions as for enrolment and furthering of education among girls and women. (The growing trend of gender parity index has been defined in details in Goal No. 5: Elimination of Gender Disparity). The most important factors effective in

increasing gender parity index are designating female teacher for girls classes, separating mixed classrooms to girls-only-classes and boys-only-classes if possible, organizing central-village schools, boarding schools, central dormitory, introducing more flexibility in teaching methods and enrolment of school-aged children through distance-learning, correspondence-learning and media-learning. As far as literacy movement is concerned, conducting applied education and teaching basic living skills, while presenting literacy program at Community Learning Centers (CLC) have been effective in increasing women's literacy rate, as a result of which, 82% of total population aged 15 and above have been literate based on results of national census of the year 2006. The above rate has been 87% for men's population and 77% for women's population. The literacy percentage of gender parity index is about 89%.

4-8) Education of Immigrating Tribes and Nomads

With due regard to the problems of nomadic life as disadvantaged regions in having access to educational facilities and integration of theoretical and practical courses, the mobile education technology project has been initiated, aiming at informing educational and training opportunities, making laboratory, workshop and audio-visual facilities available for all students. The project consists of a suitable vehicle in which the audiovisual, laboratory, workshop and other required equipments have been arranged, along with an education guidebook. It refers to schools based on a timetable and provides students to take a close advantage of educational equipments and educational materials with regard to their syllabi. This way, the vacuum caused by shortage of educational facilities in the course of teaching-learning process by teacher would be eliminated to some extent.

5-9) HIV-Positive Children

HIV/AIDS, the big concern of the third millennium, is spreading out quickly. Contaminating younger generations and killing people at the most productive years of their lives, HIV/AIDS brings about public health,

economic and social challenges; generally speaking, it jeopardizes progress and development of all communities. According to the report of WHO, although HIV/AIDS incidence was not a big concern in countries of Eastern Mediterranean Region, however the growing implications of the disease during recent years, have put these countries in a critical situation.

Islamic Republic of Iran is located in a very high risk geographical position. Currently, the highest rate of prevalence is reported from northern neighbor of Iran, Afghanistan the major producer of narcotics; therefore, our country is a transit route for trafficking illegal drugs. Along with 188 UN member countries in June 2001, Islamic Republic of Iran committed itself to prevent and control HIV/AIDS and so far, has taken important actions that were praised by international organizations, a concise account of these activities are presented here with an emphasis on education.

The first case of HIV/AIDS contamination in Iran was reported in 1986, in a Hemophiliac child. In 1995, with the wave of disease in some jails of the country, the population of patients increased significantly and since then, this ascending trend has continued. Based on statistics released on Sep. 23, 2006, on the whole, 13702 HIV/AIDS victims have been identified in the country, 94.5% men and 5.5% women. The highest incidence of HIV-Positive is seen among the youth aged 24-35 (40.7%). The biggest reasons for HIV prevalence are sharing needles by intravenous drug users, sexual intercourse (7.4%), mother-to-child transmission (0.5%) and receiving contaminated blood products (1.8%) respectively. Also the reason for HIV/AIDS incidence is unknown in 25.8% of patients. While the rate of unknown transmission is increasingly growing during the past couple of years, the disgrace and shame of unauthorized sexual relations has contributed to part of such outbreak of disease. Right now, the incidence of HIV/AIDS in the Islamic Republic of Iran has shifted from low level to concentrated level of incidence (Report of Ministry of Health, Treatment & Medical Education, 2006).

Policy Making & Planning:

In Islamic Republic of Iran, high ranking officials are great supporters of HIV/AIDS control and prevention programs. National Supreme Council of HIV Planning, convening by Vice-President, the representative of the Judiciary Chief and certain number of Ministers, undertakes policymaking of HIV relevant issues. The top officials from concerned organizations, governors and some other authorities attend the meetings as members of national committee for HIV/AIDS control and prevention. They are supposed to assume conducting HIV/AIDS programs. Under surveillance and guidance of policymakers and planners, tens of programs, by-laws and executive instructions have been adopted. Currently, through advocacy of policymakers, political supports for HIV/AIDS programs are rather promising.

