

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1. Ratification of the Convention

1.1 If the Convention has not been ratified yet:

- Does your country plan to ratify this instrument?

Yes/No: **yes**

- Please indicate the stage of ratification process reached by your country.
 - *Close to ratification*
 - **Under way*
 - *Actively under preparation*
 - *Not considering ratification in the short, medium or long term*

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| The Islamic Republic of Iran adopted the Convention in 1968. Ratification of the Convention is still in progress. |
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- Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

Describe:

- *the obstacles, whether legal, institutional, political or practical*

2. Considering the variety of educational institutions in Iran (the Ministry of Education; the Ministry of Science, Research and Technology; the Ministry of Health and Medical Education; and the Organization for Technical and Vocational Education), ratification of the Convention calls for intersectoral coordination, which is in turn a time consuming process.

- *the means of overcoming them*
- *the extent to which UNESCO can assist in completing the process*

UNESCO can help to sensitize and encourage policy-makers and authorities to sign the Convention. Additionally, UNESCO can assist in national capacity-building programmes to operationalize provisions of the Convention.

1.2 If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education¹ is not ratified yet:

- Does your country plan to ratify this instrument?

Yes/No: **Not yet**

- Please indicate the stage of ratification process reached by your country.
 - *Close to ratification*
 - *Under way*
 - *Actively under preparation*
 - *Not considering ratification in the short, medium or long term*
- Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

Describe:

- *the obstacles, whether legal, institutional, political or practical*
- *the means of overcoming them*
- *the extent to which UNESCO can assist in completing the process*

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 In case your country is a State Party to the Convention:

- Is the Convention directly applicable in your country's domestic law following its ratification?

Yes/No: **yes**

The Islamic Republic of Iran is a committed party to the Convention against Discrimination in Education (approved in 1960. It exclusively includes all issues related to elimination of gender disparity in education.

Based on the Iranian Constitutional Law and relevant rules and regulations, all students should enjoy equal rights in using educational facilities and no discrimination and/or exclusion in terms of gender, race, ethnicity and nationality is acceptable in education.

- If not, has it been incorporated into the national Constitution or domestic law so as to be directly applicable?

This seeks information on whether the provisions of the Convention are guaranteed in a domestic legal instrument (Constitution, legislative text or other national provisions)

Several Articles in the I.R. of Iran's Constitutional Law guarantee the Convention:

1. By virtue of Article 20 of the Constitution, "all nationals" either woman or man, are equally supported by law and enjoy all basic, political, economic, social and cultural rights, observing principles of Islam.
2. Para 3 of Article 3, particularly Article 30 of the Constitution has charged the Government with the duty to provide free education and physical training for all up to the end of the upper secondary level of education as well as the means of studying on a free-of-charge basis for the sake of the nation's self-sufficiency.
3. As per the law on supplying means and facilities of education for Iranian children and adolescents approved in 1974, the Government is obliged to provide the requirements of free education for all children (regardless of their gender) as well as necessary education facilities for disadvantaged children who may be deprived of education due to financial problems.
4. Based on the law on Goals and Duties of the MoE, approved in Feb. 14, 1988, elimination of all types of prejudice in the education of Iranian children has been stipulated.
5. Para 3 of the above law reads: Provision of essential grounds for maintaining sustainable cultural, economic and political autonomy through familiarizing students with sciences, technologies, industries and crafts needed by their society based on priorities of the country.
6. Para 4 of the above law emphasizes the flourishing and training of students' talents and reinforcing the spirit of curiosity, exploration, search, discovery, innovation and creativity in all cultural, technical, and Islamic domains, negating degree-centeredness in education.
7. Para 6 of the the Law on Goals underscores the provision of free education for all up to completion of the upper secondary level of education.
8. In the policies of MoE concerning the 4th Economic, Social and Cultural Development Plan, besides the issue of developing education for all school-age

children, Para 11 of these policies pays special attention to promoting physical education and sports and improving the physical and mental health of students (with girl students being attached priority to).

- 9. Para 12 of the General Policies on the 4th Economic, Social and Cultural Development Plan has put the stress on extending efforts for the realization of social justice, creation of equal opportunities, enhancing educational indicators and ensuring good health for all.**

¹ The Protocol was adopted in 1962. For more information on this Commission:
http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities.

Information should be given about the judicial, administrative and other competent authorities having jurisdiction with respect to the rights guaranteed by the Convention and the scope of such competence. If possible, illustrate on the basis of available case law and jurisprudence.

2.2 In case your country is not a State Party to the Convention:

- Have legislative measures been taken pursuant to the Recommendation?
- Please explain briefly the ways in which public policies and programmes correspond to its provisions.
- Information supplied should demonstrate how such norms and programmes comply with commitments under the Recommendation. If possible and when appropriate, describe legal norms, national education policy and programs as well as the factual situation.

2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

For each of them indicate:

- ➔ *References*
- ➔ *Dates*
- ➔ *Aims*

The Report should cover texts adopted to combat, prohibit and eliminate gradually discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities.

Please include sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to the rights enshrined in the Convention and the Recommendation.

Several laws emphasize enrolment and survival of all school-age pupils in General Education (primary and lower secondary). These laws also put emphasis on the development of education at higher levels, an issue focused on in the 20-year Foresight Document of the country as well. Some of these laws are as follows:

1- Article (30) of the Constitution of the I.R. Iran which commits the Ministry of Education to provide free tools of education up to the upper secondary level for all children, especially for those children living in deprived and less developed areas.

