Islamic Republic of Iran
Ministry of Education

Status of EFA statistics and indicators
in terms of quality & access:

"By focusing on out-of-school children access to Education"
(2006-2009)

(Preparatory report of the school year of 2010-11)
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Preface:

In the wake of the preparation and development of the EFA / MDA report and study of the statistics and indicators of the program, the valuable hints and analysis of the executive issues of the development programs and effectiveness of the applied policies in the past years were propounded and addressed by experts & planners.

During 2006 to 2009, EFA programs were continued through ongoing budget relevant to the EFA credit line allotted to EFA by the Deputy of Strategic planning and supervision of presidential office and focusing on the EFA program's target groups in pre-primary, primary and secondary education as well as special and Adult Education.

In pursuance of the changes happened in the structure of the Ministry of Education, the Primary Education Deputy (including pre-primary and primary levels) and Secondary Education Deputy (lower and upper secondary level) were separated and this Ministry was determined to execute the educational system of 6-3-3 in the coming years. Meanwhile, MOE has taken a great stride towards achieving the goals of 20-year perspective of I.R. of IRAN in the year (2025) through devising the Strategic plan of the Fundamental Reforms of the formal & public Education of country as well.

It is expected the aforementioned fundamental reforms, act as the basis of the fundamental development of the MOE and to be the mainstream in both the strategic management & planning of MOE at the macro/ national level ,and in the classrooms and all of the sub-system and its components at the micro level.

On the other hand, with respect to the existing imperatives and necessity of reorganization of the resources and macro-planning, The National Education Paper (NEP) was approved in 2010. This paper, with its special aspects, has illustrated the Roadmap of moving toward fundamental reforms and changing of the existing status from a conventional and partly inflexible status toward a creative and innovative one such factors like human resources, teaching methods, and contents of lessons. schools' physical spaces, equipment and both educational and training requirements with focusing on the modern educational technologies have been addressed and emphasized precisely in the NEP. Therefore, it is
predicted that by clarification of the perspective of moving toward the forthcoming 20-year perspective, all of the planning will be provided in conformity and in convergence with these upstream documents and hence the expected development will be happened in all of the educational indicators particularly in raising quality and internal efficiency in its optimum extreme.

Therefore, we hope that the challenges existing in the way of achievement of the 6 goals of EFA would be specifically considered by planners and stakeholders and those expected mutations will happen in the access, quality and governance indications; the present report is considered as an introduction to the preparation of the EFA end-of-decade report which will be included in the next year agenda of the developers of the report. On this basis, it has been tried to analyze and provide only some of the indicators relevant to access, enrollment or human resources based on the specialized estimation and the expected growth toward 2008 and some of toward 2009.

Some of the indicators relevant to the pattern of students' trends and internal efficiency which has been completely discussed and analyzed in the MDA report of I.R. of IRAN, due to the lack of data and information of the recent years do not exist in this report and will be provided as soon as they become available by the experts.

Fatemeh Gorban
Deputy for primary Education
The status of demographic indicators, Gender distribution and budget:

1) According to the latest public census of population and dwelling that every 10 years is implemented in virtue of the law, the average annual growth rate of the country's population in 2006, amount to 1.6% and its number by both urban and rural population reach to 70.5 million people. Based on the results of this census, the population of urban areas with an average growth rate of 2.74% in 2006 reaches to 48,245,075 and the rural areas population with an average annual growth rate of -0.44% reached to 22,227,771. It is noteworthy that 50.88% of population is men and 49.12% of them women.

In accordance with the estimation, the total population of the country in 2010 reaches to 74,733,230 people of which, 37,957,953 are men and 36,775,277 are women.

Study of the relative distribution of the country's population shows that based on the above-mentioned Census by the main age bracket, 25.08% of this number are placed in the 0-14 years age group, 69.74% in the 15-64 years age group and 5.19% are in the age group of 65 years and above.