Organizational Structure:

Although, prior to adoption of national programs on HIV/AIDS control and prevention, the Ministry of Health was almost the sole accountable authority of this issue, an appropriate organizational structure was launched at national and provincial levels, taking advantage of matrix organization methods, so as to predict both Functional and Structural communicative channels for each unit. This was accomplished through introducing national programs and attracting partnership of organizations, Ministries and NGOs. At national level, AIDS Supreme Council, national committees and technical committees have been designed. The National Planning Supreme Council for prevention and control of HIV/AIDS was approved by the Cabinet in 2003. National committee is organized, presided by Minister of Health, Treatment & Medical Education, and the highest ranking officials of relevant organizations. Technical committees include five committees: “Education & Information”, “National Medical Care & Treatment Committee”,

“Investigation & Assessment Committee” and “Social Supports Committee”. The Supreme Council, including Vice-President, representative of the Judiciary Chief and some Ministers, adopts general guidelines. At provincial level, the provincial committees are convened, chaired by the Governor, and health vice-chancellor of University of Medical Science as Secretary. A specific structure has been tailored in each organization and Ministry, proportionate to the entrusted duties.

HIV/AIDS National Control & Prevention Program

The program was adopted in 2002, including 11 strategies, 65 exclusive goals and 278 major activities, while every exclusive goal or major activity could be regarded a major goal for adopting operational program. Preliminary measures initiated by Ministry of Health to adopt strategic plan, followed by participation of other organizations and institutions, including Ministry of Education, in final process of adoption. This national program has integrated various issues such as education and information, blood health, epidemiologic care system, comprehensive vigilance of health and treatment personnel, voluntary medical consultation and test (VCT), etc. The strategic plan comprises of an executive program with pre-defined goals, which has been certified by officials and organizations in relation to HIV/AIDS control and prevention. Several countries and international organizations have paid due attention to this plan and encouraged Islamic Republic of Iran for adoption and implementation of such plan. This strategic plan is featured with collaboration of all concerned organizations and institutions, NGOs, civil society, participation of HIV victims, as well as holistic characteristics of the plan. Monitoring and assessment of the plan revealed that despite existing barriers and challenges, the HIV/AIDS operations of strategic plan have been almost successful during 2002-2004. This Five-Year Plan has been adopted for the period of 2002-2006 and the second National Five-Year Strategic Plan on HIV/AIDS Control & Prevention was adopted, based on experiences of the first plan, with a

completely pragmatic and applicable approach, being implemented since 2007. In Islamic Republic of Iran, government public budget is the core source of financing HIV/AIDS control and preventive initiatives. Also, UN Agencies undertook 3% of the total credit for HIV/AIDS.

Total public budget of 2004 for control and prevention of HIV/AIDS amounted to Billion Rls. 119. It is worth mentioning that, while allocating budget for HIV/AIDS control and prevention, all social classes, particularly risky groups and prisoners are taken into due consideration, unconditionally and regardless to gender, race, religion, occupation, age and other issues.

During recent years, NGOs have been greatly involved in HIV-related activities from planning to rendering services, as a result of which, certain civil institutions have developed the scope of their activities in controlling HIV/AIDS.

At present, some NGOs are active in the field of HIV/AIDS. A number of HIV/AIDS patients have also organized groups and participate in launching programs.

Preventive services and public education are one of principal policies and strategies. Special emphasis has put on education and information as main strategies of national plan. For an optimum implementation of this strategy, widespread measures have been taken.

National Education & Information Committee on HIV/AIDS was organized, represented by all concerned stakeholder and organizations, conducting relevant programs. The important role of clerics, spiritual leaders and religious teachings in prevention of HIV incidence as well as Peer Education has always been taken into advisement in education and information issues. Furthermore, since very good results have been gained through drawing attention of officials and statesmen in loss mitigation programs, encouraging policymakers' supports has been stressed for training of life skills and sex issues.

In Islamic Republic of Iran, education of the youth has always been underlined as one of the priorities of education and information programs. A specific strategy is designed within curricula for enhancement of HIV/AIDS-related health, fertility and sexual educations to teenagers of high school and lower secondary school age that is rapidly growing; for instance, a 6-hour curriculum on HIV/AIDS education is conducted at high school first grade. About 11.2% of high schools have HIV-literate teachers and 90% of high school students have received such educations. Also, the Ministry of Education has accomplished the following measures in line with education and information strategy:

- Production of teachers' training package on HIV/AIDS prevention;
- Compiling the contents of a biology and health textbook supplement on prevention of HIV/AIDS for students of high school first grade;
- Editing book on prevention of HIV/AIDS based on life skills training for teachers;
- Editing book on prevention of HIV/AIDS based on life skills training for teenagers;

For the purpose of education and information, media capacities, (Radio & TV, Press), publishing activities, meetings, educational forums and workshops have been used in the best possible way.