2-Paragraph S of Article 52 of the 4th Five-Year Development Plan aimed at providing appropriate facilities for educationally disadvantaged children

3-Approving Article 52 of the 4th Five-Year Development Plan (2005-09) on ensuring access to equal educational opportunities, especially for girls and quantity and quality development of general education;

4-Approving Article 10 of the law on the goals and duties of the Ministry of Education adopted by the Islamic Consultative Assembly in particular taking necessary measures for enrolment of all of school-aged children in different educational levels;

5-Adopting the law on the Islamic council organizations of the country in 1982 on the establishment of literacy courses for villagers;

6- Paragraph (B) of Article 52 of the 4th Five-Year Development Plan of the country on compulsory education up to the end of the lower secondary level. The executive by-law on providing compulsory education up to the end of the lower secondary level approved by the board of ministers commits all ministries and governmental institutes to cooperate with the Ministry of Education to identify, enroll and retain all school-aged children of 6-13 years up to the end of the lower secondary level;

7-Adoption of paragraph Y of the 4th Five-Year Development Plan on the compilation and implementation of the country's strategic literacy plan considering the geographical, social , cultural as well as living conditions of different regions, providing for participation of the public and NGOs;

8- Article 52 of the 4th Economic, Social and Cultural Development Plan of the Islamic Republic of Iran, Para (A): setting the grounds for implementation of the Education for All Plan

9- Para (N): Adoption and enforcement of regulations to supply and maintain human resources required for less-developed regions such as recruitment permits, in the framework of table No.9 of this law, acquisition of educational and welfare services.

10- Para (O): Provision of decent facilities to eliminate educational deprivation through development of boarding schools, central village schools, central dormitories, distance and media learning, funding for food, conveyance and health care for students and other expenditures on boarding schools, developing gender-oriented educational, training and sports spaces, and expansion of the pre-primary and nursery programs, particularly in the bilingual regions of the country.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

Yes/No :**yes**

1.2. Please explain which measures are adopted to:

- Eliminate discrimination within the meaning of the Convention/Recommendation?

- Prevent discrimination within the meaning of the Convention/Recommendation?

The description should include measures taken as regards:

- *Non-discrimination in the admission of pupils to educational institutions*
- *Non-differential treatment*
- *Treatment of foreign nationals resident in your country*

This should also include assistance granted by public educational authorities to educational institutions.

During the recent years, several plans have been implemented on increasing the intake and survival rates of school-aged children with emphasis on vulnerable and out-of-reach children, Foreign nationals, with a focus on girl students in less developed regions.

The following section offers an example of the activities undertaken by the Centre for International Affairs and Schools Abroad of the Iranian Ministry of Education regarding refugee students:

- 1. Presence of over 386 thousand foreign national school pupils in more than 25 thousand schools in the country (more than 360 thousand of these students (93%) are Afghans).**
- 2. Enrolling about 36000 of refugee school-aged pupils with no credible identification and citizenship documents, by the order of the Supreme Leader. These students all underwent medical examinations, received their vaccinations and social security booklets were issued for them.**
- 3. Foreign nationals have been treated equally as Iranian school pupils in all educational programmes inside and outside schools, including in cultural events and competitions, field trips, family training courses, etc.**
- 4. Spending more than 700 billion Toomans for foreign students in each academic year.**
- 5. Increasing the literacy growth rate among the refugees since their entrance in Iran from 6% to 70%.**
- 6. Organising a training course on cultural interactions with foreign students in schools for 4240 school headmasters of the schools accommodating refugees. These training courses were implemented in nine provinces of the Country.**
- 7. Organising a health-education campaign and life-skills' training courses for more than 1000 school pupils and their families, offering them health and training kits.**
- 8. A number of 15 school houses were built in refugee prone regions between 2005 and 2015 (each construction project is completed between 60 to 90 days).**

9. Implementing a literacy project for around 10000 out-of-school refugees within the past three years (2013-2015).
10. Printing and distributing more than 4000 credit cards, credited each with 55000 Iranian Rials, for 4000 vulnerable refugees.
11. Preparing and distributing more than 150 educational facilities and sports equipment among schools that accommodate refugee students in deprived regions.
12. Preparing and distributing more than 15000 school uniforms for refugee school pupils in 12 provinces.
13. Preparing and distributing 12000 packages of stationery for vulnerable students in 12 provinces.
14. Implementing projects on identifying the social and cultural problems of refugee school pupils and their families in 9 provinces.
15. Organising 15 provincial exhibitions, showcasing the achievements and abilities of refugee school pupils as well as their individual competencies in order to increase their self-confidence and dignity and to empower them for their return to their countries of origin.

2. Equal opportunities in education

- 2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?

In this part, please include anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action.

To accomplish the Dakar commitments by the Islamic Republic of Iran, the Ministry of Education assumed the responsibility of implementation, coordination, follow-up and assessment of any measures taken under the provisions of EFA.

Also, a special credit line was opened on the national budget law and in the wake of that according to the resolution adopted by the Board of Ministers, a national working group (National Council) of the EFA program was established under the responsibility of the MoE, which was composed of representatives of relevant ministries and organizations.

Regarding the goals of the program, the importance of the program has been addressed and emphasized by national authorities and planners such that it has obtained a special position in the planning system of the country and has been mentioned in Article 52 of the 4th National Development Plan of the country as well.

On the other hand, the EFA national document that is a cornerstone for program implementation is in full conformity with the sectoral and sub-sectoral development documents was prepared. The policies, strategies and goals mentioned in this document were reflected in both country and provincial level developmental documents.

Study of the status of the EFA indicators since Jomtien Conference (1990) to Dakar (2000) and since then up to now (2010) shows an upward trend in the indicators. This progress is due to the effective efforts and measures taken with the aim of fulfilling the EFA goals and commitments.

The trends and differences of the program indicators for each of the target groups are shown as follows:

In **Pre-Primary Education**, the percentage of first grade students who completed a one-year pre-primary program showed a significant increase. In other words, this indicator reached 40% in 2009-10 from 15.2% in 1991-92.

In **Primary Education** the access indicator showed an upward trend as well. The net intake rate in first grade grew from 91.2% in 1991-92 to 97.5% in 2009-10.

Also, the gross intake rate for the first grade of primary education rose from 119.2% in 1991-92 to 108% in 2009-10.