Relative distribution of population by age group (2006)

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>0-14 YEARS</th>
<th>15-64 YEARS</th>
<th>65 YEARS AND ABOVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>100</td>
<td>23/70</td>
<td>71/53</td>
<td>4/77</td>
</tr>
<tr>
<td>Rural</td>
<td>100</td>
<td>28/06</td>
<td>65/84</td>
<td>6/10</td>
</tr>
<tr>
<td>Total country</td>
<td>100</td>
<td>25/08</td>
<td>69/74</td>
<td>5/19</td>
</tr>
</tbody>
</table>

According to the statistics, 7.81% of the total population of the country (about 5,505,000 people) is among the age group of 5-9 years and 9.51% (about 6,705,000 people) are in age group of 10-14 years.

Estimation shows that in 2009, 19,465,129 households exist in the country which shows 11.22% growth as compared with 2006 census. According the estimation in 2009, 14,146,271 households reside in the urban areas and some 5,318,858 household live in the rural areas.
Looking at the men to women ratio shows that during 2006 to 2009, the gender ratio has decreased from 104 to 103.2.

2) The overall measures and programs of the government at the macro level in the areas such as improvement of the income distribution were conducive to the reducing the GINI Coefficient and reaching the figure of 0.3859 in 2008. On the other hand, the existing information related to the human resource development indicators (HDI) indicates that since the year 2000, annually we have been witnessing for one percent annual increase in this indicator. This indicator which is calculated, based on the criteria like life expectancy, quality of the educational system, the real income and per capita national income, according to the UN reports in 2009 by 0.5 percent increase has reached to 0.782. In this sense, Iran with standing in the row 87 ranked among the middle income country. Study of the overall trends of the Budget Instructions in 2009 shows that the government has allotted an outstanding priority to the educational section in its prioritizing the Budget different sections. As a result of the above measure, the share of the expenditure credits of the education has increased by 24.7% as compared with the previous years. In this sense, the MOE is among those large executive organizations that has enjoyed from the highest growth of expenditure credits in 2009. It is noteworthy that except the activities of some of private (non-governmental) schools, the main part of the ECCD programs, the expenditures related to the health programs, medical treatment supports and social care services particularly in the rural areas are totally provided by the government. In the education section, according to the constitutional law, up to the end of the secondary level, education is free. Therefore, the main parts of the educational budget are provided by the government and only 5% the total expenditure provided by private sector.
Status of statistics and selected indicators of EFA plan in the target groups

1- pre-primary education
2- basic education with focus on the enrolment & Education of out-of-school children
3- Adult Education, gender equity and equal access to education
4- Improvement of quality aspects of Education
Pre-primary Education:

Ministry of Education in co-operation with the other relevant organizations, in order to expand pre-primary Education and coverage of more percentage of target groups in pre-primary age, as the first step, after approving the articles of association and necessary legislative processes has taken measures toward planning and implementing the programs like holding attached classrooms, development of Rural Child Care Centers (RCCC) and organizing one month length preparation classes in the rural and bilingual areas of the country. Special programs of the health promotion for new entrant children during pre-primary Education conduced to activities like free distribution of milk and enriched bread in pre-primary centers, issuing the health identification cards for children and implementation of the pre-school children screening project (this project have been completely described in the MDA report). As an example, only in the screening project annually 1.2 million of 6-years old children are tested in terms of their physical health and schooling readiness before entering the first grade of primary Education.

This program aim providing necessary Educational measure and supports identifying and to the children with special needs.

1) In the year 2008, a total number of 17,071 pre-primary centers were running which has increased by 3,472 centers as compared with 2006. Considering the number of centers in 2008, 10,696 centers were urban public centers and 6,375 centers were rural public centers. In accordance with the estimation the total number of these centers in 2009 has reached to 16,299 centers off which 5,280 centers have been located in the rural areas.

2) The number of pre-primary new entrants in 2006 was 553,000 learners which has decreased to 456,000 and 452,000 learners in 2008 and 2009 respectively. The statistics of girls new entrants in 2009, was 230,000 children which shows a decrease by 54,000 children as compared with 2006. This downward trend exists in the rural areas as well.
This downward trend in rural areas occurred as a result of changing policies of the Ministry of Education in 2006, which has tried to raise the share of partnership of private section in pre-primary Education. But in reality the thing that happened was reduction of public willingness to the enrollment of their children in the pre-primary centers particularly in the rural areas. Obviously, the abovementioned policy has been revised in the forthcoming years in 2008. Programs like setting up and expansion of Rural Child Care Centers (RCCC) for education of rural and expansion children, establishing attached preparatory classes in both public & private schools, using the capacities and capabilities of other socio-cultural institution in raising public awareness, promotion of partnership of non-governmental sector and enrichment of the educational subjects and contents of pre-primary program are among the steps taken toward improvement of this trend by Ministry of Education.