On the other hand, "promotion of applied research", as one of the eleven strategies of national HIV/AIDS control and prevention program has always been a central issue. Besides, loss mitigation and health care & treatment programs are core strategies in national planning.

Socio-economic support for HIV/AIDS victims, their families and other groups with risky behaviors is underscored as a strategy in national programs and the need for patients and their families' right to privacy is emphasized. Circulars have so far been issued by first Vice-President on

prohibition of prior employment test and prevention of expelling HIV-positive employees, and by Minister of Education on mandatory enrolment of HIV-positive students at schools. There are also certain programs for reforming social vision and removing disparities in treating HIV/AIDS victims. On the whole, social advocacy of high ranking officials in the Judiciary and other statesmen have been extremely efficient.

4-10) Adults Education

Literacy Movement Organization, as an affiliate to the Ministry of Education, was established in 1979 upon historic creed of the great founder of Islamic Republic of Iran. At present, the organization, in capacity of a Deputy within Ministry, is entrusted with literacy and adult education at the age group of 10 and above. During its tenure, the organization worked on quantitative development to boost the access of various groups particularly women and girls to basic education, while taking into account the quality enhancement and diversifying curricula in order to meet a range of requirements by target groups. Receiving five literacy awards and honor insignia from UNESCO and ISESCO testifies this claim. Development of quantitative indicators in the sector of literacy reveals decline of gender and regional disparities and achieving goals of inclusive education:

- Diminution of absolute value of illiterate aged 6 and above from 14.2 million people in 1976 to 9.8 million based on Census of 2006;
- Reduction of literacy percentage variance of women and men from 23.4% in 1976 to less than 8% in 2006;
- Reduction of literacy percentage variance of urban and rural regions from 35% in 1976 to less than 13% in 2006;
- Establishment of more than 3,500 community learning center by 2007;

Number & Percentage of Illiterate Aged 6 and Above- 2006 Census

Literacy based on age group					No. & Percentage of Literacy & Illiteracy on age group 6 and over				
50 & over	Below 50	Below 40	Below 30	6-14	Literacy percentage	Illiteracy percentage	Literate	Illiterate	Total
5340760	4493995	2691968	150212	505482	84.6	15.4	54064275	9834755	63899030

Source: Statistics Center of Iran

Literacy Percentage & Variance by Gender & Region- 2007

Urban & Rural Literacy Variance	Literacy Percentage		Male & Female Literacy Variance	Literacy Percentage		Total National Level
	Village	City		Woman	Man	
13.8%	75.1	88.9	8.4%	80.3	88.7	

- Adult Literacy Policies & Rules Aimed at Increasing Access:

1. To develop an action directory of the Fourth Development Plan 2005-2008 and Literacy 20-Year Outlook Plan (2005-2025)
2. To adopt Literacy Strategic Plan for reforming and expediting literacy process in the country
3. To formulate methodology of support and cooperation of NGOs for their involvement in literacy activities
4. To adopt EFA National Plan of literacy sector, aiming at a 50% increase of literacy at national level and preparing its provincial documents to implement the objectives inserted at national plan, as well as formulating provincial action plan

Literacy for Special Groups

Creating Educational Opportunities for Women & Girls

Young women and girls are the principal addresses of literacy programs and more than 85% of literacy activities are exclusively designed for female population. Literacy percentage variance of men and women (2008) has

reached to about 8%. Gender Parity Index of literacy in population aged 15 and above has increased from 0.83 to 0.89 during the period 1996 to 2006.

Literacy Programs for Women 2001-2007

Year	Basic	Complementary	Final	Fifth Grade	Total
2001	197909	147794	107484	57120	510307
2002	253352	160477	97912	56121	567862
2003	340605	192020	118151	69474	720250
2004	413388	257425	151630	93763	916206
2005	5216227	305669	164578	108370	1100244
2006	524805	353454	166479	116312	1161050
2007	571865	401906	181155	95495	1250421

- Nomads

Decamping nomads and tribes are among special groups that require a different and more flexible method and syllabi as compared to other groups due to their specifications and special life style. Literacy Movement Organization has so far contributed to the literacy of a significant number of illiterate nomads through adoption of various approaches including recruitment of local teachers as well as soldier-teachers. The statistics of nomadic literacy activities during the years 2001-2007 are as follows:

Nomadic Literacy Students at Literacy Classes

Year	Basic	Complementary	Final	Fifth Grade	Total
2001	213	894	1631	3157	5895
2002	161	727	811	1351	3050
2003	433	758	1482	4796	7469
2004	299	532	2005	5857	8693
2005	177	496	1640	3369	5682
2006	427	1007	1567	9817	12818
2007	357	1108	3122	7707	12294

- Inmates

In view of the educational and cultural policies of Literacy Movement Organization and Prisons Organization on enhancement of basic education (reading, writing and numeracy) and for upgrading inmates' knowledge at national level, adults' complementary, final and fifth grade literacy classes and post-literacy programs are conducted in the prisons. Within the framework of this plan, literacy teachers are selected from among inmates and are trained if needed. Also, other centers similar to community learning centers have been formed in prisons with the collaboration of Literacy Movement. They are featuring a linkage between literacy and life skills, boosting partnership spirit and concern for basic needs of target groups and their families.

- Immigrants & Refugees

At the outbreak of war in our neighboring country, Afghanistan, a great number of refugees immigrated to Iran. With humanitarian intentions, almost all refugees liable to literacy benefited from literacy services. Within a twenty-year period, more than 600,000 refugees successfully passed various literacy courses. The number of Iraqi literacy students under literacy campaign amounts to 5,167 during 2001-2007. A population of more than 240,116 Afghan citizens became literate during 2001-2007.

Afghan Literacy Students from 2001 to 2007

Year	Afghan Literacy Students				Total
	Basic	Complementary	Final	Fifth Grade	
2001	15199	8010	4197	1987	29393
2002	63585	19921	6450	2489	92445
2003	30517	20391	10284	3249	64441
2004	2203	2899	586	382	6070
2005	3046	1428	1148	805	6427
2006	9881	5107	2709	1544	19241
2007	9738	7141	3489	1731	22099
Grand Total	134169	64897	28863	12187	240116

- **Literacy Experiences, Initiatives & Measures**

CLC Development Experience in Iran

The experience of community learning centers in Iran is indeed a successful mechanism for realization of the concept of lifelong learning and manifestation of government and civil society's genuine partnership. CLCs are circles for consolidation of social integrity that play a significant role in enhancement of communities' development process.

The main philosophy behind CLCs is to provide people with various educational opportunities for cultural, social, economic and political development and upgrading quality of life.

Other special goals of CLCs in Iran are as follows:

- Creating equal learning opportunities for those excluded from formal education (second learning opportunity)
- Conducting applied education, proportionate to the actual needs of target groups
- Involving people and other organizations in literacy campaign and encouraging culture of participation
- Gradual regionalizing and localizing of literacy
- Enriching rural life milieu through promotion of cultural and social activities
- Improving people's quality of life through their empowerment
- Facilitating access to higher level of education and furthering of literacy through conducting equalization programs
- Presenting combined education program of basic education and adults basic life skills

- Utilizing participatory, dynamic and interactive teaching-learning methods

The pilot CLC project was launched in 2000 in two provinces of Fars and Ilam. Upon prosperous implementation of project in 2001, it turned to be introduced as a national project. Currently, 3,517 CLCs work throughout the county in various fields of basic education, organizing post-literacy programs and vocational & skill trainings. On the whole, 322,000 literacy students attended at basic, complementary, final and fifth grade courses, 117,000 students at literacy- continuous groups, and 615,000 students at educational programs for basic life and vocational skills.

“Efficiency of Community Learning Centers in Iran” is the title of a research conducted in 2006 to examine the extent of workability and efficiency of CLCs as compared to regular literacy classes. The study reveals success of these centers from different angles, some of which are as follows:

- Most CLCs (71.1%) are established in rural regions. These centers proved the effectiveness of the project in response to the requirements of underprivileged and rural areas.
- The intake rate of illiterates at CLCs has been 2.9 times more than literacy classes, which confirms their remarkable success in enrolment of illiterates.
- CLCs have been more successful than literacy classes in enrolment of younger adults (10-19).

5. Major Policies, Achievements & Experiences

Development of educational indicators during 2000-2006

The study of educational indicators variations shows the status of target groups during years of study (2000-2006) and significant growth of such indicators.

In pre-primary education, percentage of first grade pupils who have passed one-year nursery program from 18.4% reached up to 43.5% with a growth rate of 25.1%.

In primary education, the net intake rate of first grade increased from 92.8% up to 95.3%, gross intake rate from 107.9% to 112.2%, net enrolment ratio (6-10 years old) from 95.5% to 97.8% and gross enrolment ratio decreased from 108.7% to 104%.