The Net Enrolment Ratio increased from 95.7% in 1991-92 to 99% in 2009-10. The gross enrolment ratio showed a descending trend. This is from 109.4% in 1991-92 to 102% in 2009-10. The percentage of girl school pupils grew from 46.6% in 1991-92 to 48.5% in 2009-10.

The repetition rate in primary education by grade dropped from 7% (grade 1), 4.5% (grade 2), 2.7% (grade 3), 2.99% (grade 4) and 1.46% (grade 5) to 2%, 1.2%, 0.90%, 0.90% and 0.55% respectively (2000-01 to 2009-10).

The Survival rate to grade 5 showed an upward trend from 88.83% to 91.84% in 2006 and 92.81% in 2008.

The pupil-class ratio showed a decreasing trend from 30 pupils in 1991-92 down to 22.1% in 2009-10.

The pupil-teacher ratio has also decreased from 35.5 students in 1991-92 to 24.7% in 2008-09.

The indicator of teachers with university qualifications has remarkably increased due to measures taken during the recent years to upgrade teachers' educational qualifications and their degrees such that this rate has increased from 2.1% in 1991-92 to 72.16% in 2008-09.

The main reasons for such increase are attributed to facilities provided by the Ministry of Education in the form of in-service courses as well as Bachelor's degree programs.

In **Lower Secondary Education**, the trend of indicators kept growing during the years of plan such that the accessibility indicator revealed a noticeable growth. The net intake rate increased from 55.26% in 1991-92 to 98.7% in 2006-07.

The ratio of girls to the total population of school-goers increased from 42.1% in 1991-92 to 47.43% in 2008-09.

Generally, the improvement of accessibility indicators for lower secondary Education is the result of developing schools (boarding schools, central-village schools, and central dormitory), organizing primary schools' annexed classes, briefing and promotional activities to raise parents' awareness and their culture.

The pupil-class ratio and the pupil-teacher ratio showed favorable trends during the years of the plan. The average of pupils per class decreased from 32.5 students in 1991-92 to 24 students in 2009-10. Furthermore, the average of pupil per teacher showed a decreasing trend of 29.2 students in 1991-92 down to 21.33% in 2008-09.

To encourage teachers to upgrade their educational degrees in the time limit of the plan, important policies have been implemented such that the indicator of teachers with university qualifications has significantly increased and the percentage of teachers holding associate degrees grew from 88.4% in 1991-92 to 97% in 2000-01 and 98% in 2006-07. Meanwhile, the percentage of teachers with Bachelor's degrees and higher reached from 27.04% in 2000-01 to 48.55% in 2006-07. The main reason for such a growth lies in the facilities available for continuing studies of teachers.

In theoretical upper secondary, pre-university, technical and vocational and Kar-o-Danesh (work and Knowledge) education, indicators suggest a promising and favourable situation in terms of the gross enrolment ratio for theoretical upper secondary and pre-university levels increasing from 68.7% in 2000-01 to 60.9% in 2006-07. While the indicator for technical and vocational and Kar-o-Danesh (work and Knowledge) programs were 28.35% and 22.90% during 2000-01 and 2006-07, respectively.

The ratio of female students per total enrolments for theoretical upper secondary and pre-university reached from 44.75% in 2000-01 to 50.30% in 2006-07. The same indicator for technical and vocational upper secondary and Kar-o-Danesh (work and Knowledge) programs increased from 36.89% in 2000-01 to 37.76% in 2006-07.

The percentage of teachers with academic qualifications at theoretical upper secondary and pre-university showed a rather desirable growth, increasing from 89.73% in 2000-01 up to 92.80% in 2006-07.

The pupil-class ratio for theoretical upper secondary and pre-university courses was favourable and decreased from 30 students in 2000-01 to 23.5 students in 2006-07. The same situation exists for pupils-teacher ratio ,decreasing from 29.3 students in 2000-01 down to 21.6 students in 2006-07.

Literacy and Adult Education received special attention. Literacy indicators increased during the years of study, owing to effective measures by the Literacy Movement Organization with the collaboration of other organizations and institutions. The literacy rate of populations aged 15 and over increased from 65.2% in 1991-92 up to 84% in 2009-10. The youth literacy rate of pupils aged 15-24 grew from 86.6% in 1991-92 to 97.4% in 2009-10.

The share of educational expenditures in each educational level as percentage of GDP during 2000-01 to 2006-07 in formal education has increased from 4.29 % to 5.1%. In average, 1.47 % of the GDP is allocated to primary education, 1.06% to general secondary education, 1.28% to upper secondary and 0.88% to higher education. Additionally, 0.17 % of the budget is allocated to non-formal education (2000-01 to 2006-07).

The share of different educational levels from the total educational budget within a 7 – year period from 2000-01 to 2006-07 was as follows:

About 0.9% went to pre-primary education, 30 % went to primary education, 21.5% went to lower secondary, 25.9% went to the upper secondary level, 18% goes to higher education and almost 2.5% goes to non formal technical and vocational education. Almost 1% of the total educational budget was allocated to literacy.

As a whole, the Islamic Republic of Iran intensified its national will to accomplish the Dakar Framework for Action (implementation of Education For All) by the Ministry of Education and all other relevant organizations and ministries. The results of these strengthened efforts are well manifested in the growing indicators of the plan during the Study's implementation time. This effort indicates an optimized will power, while revealing efforts of all stakeholders in attaining the goals of EFA.

- 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

Particular emphasis should be placed on gender equality and on the improvement of the legal and social status of women.

Several laws put emphasis on the enrolment and survival of all school-aged population in General Education (primary and lower secondary). These laws also emphasise the development of education at higher levels a point well stated in the 20-year National Foresight Document.

