Implementation Report of the IR of Iran Regarding the
Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974)

Legislative Actions on Education for Peace and International Understanding

As clearly depicted in article 30 of the Constitution of the IR of Iran, the Government is obliged to provide the means of free education for all up to the end of the higher secondary level.

Article 52 of the 4th Master Plan for Development of Iran, adopted in September 2004 by the Islamic Consultative Assembly (Islamic Parliament of Iran), also compels the Government to adopt the following measures, which are not of a legislative nature, in order to ensure equality in and equal access to education, especially by and for girls and to promote the status of education both in quality and quantity:

1. Setting the grounds and developing the means for an all-out implementation of Education for All;
2. Announcing education as compulsory up to the end of the lower secondary level to the extent allowed by the provisions of the Ministry of Education and in a gradual manner, helping to achieve this objective by the end of the 4th Master Plan for Development.

Net intake rates in first grade (primary level) rose to 97.6 in the 2010-2011 biennium compared to 95.3 in 2006-2007.

Net enrolment rates in the primary level rose to 98.4 in 2010-2011, compared to 97.4 in 2006-2007.

Peace and Co-existence Education in school curricula and textbooks

Such concepts as peace, peaceful co-existence, and introduction to different nations are well integrated into the curricula of the primary and secondary levels. This is further explained by subject classification as below:

Geography:

In page 14 of the pre-university geography textbook of the Social and Human Sciences branch of study, under geographical objectives, it is so stated:

There are very limited resources on planet earth. The inhabitants of earth make up a single global village and their future is intertwined. A clear understanding of and between the inhabitants is necessary. They must use these resources carefully and pass them on to the future generations. Therefore, humans' interaction with the planet earth must be of a knowledgeable and conscious nature.

International Concepts' Education:

In page 15, under figure number 16, showcasing the planet Earth in the Solar System, the dependence of large populations (ethnic or religious) on the natural resources of Earth is shown in the form of a useful animal, while peaceful use of resources on the Planet Earth is illustrated as farmlands and water springs. The picture, however, also shows that all this is threatened by a missile attack. Under such conditions people become more and more in need of education for understanding and equality. This item is closely focused on in geography lessons today and is a main objective of it.

Preparing for Defence:

In the textbook of the last grade in the lower secondary level, this issue is offered in details under the title of security. The first lesson of the book considers the concept of security in the holy Quran and the evolution of this concept from the past to the present.
The textbook of the second grade in the higher secondary level, focuses in details on security in lesson one of the book, where pages 7, 8 and 9 are allocated to the concept of peace.

Persian Literature:

- In the literature book of the primary level, a whole unit is allocated to social and personal behaviour. This chapter teaches the concepts of peace and peaceful co-existence in view of the cultural behavioural code of the Country. This subject matter is taught from second to sixth grade in the primary level.
- Studying biographies of global scientific figures clearly indicates nations' attitude to peaceful co-existence. In this regard, lesson 12 of the literature book of third grade is allocated to reading about Graham Bell (Hello Mr Bell) and in page 133 of this book students read about a Palestinian teacher.
- The textbook for fourth graders, offers a lesson by the title of "Children have a right." This lesson that spans the pages 22 to 26 is allocated to the rights of the child and the International Covenant on the Rights of the Child. Here also the United Nations and UNICEF are defined.
- The literature textbooks of the lower secondary level also include a chapter on world literature, which is a witness to the above claim. Other examples include the textbooks of the first lower secondary level,

lesson 5, page 32. Also lesson 6, page 38 of the same textbook. The textbook of second grade in the lower secondary level, lesson 5, page 32 and the literature book of third graders in the lower secondary level, lesson 20, entitled "Wish by Victor Hugo." These are all examples of the importance attached to peaceful co-existence and promoting a peace-seeking spirit among nations in the Iranian educational system.

- In the literature textbooks of all different grades in the higher secondary level, there is a chapter allocated to "World Literature." This chapter seeks to introduce renowned literary personalities such as Goethe, Victor Hugo, Tagore, Iqbal, and others. This chapter also includes a text on the importance of understanding and peaceful co-existence among nations.