In lower secondary education, the net enrolment ratio (11-13 years old) grew from 78.4% to 84.9% and gross enrolment ratio declined from 103.6% up to 98.7%.

In upper secondary and pre-university education, gross enrolment ratio decreased from 69 to 61 with an 8% reduction rate. In technical & vocational upper secondary education and Kar-o-Danesh (Work & Knowledge), the rate reached from 21.2% to 22.9%.

The study of primary and lower secondary education reveals that with an increase of the net enrolment ratio, the gross enrolment ratio has declined; consequently, greater number of school-aged children have enrolled at formal education system. The quality indicators such as student density per classroom, student-teacher ratio, repetition rate by grade show a descending trend, whereas, survival and transition rate, and percentage of qualified teachers show an ascending trend.

Student density per classroom at primary education improved from 25.1 to 20.9 students, at lower secondary education from 29.5 to 23.9 and at theoretical upper secondary and pre-university education from 30 to 23.5 students.

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

Repetition rate by grade at primary education, from 7% (first grade), 4.5% (second grade), 2.7% (third grade), 2.99% (fourth grade), and 1.46% (fifth grade) shifted respectively to 4%, 2.3%, 1.56%, 1.16% and 29%.

Survival rate of primary first to fifth grade shows an increasing trend from 88.83% to 91.84%.

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

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

Literacy and adult education also recorded some progress. Literacy percentage of population aged 15 and above increased from 76.52% to 82.33%, and literacy percentage of population aged 15-24 reached from 94.33% to 96.65%.

Gender parity index of literacy rate for age group 15-24 grew from 0.96 to 0.99 and for population aged 15 and above, from 0.85 to 0.89. Gross enrolment ratio at pre-primary education increased from 1.06 to 1.12, gross intake rate of primary first grade from 0.97 to 0.99, gross enrolment ratio of primary education from 0.95 to 0.98, at lower secondary form 0.88 to 0.92, at theoretical upper secondary and pre-university from 1.03 to 1.05. Gender parity index of survival rate remained invariable at 0.99. Transition rate of primary to lower secondary increased form 0.97 to 0.99 and transition from lower to upper secondary is 1 and more than 1.

Share of expenditures on education from GDP for each educational program increased from 4.29% to 5.1% in formal education. On the average, 1.47% of GDP has been allocated to expenditures on primary education, 1.06% on lower secondary education, 1.28% on upper secondary education and 0.88% on higher education and 0.17% on non-formal educations.

Share of expenditures on education and budget allocations during the seven years of study is as follows: about 0.9% for pre-primary education, 30% for primary education, 21.5% for lower secondary education, 25.9% for upper secondary education, 18% for higher education, 2.5% for technical & vocational non-formal education and about 1% for literacy programs.

6- Poverty Combat/ Enhancement of MDGs Indicators

A) Poverty

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

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

B) MDG Indicators

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

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

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

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

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

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

Concerning the environment protection indicators, about 11.9 million hectares, equal to 7.23% of country's surface area, was identified as regions under protection in terms of bio-diversity, which is planned to be extended up to 10%. Furthermore, per capita carbon dioxide emission has augmented to 5,425 Kg. in 2005 with a constant growth rate; however, consumption of

Ozone layer destructive materials shows a significant reduction of 5,420 T. in 1991 to 4457.2 T. in 2005.

7. EFA Plan Mid-Decade Assessment Results

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

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

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

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

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

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

The quality indicators of EFA Plan in terms of student density per classroom, student-teacher ratio and repetition rate by grade had a declining

trend and survival rate, transition rate and percentage of qualified teaching staffs had a growing trend.

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

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

Repetition rate by grade at primary education for each grade has reached from 7% (first grade), 4.5% (second grade), 2.7% (third grade), 2.99% (fourth grade), and 1.46% (fifth grade) to 4%, 2.3%, 1.56%, 1.16% and 89% respectively.

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

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

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

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

Gender parity index of literacy rate for age group 15-24 has reached from 0.96 to 0.99 and for population aged 15 and above from 0.85 to 0.89, as for gross enrolment ratio at pre-primary education from 1.06 to 1.12, in gross intake rate of primary first grade from 0.97 to 0.99, in gross enrolment ratio at primary education from 0.95 to 0.98, in lower secondary education from 0.87 to 0.92, in theoretical upper secondary and pre-university education

from 1.03 to 1.05. Gender parity of survival rate is invariable at 0.99. The transition rate from primary to lower secondary has increased from 0.97 to 0.99 and transition rate from lower to upper secondary education is 1 and more than 1.