Widespread activities have been undertaken in relation to girls' access to education in the Country. In relation to girls' access to technical and vocational education the following are referred to:

- Developing and diversifying technical and vocational education for girls, by creating priority training courses for them, especially in the area of industries, electronics, chemical industries, general cartography, food industries and agriculture on condition that appropriate job opportunities and facilities are provided in provincial areas for girls.
- Planning special TVET courses for Girls and women, in cooperation with national bureaus for strategic planning. An example would be "training courses in exemplary teaching methods".
- Considering special classes for girls for technical and vocational education in ordinary and boarding high schools, with due attention to the educational standards of the courses being offered.
- Emphasising the need to make the most of capacities of technical and vocational schools for girls, to develop technical and vocational fields of study.
- Considering the possibility of offering free-of-charge transportation for girls who are interested in technical and vocational education and training at boarding schools, to further motivate them in this area.

Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

Here please describe measures taken for instance to give special consideration to gender equity and equality in education including addressing gender-based violence, and the educational needs of the poor, economically and socially marginalized and other vulnerable groups, including people with disabilities.

1. In recent years, several plans have been implemented on increasing the intake and survival rates of school-aged children with emphasis on vulnerable and out-of-reach children, with a focus on girl students in less developed regions. A success story is the joint project of the Ministry of Education and the UNICEF office in Tehran on rural girls' intake growth and quality enhancement in less developed villages of the country. In the first phase of the project, in addition to educational analysis, sociological and psychological analysis were also used to prepare and apply a suitable model on attracting the attention of local participants as well as the involvement of learners who are inhabitants of in border villages of Sistan and Balouchestan province with the lowest intake and enrolment rates in the whole country as compared to other provinces.

The above project was implemented and evaluated in the school year 2002-2003 through 2004-2005 in three regions of high priority in Sistan and Balouchestan (Dashtyari, Kenarak, and Nikshahr Nomads). The results of the project revealed that besides enhancing girls' self confidence and the local community's trust in the school environment, promotion rate also increased by an average of 8%. Based on the results of the first phase of the pilot plan, the above project was implemented in 7 provinces since October 2007, three provinces with the financial and technical support of the UNICEF Office in Tehran and four other provinces with support from the General Education Deputy Office, under the supervision of EFA Coordination Management on a semi centralized basis, aimed at the adoption and implementation of a model fit for enhancing intake rates and education quality of girl students in less developed rural regions.

2. Taking advantage of the capacities of lower/upper secondary, pre-university and nomadic education centers. Currently, the above schools play an invaluable role in preventing drop-outs of graduates of the primary fifth grade and lower secondary third grade and other students having no access to daily conventional schools in the deprived, under-populated and tribal regions of the Country. In these schools, students are supplied with three meals, dormitory and other educational and training facilities for free. The number of this type of schools has increased from 2111 to 3239 with a growth rate of 53.43% during the years of study, and the number of students enrolled by these schools grew from 350,201 persons in 2000 to 456,591 in the last year of study (2006) with a 30.38% growth.

3. Development of distance learning and semi-face-to-face education centers: These centers have been established by virtue of the Education Supreme Council's approval on developing more flexible curricula, such that the number of these centers has increased from 216 to 997 since their year of establishment in 2003 until 2006. More than 201,447 school-aged population of lower secondary, upper secondary and pre-university courses have enrolled in these schools only since 2006.

Distance learning and semi-face-to-face education has been taken into consideration by planners for many reasons such as: geographical dispersion of the country, impossibility of conducting classrooms under quorum due to poor financial and human recourses, impracticality of attending conventional classrooms for a great number of students, mobile students in certain tribal regions. Therefore, it was accomplished as an efficient strategy for enrolling students.

4. Renting minibus and organizing central-village schools for transportation of students; there is no precise statistics on the extent of using this plan by students, however it has brought about positive developments for students in deprived, rural and tribal regions with a view to continuing their studies. It should be mentioned that the Ministry of Education has financed part or the entire expenditures and fare of minibuses or public vehicles that take students from rural areas where there is no lower or upper secondary schools to the education centers of nearby villages or towns.

3. Progress made with respect to implementing the right to education

3.1 Universal primary education

- Please provide information on the progress made with respect to ensuring universal access to primary education.

In Primary Education the access indicator shows an upward trend as well. The net intake rate for the first grade of primary education grew from 91.2% in 1991-92 to 97.5% in 2009-10. Also, the gross intake rate for the first grade of primary education reached from 119.2% in 1991-92 to 108% in 2009-10.

The Net Enrolment Ratio increased from 95.7% in 1991-92 to 99% in 2009-10. The gross enrolment ratio shows a descending trend that is from 109.4% in 1991-92 to 102% in 2009-10. The percentage of girls from total grew from 46.6% in 1991-92 up to 48.5% in 2009-10. The repetition rate in primary education by grade has dropped from 7% (grade 1), 4.5% (grade 2), 2.7% (grade 3), 2.99% (grade 4) and 1.46% (grade 5) to 2%, 1.2%, 0.90%, 0.90% and 0.55%, respectively (2000-01 to 2009-10).

The Survival rate to Grade 5 has shown an upward trend from 88.83% to 91.84% in 2006 and 92.81% in 2008. The pupil-class ratio shows a decreasing trend from 30 pupils in 1991-92 down to 22.1% in 2009-10. The pupil-teacher ratio has also decreased from 35.5 students in 1991-92 to 24.7% in 2008-09. The indicator of teachers with university qualifications has remarkably increased due to measures taken during the recent years to promote teachers' educational degrees such that from 2.1% in 1991-92, it reached up to 72.16% in 2008-09. The main reasons for such increase are attributed to facilities provided by the Ministry of Education in the form of in-service courses as well as Bachelor's degree programs.

In addition to the above, the Directorate General for Primary Education has undertaken the following activities since 2014:

1. Increased the coverage of pre-primary students to 52.4% in the 2014-2015 academic year.
2. Officially employing staffs for the pre-primary level in 53, most deprived rural centres.
3. Acquiring official permission for recruiting 500 teachers, especially for the Sistan and Baluchistan province.
4. Developing five special national programmes for reducing discrimination in education and submitting them to UNICEF for implementation within the period of 2016-2020. The proposed projects were defended at the Iranian Ministry of Foreign Affairs.
5. Implementing a programme on eliminating the basis of illiteracy and identifying and training over

70 000 in-need-of-education children.

