



Iran (Islamic Republic of)

Dr. Alireza AliAhmadi
Minister of Education



Dr. Alireza AliAhmadi was born in 1959 in Isfahan. He obtained his master in industrial engineering in 1989 and his PhD in Manufacturing Management in 1999 at the Lecturer Training University in Tehran. He started his professional career as a university lecturer at the Tehran University, University of science and technology, Amir Kabir University, Shid Beheshti University. He was the president of the Distance Education University of Iran (Payam- e- Nour) since September 2005. Dr. AliAhmadi is Minister of Education since 2 December 2007.

Inclusive Education: An urgent need for today's world

Provision of education for all regardless of gender, nationality, color, ethnicity, social, economic and religious status, as well as physical condition of individuals is the cause of all decision –makers and education authorities all around the world.

This is because equitable access of all to learning opportunities will indubitably lead to the resolution of a variety of problems facing the majority of societies. Experience reveals that issues such as poverty, social disorders, delinquencies, drug abuse, violent behaviors due to the lack of quality education incorporated with the principles of values and ethics. Thus, it is incumbent upon the world education stakeholders to combat such problems hand in hand and pave the way for the provision of a quality and conceptual education

The Government of the Islamic Republic of Iran is among the countries which have conducted a great number of activities including the adoption of legislations, policies, long, mid and short-term plans and programs, the outcome of which is the quantitative growth of EFA indicators.

According to the 2006 census, the literacy rate in the country is 84.6% , gender parity in the age group 15 and over is 89% , enrollment in pre-primary education is 43.5% , enrollment in primary education is 98%, survival rate at primary level is 92% and the gender parity in survival rate at primary level is 99% . The same quantitative growth is also seen at other levels of education.

During the past 3 decades, annually, hundreds of foreign students have taken refuge in Iran due to the war situation, insecurity and poor economic condition prevailing in their countries of origin and enrolled at Iranian schools. No child is denied access to education because of belonging to a specific ethnic group, religion, skin color, gender, and physical condition. All deprived and marginalized groups are in one way or another enrolled in the country's education system through methods such as distance education, boarding schools, granting financial aids, scholarships and informal education.

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We are of the conviction that the country's high-ranking officials' will and determination for the provision of general education is the first prerequisite to achieve an inclusive education. In this context, the rich and developed countries, possessing the major portion of the world capital, should take more effective and firmer steps to remove the problems prevailing in the world and the obstacles to the development of inclusive education.

Indubitably, regional and international cooperation for the provision of inclusive education in the world will bear fruit. If we deeply believe in the fact that in today's global village the problems of the other is entangled with those of ours, we can take serious measures for resolving them .It is now the time to observe international declarations on education and make global endeavors to bring them into force.