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

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

A brief review of EFA indicators for each of 6 objectives reveals that:

- 1- Objective No. (1) shall be materialized under patronage of Ministry of Education through conducting free one-year nursery program for under privileged regions, promotion of public participation at well-to-do areas and involvement of other concerned organization in development of the program.
- 2- Objective No. (2), enrolment ratio of almost 100% for primary program by the last year of EFA period, could be realized, however full enrolment is unachievable for lower and upper secondary programs with regard to existing challenges.
- 3- Objective No. (3), education of life skills and lifelong education, would be materialized, provided that a balance is created between human and physical capacities and number of trainees at Technical & Vocational Organization and creation equal opportunities for women

and villagers for having access to skill educations required for employment generation. It seems that the requirements of this objective is unavailable under present circumstances; therefore, the above organization should make necessary planning in order to supply facilities and requirements so as to make realization of this objective possible by the last year of the Plan.

- 4- Objective No. (4), literacy and access to 50% progress at adult literacy level, has not been fully realized for the present time. It means that education system of Islamic Republic of Iran should increase adult literacy rate up to 1.5% annually, the trend has been 1% per year in the period of study. It seems that by virtue of policies and strategies of this period, such access shall be realized. Whereas, continuous adult education requires and efficient linkage to be established between literacy and formal and non-formal education system, separation of literacy from adult education, creating more convergence in course syllabus and educational methods with the characteristics of target community, avoiding mere reliance on sectoral facilities and defining a meaningful framework for inter-sectoral cooperation. If such conditions are provided, a suitable ground shall be paved for continuous education.
- 5- Objective No. (5), gender parity in education, which has been materialized to a great extent. The study of gender parity index with regard to each target group reveals a very small gap between two genders in terms of access to education. It is predicted that such trend continues to be more balanced by the last year of the plan. To facilitate this trend, the requirements of both genders will be taken into due consideration in developing national curriculum.
- 6- Objective No. (6), education quality assurance. What has been studied in terms of quality indicators shows progressive trend of situation;

however, enhancement of quality indicators must be effective through the whole education process. The results of international tests such as TIMES, PERLS and ABC reveal that although effective indicators on quality have been improved, we are still far from quality education and well tailored planning are needed to fill this gap.

8. Measures of Excellence for Inclusive Education

- Training Staffs & Society
 1. Upon recommendations of UNESCO and international authorities, the core issue is training staffs and the whole society. The following measures have so far been accomplished in this regard:
 - a. Translation and publication of reference books with the theme of inclusive education, recommended by UNESCO:

Since 2001, reference materials have been development for education of teaching and non-teaching staffs, as well as for experts and directors of regular and special education departments; as a result, the following four titles, suggested by UNESCO office in Paris:

- Teacher Education Resource Pack: Special Needs in the Classrooms (1994)
- Understanding and Responding to Children's Needs in Inclusive Classrooms (2000)
- Open File on Inclusive Education: Support Material for Managers and Administrators (2001)
- Commonsense Methods for Children with Special Educational Needs (2003)

were selected and translated into Persian language (during 2001-2006). The above resources, along with a pamphlet on the importance of integrating education in Iran and 7 educational films about experiences of integration process in Iran and the world were completed.

- b. Designing and conducting in-service educational course for teaching and administrative staffs of regular and special education throughout the country:

Since, human resource education is the principal concern of integration program in Iran, a series of educational courses titled: Planning for Development of Education Integration was designed with the collaboration of Department for Education & Promotion of Technical Skills and Teacher's Training of Ministry of Education. The above courses have been conducted for teachers, schools' personnel, experts and directors of provincial departments since 2002 through 2008. On the whole, 14,621 teachers and personnel of regular and special schools, and 1,033 experts and directors of Ministry of Education, regular and special education attended such educational courses.

- c. Cultural preparation and sensitizing social classes with regard to the need for promoting inclusive education through mass media:

In order to make social ground available for integrating education, countless hours of radio and TV interview and shows have been broadcasted and hundreds of news reports, press conference and interviews been published in national newspapers and journals. The above measures, along with education of teachers and staffs of schools, directors and experts of education departments in provinces, as illustrated in Table (5), facilitated admission of these children in regular schools up to 5 times.