6. Increasing the number of boarding schools from 172 in 2013-2014 to 199 in 2015-2016.
7. An increased rate in identifying and training out-of-school girls, compared to boys.

- Please provide details on the availability of **compulsory** and **free of charge** primary education in your country:

➔ *Is primary education available free of charge to all? Yes/No*

➔ *If so, please list the laws and policies that ensure this universal free availability of primary education.*

Yes.

- Para 3 of Article 3, particularly Article 30 of the Constitution has entrusted the Government with the duty to provide free education and physical training for all up to the end of the upper secondary level as well as the means of study on a free-of-charge basis for the sake of the Country's self-sufficiency.

-As per the Law on supplying the means and facilities of education for Iranian children and adolescents approved in 1974, the Government is committed to provide requirements of free education for all children (regardless of their gender) as well as necessary education facilities for disadvantaged children who may be deprived of education due to financial problems.

-Based on the Law on Goals and Duties of the MoE approved in Feb. 14, 1988, elimination of all types of discrimination in education of Iranian children has been stipulated.

Paragraph (B) of Article 52 of the 4th Five-year Development Plan of the country on compulsory education up to the end of the lower secondary level. The executive by-law concerning facilitating compulsory education up to the end of the lower secondary level approved by the board of ministers has committed all ministries and governmental institutes to cooperate with the Ministry of Education to identify, enroll and retain all school-aged children of 6-13 years up to the end of the lower secondary level

- ➔ *If not, does your government intend to ensure free primary education?
Yes/No*
- ➔ *If so, how?*

- Is primary education compulsory in your country?

Yes/No: **yes**

➔ *If not, please provide details on its implementation and indicate the current period of compulsory education*

➔ *Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.*

In this part, details should be provided on the difficulties experimented by your government in the realization of universal access to free and compulsory primary education.

3.2 Secondary education

- Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

- III. **Indicators suggest a promising and favourable situation in terms of the gross enrolment ratio for theoretical upper secondary and pre-university levels,**
- IV. **increasing from 68.7% in 2000-01 up to 60.9% in 2006-07. While the indicator for technical & vocational and Kar-o-Danesh (work & Knowledge) programs were 28.35% and 22.90% during 2000-01 and 2006-07 respectively.**
- V. **The ratio of female students per total enrolment rates for theoretical upper secondary and pre-university reached from 44.75% in 2000-01 to 50.30% in 2006-07. The same indicator for technical and vocational upper secondary and Kar-o-Danesh (work and Knowledge) programs increased from 36.89% in 2000-01 to 37.76% in 2006-07.**
- VI. **The percentage of teachers with academic qualifications at theoretical upper secondary and pre-university levels shows a rather desirable growth, increasing from 89.73% in 2000-01 to 92.80% in 2006-07. The pupil-class ratio for theoretical upper secondary and pre-university courses was favorable and decreased from 30 students in 2000-01 to 23.5 students in 2006-07. The same situation exists for pupils-teacher ratio with 29.3 students in 2000-01 down to 21.6 students in 2006-07.**

Information on access to technical and vocational education and training in 2013-2014 are as

follows:

1. The number of high school 2nd and 3rd grade technical and vocational girl school pupils of the total girl high school 2nd and 3rd graders is 285041 individuals, indicating a share of 15.91% of the total 2nd and 3rd grader high school students.
2. The number of high school 2nd and 3rd grade technical and vocational girl school pupils of the total technical and vocational school pupils in the same grades is 103707 individuals,

indicating a share of 36.38% of the total number of school pupils in technical and vocational education.

3. The number of boarding school pupils in grades 2 and 3 of high school from the total number of technical and vocational school pupils in the same grades is 29223 individuals, indicating a share of 10.25% of the total number of school pupils in technical and vocational education.
4. The number of rural technical and vocational school pupils in grades 2 and 3 of high school of the total number of technical and vocational school pupils in the same grades is 13886 individuals, indicating a share of 4.87% of the total number of school pupils in technical and vocational education.
5. The number of technical and vocational school pupils in grades 2 and 3 of exemplary public high schools of the total number of technical and vocational school pupils in the same grades is 13953 individuals, indicating a share of 4.9% of the total number of school pupils in technical and vocational education.

Activities undertaken in the 2013-2014 academic year in the area of technical and vocational education are as follows:

1. Implementing training and production programmes in the area of agriculture in least-developed regions, at 105 technical and vocational education and training centres, and planning the implementation of similar programmes in industries and services, with emphasis on income-raising from selling student products.
2. Encouraging donors to build and equip technical and vocational education and training centres.
3. Developing and diversifying technical and vocational education for girls, by creating priority training courses for them, especially in the area of industries, electronics, chemical industries, general cartography, food industries and agriculture on condition that appropriate job opportunities and facilities are provided in provincial areas for girls.
4. Planning special TVET courses for Girls and women, in cooperation with national bureaus for strategic planning. An example would be “training courses in exemplary teaching methods”.
5. Considering special classes for girls for technical and vocational education in ordinary and boarding high schools, with due attention to the educational standards of the courses being offered.
6. Emphasising the need to make the most of capacities of technical and vocational schools for girls, to develop technical and vocational fields of study.

7. **Considering the possibility of offering free-of-charge transportation for girls who are interested in technical and vocational education and training at boarding schools, to further motivate them in this area.**

Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training

- Is it available free of charge?

Yes/No: **yes**

→ *If so, please describe the extent to which it is.*

1- Article (30) of the Constitution of the I.R. of Iran has committed the Ministry of Education to providing free tools of education up to the upper secondary level for all children, especially for those children living in deprived and less developed areas.

2-Para 3 of Article 3, particularly Article 30 of the Constitution has entrusted the Government with the duty to provide free education and physical training for all up to the end of the upper secondary educational level as well as the means of study on a free-of-charge basis for the sake of the country's self-sufficiency.

Please also provide details on the difficulties experienced by your government in the realization of universal access to free secondary education. Please provide quantitative and descriptive information on these difficulties and on the progress realized.

1.2 Higher education

- Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realized in your country.

The educational regulations of Iran, as stated in the Constitution, are all based on the right of all to education and are in line with the Education for All Strategy, hence committing those in charge to provide the grounds for promoting education from the primary level through to the secondary and tertiary levels.

Our activities of the above-mentioned nature include:

- 1. Making higher education public and creating equal opportunities for all: We have been witness to a considerable growth in the population of our university students in the 30 years from the Islamic Revolution. Today we have four million and two hundred thousand students, whereas in the past this number was one hundred and seventy-five thousand.**

2. Providing equal educational opportunities for girls and boys:

Today we have equal numbers of male and female students.

3. Quality improvement in higher education:

Our activities in this field were of a multi-dimensional nature:

- a. Maximum recruitment of faculty members;**
- b. Increasing sabbaticals for faculty members;**
- c. Establishing centres of excellence for research in order to improve scientific potentials;**
- d. Diversifying the Iranian higher education system:**

- i. -Different courses offered (full-time by day, full-time by evening, part-time, virtual...);**

ii.-Establishing research-based doctoral courses; and

iii.-Diversification of the management system (public and private).

- 4. Strengthening the link between education and the world of work, to improve students' skills in applying their knowledge to the needs of the labour market:**
In this regard, in addition to the University of Applied Science and Technology, which was set up in 1993, the Technical and Vocational University was also newly set-up (last year). The main objective pursued by the Technical and Vocational University is training pupils for the world of work.

In addition, in 2011, the Skill and Technology Education System was established that led to the formation of an educational system focused on the practical application of sciences.

- Please describe the efforts made by your government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

Please provide information on the financial costs to receive education in higher public or private Education institutions. Please include explanations about both public and private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your government as regards access to higher education and on the progress realized.

Subsequent to the adoption of the Women's Rights and Responsibilities Charter by the Islamic Republic of Iran, in its 570th sessions the High Council for the

Cultural Revolution, especially focused on and emphasized the need to set policies to enhance women's Participation in Higher Education, in order to combat discrimination against women and use their expertise in Higher Education and enhance their participation and involvement in this area. As early as the 1990s, girl students were deprived of equal educational opportunities with male students; this was most specifically exercised in certain areas of arts, engineering and technical studies. Within the past 67 years, the Iranian Higher Education system has developed considerably with a view to the number of universities and higher education centres, the number and composition of university intakes and alumni and faculty members. In this view, the number of women enrollees has increased from 40169 in 1989 to 513535 in 2010, showing an average annual growth rate of 20 percents.

Access to higher education has never been the subject of discrimination between ethnic groups in Iran. In this regards a law on regional quota-sharing since the early 1980s has helped boost interested applicants' intake rates in wellknown universities and in the most sought-after disciplines.

1.3 Adult education and lifelong learning

- What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

→ *Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education.*

Laws and policies facilitating learning and ensuring that learning requirements of the entire adolescent and adult population are attainable through equal access to education and life skills programs:

1. Approving article 10 of the law determining the goals and duties of the Ministry of Education, adopted by the Islamic Consultative Assembly, in particular taking necessary measures for the enrolment of all school-aged children in different educational levels.
2. Approving the resolution of the High Council of the Cultural Revolution on changing the secondary level system in line with providing sufficient conditions and facilities for promoting of the quality of secondary education (theoretical, technical and vocational and Kar-Danesh branch) and quantity development of these types of education in conformity with the economic, social and cultural needs of the country and towards useful employment and continuing education in higher levels.
3. Approving the resolutions of the High Council of Health Affairs policy-making on education of health behaviors, Resolutions of the High Council of the public Culture on learning cultural paradigms and social life, resolutions in science, language and Persian literature on correct application of the words. Resolutions of the High Council for supporting literacy on development of the Community learning Centers and integration of general literacy education into skills and vocational education.

Laws and policies facilitating realization of adult literacy, particularly for women up to 50% by 2015 and equal access of all adults to basic sustainable education:

- 1-Adoption of the law of the Islamic council organizations of the country in 1982 on the establishment of literacy classes for villagers;
- 2-Adoption of the law on the establishment of the Ministry of Construction Jihad on its cooperation with the Literacy Movement Organization for eradication of illiteracy in villages and nomadic areas in 1983;
- 3-Adoption of the Statute of the Literacy Movement organization in 1984 by the Islamic Consultative Assembly;
- 4-Adoption of the Note 62 of the 2nd Five year development program in 1994 on obligation of the government for necessary arrangement for compulsory participation of school-aged children in compulsory education and participation of the under 40 -year illiterate population in literacy programs;
- 5-Adoption of paragraph Y of the 4th Five-year Development Program on compilation and implementation of the national literacy strategic plan in consideration of the

Geographic, social , cultural as well as living conditions of different regions with a view to enhancing public participation and NGOs;
6-Adoption of the literacy policies of the country by the High Council of the cultural revolution in 2006.

- What are the concrete measures implemented to ensure equitable access to continuing education?

→ *Please specify measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:*

- *elimination of illiteracy*
- *equitable access to appropriate learning and life-skills programmes.*

Selected Success Stories

It is not an easy task to differentiate Success stories from policies, programs and activities that have been planned and implemented for achieving third goal because the chain of executive programs complete the whole system of executive methods due to the nature of technical and vocational educations at formal and non-formal levels and impact the education system as a whole. However, certain experiences that have been more effective on the third goal are shared here. Final view on this domain requires expert assessment based on scientific methods.

1- Literacy Rate of Population Aged 15-24

Some of the selected Success Stories in this domain include implementation of the Literacy Mobilization Plan, enforcing policies on compulsory general education to the end of the lower secondary level, and accomplishment of programs on full enrolment in order to enhance the percentage of school-aged population intake in the education cycle.