- d. Organizing briefing forums and conferences on education integration for education authorities of the whole country:

Besides the above-mentioned courses, more than 40 orientation and sensitization forums with the subject of “Integrating Education and Need for Its Implementation in Iran” were conducted for experts and directors of regular and special education in all provinces of the country.

- e. Commissioning instructors for training experts and teachers of Afghanistan:

In addition to the national measures, in 2003, Ministry of Education of I.R. of Iran, with the collaboration of ISESCO, shared the results of its experiences with neighboring country of Afghanistan through conducting educational workshops for Afghan teachers and experts for strengthening friendly and brotherly ties. Ministry of Education wishes to further continue such interactions with all neighboring countries and other ISESCO member states in and out of the region.

2. Logistics

The second part of measures is logistic activities as follows:

- a. Supporting establishment of legal associations in provinces for parents of children with special needs.

Under patronage of Special Children Education Department, a number of provincial associations for parents of children with disabilities have been formed. Parents campaign for supporting their children’s rights and it is hoped that this move continues in a more comprehensive and organized atmosphere.

- b. Developing related tests to facilitate technical identification and evaluation of children with special needs at pre-school age

With regard to the number of children who at least pass one year of pre-primary program before starting primary education at the age of 6¹, Special

¹ - Based on statistics of Assessment and Prevention Center of Ministry of Education in 2005, this population consisted of 61.8% of children enrolled at primary first grade.

Children Education Department, Deputy of Health Ministry, Welfare Organization, University of Welfare Sciences and Special Children Research Center work on ASQ norm-reference scores for identification of children with special needs at pre-school age in order to identify and teach this group of children at pre-school age and to make their integration at regular schools possible. Furthermore, Special Children Education Departments for planning and research of Special Children Research Center currently work on research and planning or development of pre-school education of 2-4 age groups.

- c. Increasing number of education and rehabilitation centers for children with special learning problems at various education districts of the country.
- d. Supplying education materials and equipments for children with special needs who study at regular schools
- e. Trying to create a conducive physical atmosphere to facilitate attendance of children and students with impairments at regular schools
- f. Securing insurance services for children and students with special needs as far as they study at regular schools:
 - Offering provident insurance to support special needs at different stages of these children's life (including battery for hearing aid, repairing education equipments and financing other extra expenditures)
 - Offering supplementary health service insurance to these children so as to fund extra medical expenses (such as cochlea implant, surgeries and rehabilitation services)

3. Pilot Implementation and Evaluation of Inclusive Education

The third part of measures included pilot implementation of the project and evaluation of its conditions and results are as follows:

- a. Feasibility study of integrated education of hearing-impaired children at regular schools (Special Children Research Center 1998-2000)
- b. Pilot implementation of inclusive education plan in two provinces of Isfahan and Gilan from 2001 to 2004:

In 1998, a workshop was held in Tehran with the participation of a director and an expert from UNESCO Special Education Office in Paris and directors and experts of special education department and deputy for public education. Since then, the issue of integrating education, aiming at quantity development and quality enhancement of education for this group of children was placed high on agenda of Special Children Education Organization. To this end, a group of directors of special and regular children education, with the collaboration of UNICEF, visited some schools in UK. It was followed by an invitation from UNESCO international experts to conduct an analysis on status of special education in Iran (2000). Upon receiving their report, the pilot plan of education integration was implemented in two provinces of Isfahan and Gilan, also educational planning workshop was held for experts of regular and special education aiming at development of education integration under guidance of UNESCO international experts (2002-2003).

- c. Evaluation of Inclusive Education Pilot Plan in Isfahan and Gilan:

In 2002, an evaluation was performed on integration pilot plan in Isfahan and Gilan, and based on the results and existing status of Iranian education system, a program was developed for development of education integration and was presented in UNESCO Sub-Regional Conference in Pakistan (December 2003).

d. Re-Evaluation of Inclusive Education Pilot Plan Development in Isfahan and Gilan:

In 2004, development of education integration pilot plan was re-evaluated in two provinces of Isfahan and Gilan. Based on results of the re-evaluation and first evaluation (2001) and in order to ensure expert human resources for supporting teachers and staffs of regular schools and formulating provisions for optimum utilization of children with impairments from education, a by-law was adopted with the cooperation of deputies in Ministry of Education.

e. Re-Evaluation of Inclusive Education Pilot Plan in Seven Provinces:

By virtue of Article 6, approval of the 734th ² Session of Education Supreme Council on “ By-law of integrated-inclusive education for students with special needs”, the inclusive education approach was initiated from school year 2007-2008 on a pilot and gradual basis aiming at facilitation and optimization of education and emplacement of student groups with minor to serious impairment of vision, hearing, physical-motion disabilities, special learning problems, minor to moderate sentimental-emotional problems, having borderline intelligence. The plan will be implemented at lower secondary program in school year 2008-2009.

f. Evaluation of Inclusive Education Pilot Plan in Seven Provinces:

The evaluation of one-year implementation process of inclusive education pilot plan is ongoing in seven provinces of country.