2- Gross Enrolment Ratio in Technical and Vocational Courses

In technical and vocational and Kar-o-Danesh (work and Knowledge) upper secondary programs, appealing educations and effective interaction between education with industry and job market are among the main factors for proper guidance of students from upper secondary first grade to the above programs. Some success stories include the development of technical schools annexed to manufacturing workshops and pilot farms, purchase of educational services from the industrial sector, and creation of interesting technical and vocational courses for the youth.

Some of the programmes undertaken in this area in 2013-2014 include:

- i. Implementing training and production programmes in the area of agriculture in least-developed regions, at 105 technical and vocational education and training centres, and planning the implementation of similar programmes in industries and services, with emphasis on income-raising from selling student products.
- ii. Developing and diversifying technical and vocational education for girls, by creating priority training courses for them, especially in the area of industries,

electronics, chemical industries, general cartography, food industries and agriculture on condition that appropriate job opportunities and facilities are provided in provincial areas for girls.

. As in the case of non-formal, technical and vocational educations, key elements in the development of activities have been transferring educational responsibilities to the private sector and development of Azad technical and vocational schools (Non-Governmental).

3- Transition Rates from Primary to Lower Secondary Programs

The Explanatory Assessment Plan has been extremely efficient in activating self-promotion mechanisms, quality enhancement of teaching methods, and teachers' professional upgrading.

1.4 Quality education

- Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:
 - the standards of education
 - the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)
 - the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).

Please, to provide such quality assessment, take into account all public educational institutions of the same level. Please include information on policies, protocols or codes of conduct.

What measures does your country take to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent?

Laws and policies facilitating quality education:

Policies and laws on education stipulate that quality is not an isolated issue, but a fundamental concept of all plans and projects, an orientation that is integrated into most policies and legislations. Still in certain cases, quality aspects of education are explicitly reflected in the codified laws, the most important of which are:

- 1. Article 52 of the 4th Economic, Social and Cultural Development Plan of the Islamic Republic of Iran:**

Para (A): Setting the grounds for the implementation of the Education For All plan.

Para (D): Introducing necessary modifications to the existing educational programs, and educational enrichment of subjects like mathematics, sciences and the English language.

Para (E): Enhancement of teachers' vocational skills and abilities through adopting vocational standards for teachers in terms of knowledge, behavior and performance, benefiting from localised international experiences.

Para (F): Boosting teachers' occupational motivation through improving their dignity and revising the system of payment proportionate to their productivity and quality of services.

Para (H): Adoption and enforcement of an academic competency appraisal system, teachers ranking system, and increasing teachers level of education.

Para (I): Curriculum design with a view to upgrading health and techniques of leading a healthy life.

Para (K): Using information technologies in the adoption and implementation of educational programs at all levels of study and equipping all schools with computers and internet connection.

Para (L): Updating knowledge and skills of educational staffs Using information and communication technologies.

Para (M): Supplying equipment required for the renovation, reinforcement, standardization and customization of educational environments in general, and girl's schools in particular, adopting mechanisms for supporting school-developer benefactors.

Para (N): Adoption and enforcement of regulations to supply and maintain human resources required for less-developed regions such as recruitment permits, within the framework of Table No.9 of this law, acquisition of educational and welfare services.

Para (O): Provision of decent facilities to eliminate educational deprivation through development of boarding schools, central village schools, central dormitories, distance and media learning, funding for food, transportation and health-care for students and providing for other expenditures concerning boarding schools, developing gender-wise educational, training and sports spaces, and expansion of preprimary and nursery programs, particularly in bilingual regions of the Country. On strength of this Para, the Education High Council creates distance learning centers and related curricula for lower and upper secondary education in order to increase the enrolment ratio and to introduce flexible quality educational services.

2. Adopting the law on transferring School health-care workers to educational institutes in 1994;
3. Adoption of the single article entitled "Creating More Flexible Programs to Increase the Enrolment Ratio" by the High Council of Education in 2006. By virtue of this article, the Ministry of Education is entitled to introduce the most flexible curricula and syllabi in order to increase the enrolled student population, to enhance their compatibility with the educational environment, and to tackle administrative bottlenecks at lower and upper secondary educational levels;
4. Adoption of the law on fortification of weak schools buildings in 2006 and allocation of 4 billion US \$ for the renovation of schools ;
5. Adoption of the single article entitled: "Obligation of the Ministry of Education for Designing and Administrating National, Regional and International Educational and Training Tests In Order to Improve the Quality of Education" by the High Council of Education, in 2008 .

Selected Success Stories

Descriptive Evaluation of the Project: The qualitative and quantitative goals of the project are as follows:

- Quality enhancement of the teaching-learning process;

- Gradual elimination of the culture of studying for the sake of top grades (in Iran, 20 is the highest mark in the grading system);
- Emphasizing the goals of the Ministry of Education through more concentrated learning processes than the syllabi;
- Gradual elimination of absolute authority of final exams in determining student's destiny;
- Upgrading mental health of the teaching-learning environment through attaching less credit to marks and grades.

This project was approved after performing precise scientific studies and surveying prominent academics, experts, directors and experienced teachers in 2003. It was then brought to the Higher Council where implementation of a pilot project was approved. By virtue of the Council's approval, 100 schools and 200 classrooms have been nominated for the first year of the project. Required goals, principles, strategies and descriptive evaluation guide were developed, published and distributed among performers and concerned authorities. The project was implemented for about 500 classrooms and 200 schools in 2005. Since the project has been put into operation, about 30 backup and monitoring committees have been established at provincial level.

Keramat (Dignity) Project

This project has been initiated to add to the quality of educational and training efforts at all 5 grades of primary education, to build up religious, ethical and social concepts, to pave the way for more active involvement of students in developing curricula, to grow creative and critical thinking among students and to add to their dignity.