Results of the measures taken in Iran in line with education integration for children with impairment from 2001 to 2008 are as follows:

² - Article 6: Integrated-Inclusive Education shall be implemented on a pilot basis within a period of three years, at most in 120 educational centers, which possess required pre-requisites and facilities based on criteria of Special Education Organization and Deputy of Public Education.

Note: Education Research Center is duty bond to develop a report on implementation process and results of pilot implementation of this approval with the collaboration of Special Education Organization and concerned education deputy offices, and shall submit the report to Education Supreme Council.

School Year	No. of Students with Impairments under Integrated/Inclusive Education	Percentage of Students with Impairment under this Project
2001-2002	4161	5.7
2004-2005	12481	15.9
2005-2006	13049	16.22
2007-2008	20910	23.11

Growing number of education staffs attending integrated and inclusive related courses:

Year	No. of Courses	Course Hours	No. of Participants	Person/Hour
2001	1	30	39	1170
2002	2	30	52	1560
2003	1	48	45	2160
2004	4	48	100	4800
2005	5	48	130	6240
2006	5	48	143	6864
2007	7	40	273	10920
2008	7	32	251	8032
Total	32	-	1033	41746

Growing number of instructors, teachers and teaching staffs who have attended integrated and inclusive education related workshops:

Year	No. of Courses	Course Hours	No. of Participants	Person/Hour
2001	5	24	665	15960
2002	8 -1	24 -60	1427 -126	41808
2003	21	24	2125	51000
2004	75 -45	40 -24	2273 -1348	123272
2005	39 -26	40 -24	1180 -770	65680
2006	72 -10	40 -24	2373 -488	106632
2007	21	40	623	24920
2008	40	40	1223	48920
Total	364	-	14621	478192

1. Relative enhancement of vision, knowledge and skills of teachers and staffs who have passed relevant educational courses.
2. Relative enhancement of normal children's perception towards their classmates with disabilities.
3. Relative enhancement of perception of disabled children's parents towards integrated and inclusive educations.
4. Increasing number of children with impairment who were enrolled in pre-primary classes despite declining number of children's population of this age group form country's national population.
5. Psychological fitness-for-duty evaluation scales for timely identification (such as first step intelligence test, Lither and Snyder, Omen, Achenbach Behavioral Problems Assessment, Social Communication Questionnaire, Autism Diagnostic Interview).

9. Inclusive Education Challenges & Barriers

1. Insufficient budget allocations due to constraints and some false approaches about education integration of children and student with special needs
2. Weak patronage by some high ranking officials resulting form misconceptions about education integration of children and students with special needs
3. Inadequate inter-sectoral and trans-sectoral cooperation in and out of Ministry of Education
4. Absence of sufficient technical and specialized supports by international organizations from education integration in Iran

5. Non-conducive regulations and provisions to encourage children with special needs who study in regular schools and to support their parents

10.Future Strategies of MOE (concentrated on EFA Plan)

1. Increasing share of public sector in development of pre-primary education
2. Boosting social awareness about development process of minor children
3. Boosting social awareness about education of school-age population, particularly girls and children with special needs
4. Introducing more flexibility in educational curricula, increasing enrolment ratio and more relevance of programs with students' specifications
5. Enhancement of vocational skills and technical and occupational know-how of human resources
6. Promotion of efficient education in enhancement of staffs and students' health level, particularly with regard to HIV/AIDS
7. Defining frameworks for development of basic life skills' education within curricula base on common and normal requirements of each gender
8. Shifting the structure of educational progress evaluation system from memory-based to a performance-based system
9. Development of special education with an emphasis on full implementation of New-Entrants Assessment and Diagnostic Screening Plan and development of Integrated and Inclusive Educations.

10. Setting goal for technical and vocational education curricula in line with requirements of job market. Development of literacy programs proportionate to the needs of trainees to eliminate illiteracy by the end of the 5th Economic, Social and Cultural Development Plan.