Methodology: The project is launched within the framework of 105 work units at five educational grades (first 20 work units- second 16 work units-third 23 work units-fourth 21 work units and fifth 25 work units), including various subjects, concepts and skills in religious, ethical, social and... domains. They are incorporated into teachers' guidebooks and performed as educational and training extra-curricular activities during the week, between formal curricula or at leisure time.

Achievements and conclusions: Dynamic involvement of students at school's affairs; active participation of teachers in training activities; improvement of students' conduct, manner and discipline; boosting the spirit of self-confidence and self-belief in students; boosting the spirit of responsibility, critical thinking and optimum use of time, facilities and positive attitude towards spiritual issues.

1.5 Teaching profession

- Please describe the conditions of teaching staff at all levels in your country.

Please include information on teachers' average salaries (for each level of education) as compared to the salaries of (other) civil servants with equivalent qualification, and on how this ratio developed overtime.

- Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.

Priority areas in relation to the teaching profession as stipulated in the National Fundamental Transformation Document of Education, adopted by the High

Council of the Cultural Revolution in 2011 are as follows:

- **Improving the social and professional status of human resources with emphasis on the status of the teacher as a role model;**
- **Reformulation of policies and regulating principles governing teacher training educational programmes with special emphasis on in-service training and conformity of teachers' qualifications with national and international standards and curricular requirements of the educational system and developing appropriate policies, to improve teacher recruitment methods and training.**
- **Establishing an appropriate reward system and a system to appropriately meet human resources' welfare, mindful of the necessity for maintaining teachers as full-time staffs.**

- Please explain briefly the measures your country takes regarding the training for the teaching profession.
- Have there been instances of discrimination as regards the training for the teaching profession in your country? **No**

Yes/No

→ If so, please detail the response your government gave to this situation.

1.6 Respect for human rights and fundamental freedoms

- Please briefly report on national efforts made for directing education to:
 - the full development of the human personality
 - the strengthening of respect for human rights and fundamental freedoms.

Here the information should demonstrate how education promotes understanding, respect and further progress towards gender equality (for example, through the introduction of human rights education in curricula).

Major objectives of the Iranian national education system as stipulated in the National Fundamental Transformation Document of Education, adopted in 2011 by the High Council of the Cultural Revolution are as follows:

Educating pupils into pious, responsible, committed and knowledgeable muslims, aware of their duties and responsibilities towards God, themselves and others, other values that must be strengthened and built in the pupils include truth seeking, wisdom, justice seeking, peace-keeping, combat against oppression, bravery, patriotism, kindness and sympathy, universal thinking and collectivism, creativity and entrepreneurship, skillfulness, abiding by the law, order orientedness and ...

1.7 Private education and religious and moral education

- Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions

In the context of rapid privatization of education, the information should also indicate how the Government is regulating private education providers and is ensuring compliance with minimum standards of education. The information should also demonstrate how your government guarantees that the development of private education does not generate discriminations and to what extent private schools offer a relevant alternative in your country.

Since 2005 a by-law on private educational institutions and non-profit institutions has come into force. This by-law concerns the preuniversity educational level.

Additionally, a by-law concerning the establishment of non-governmental and non-profit institutions of higher education was adopted by the High Council of the Cultural Revolution in October 1985. The High Council of the Cultural Revolution is among the main policy-making bodies in education in Iran.

Moreover, the Islamic Azad University, a private educational institute at the higher education level in Iran, was officially established in may-June 1982.

- Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.

VII. As per Article 13 of the Iranian Constitution, Iranian Zoroastrians, Jews and Christians are the recognized religious minorities in Iran who are free to perform their religious rites and ceremonies within the limits of the law and to act according to their own canon in matters of personal affairs and religious education in the limits of the law.

1.1 Rights of national minorities

- What are the rights given to national minorities to carry out their own educational activities protected?

By virtue of Article 20 of the Constitution, "all citizens" either women or men, are equally supported by law and enjoy all basic, political, economic, social and cultural rights, in conformity with Islamic criteria.

Based on the Law on Goals and Duties of MoE approved on Feb. 14, 1988, elimination of all types of prejudice in education of Iranian children is strongly emphasized.

- As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

Please cover the language facilities, notably the use of teaching of languages in education policy.

As per Article 15 of the Iranian Constitution, the standard language and script of Iran, commonly used by all, is Persian. All documents and textbooks must be written and printed in the Persian language and script only.

However, the use of local and ethnic languages in the press and media and teaching them at school alongside the standard Persian language and script is allowed.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on

- 1.1 The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.
- 1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

- 1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

The Report should provide concrete elements on the difficulties and obstacles (including legal and practical) encountered.

2. Awareness-raising

- 2.1 Briefly describe activities carried out to:

- draw the attention of the various authorities of the country to the Convention/Recommendation
- raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.

This should include their translation into national and, where necessary, local languages.

Organizing expert meetings and exchange of views between parliamentary members and educational experts and authorities; Translating the Convention into the standard and local languages, as appropriate; and using the mass media for awareness raising purposes.

- 2.2 Please specify activities undertaken or supported by the National Commission with a view of

- promoting the Convention/Recommendation
- fostering debate on critical issues, in relation to the rights enshrined in the instruments

UNESCO governing bodies have underlined the need for awareness-raising. Given the importance of normative action at the national level, the Convention must be given wide dissemination, with the support of National Commissions.

- **Translation the “Convention against Discrimination in Education into the Persian language.**
- **Distributing the above convention among the Ministers of Education and Science, Research and Technology as well as the Research and Education Standing Committee of the Islamic Consultative Assembly (The Islamic Parliament of Iran).**
- **Organising various meetings aimed a discussing the convention and its provisions for the national committees of tHigher Education and Education and Sustainable Development of the Iranian National Commission for UNESCO.**

- **Uploading the Persian translation of the Convention on the website of the Iranian National commission for UNESCO.**
- **Following up the completion of UNESCO questionnaires regarding implementation of the convention at various related educational entities.**