3) According to the studies, the enrolment rate of the total enrolment in the preparatory program by private sector, during different years has increased from 8.4% in 2006 to 17.82% in 2008 and 20.55% in 2009. The enrollment rate of girls & boys in the last year was 20.6% & 21.6% respectively.

4) The study of the Gross Enrollment Rate (GER) in the pre-primary level in all over the country shows, that the above mentioned indicator has declined from 49.7% in 2006 to 40.3% in 2009. The status of this indicator in rural areas follows the same trend and has reduced from 37.7% in the base year of study to 23.07% in 2009. It is noteworthy that the abovementioned rate for girls and boys has been 52.6% and 47% respectively in 2006. These figures have reached to 42.04 % and 38.64% in the last year of the study. At the same time the access of girls to Education in both years of study has been more than boys.

5) The results of the study of the student per class ratio of the new entrants in the classrooms show the decrease of this rate from 20.79 in 2006 to 19.36 in 2009. This trend is also dominant in the rural areas and the above-mentioned rate has improved from 16.83 in the base year to 15.7 in the last year.

6) The percentage of the new entrants to the first grade of primary Education with ECCE experience, also have had a downward trend, so that is has decreased from 43.5% in 2006 to about 40% in 2009. The
abovementioned indicator in 2006 for the girls & boy has been respectively 46.5% and 40.8% which has decreased respectively to 41.5% & 38.42% in the last year of study. The abovementioned trend in the rural areas has similarly decreased from 34.3 % in the base year of study to about 29% in 2009.

7) Study of the statistical trend & indicators of the pre-primary Education in especial Education shows an upward trend in terms of the number of new entrants which has reached to 8,632 learners in 2006 and to 9,044 learner in 2008 and 42% this number are girls. The Special Education Organization by implementation of the program of screening of all school-age children at the first year of entering to the primary schools has tried to take necessary measure for identification & enrollment of the new entrants. It is noteworthy that 70% of the new entrants who are enrolled by especial education organization are among the mentality retarded children.

Basic Education with focus on the enrollment and Education of out-of-school children

1) Study of the number and trend of growth of the primary school students (6-10 years) shows that this indicator has a downward trend and has reduced from 5,827,000 students in 2006 to 5,591,000 students in 2009. Therefore, during the period of study, the number of students reduced by 236,000. On the other hand, in accordance with the existing statistics, the number of the students of lower secondary school (i.e. 11-13years) by 16.29% reduction has declined from 3,938,661 students in 2006 to 3,297,000 students in 2009. The main reason for this downward trend in the primary and secondary level, is reduction of the country's population. Considering the continuation of this trend in the forth coming years, it is predicted that more focus will be on improvement of quality of Education and teaching-learning processes through constructive intervention of MOE.
Table (1): comparison of the student population trends during 2006-2009

<table>
<thead>
<tr>
<th>Year Indicator</th>
<th>Unit</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>(000)</td>
<td>5,827</td>
<td>5,725</td>
<td>5,654</td>
<td>5,591</td>
</tr>
<tr>
<td>Lower-secondary</td>
<td>(000)</td>
<td>3,938</td>
<td>3,708</td>
<td>3,477</td>
<td>3,297</td>
</tr>
<tr>
<td>Total</td>
<td>(000)</td>
<td>9,765</td>
<td>9,433</td>
<td>9,131</td>
<td>8,888</td>
</tr>
</tbody>
</table>

Study of the status of the students enrolled by special Education Organization shows that the population of this group of students in 2008, while increasing has reached to 75,420 students who are educating in pre-primary, primary, lower secondary, vocational secondary and theoretical secondary levels. It is noteworthy in 2008, 22,640 students with special needs have been covered by the organization through integration with other regular students. The remarkable increase of the statistics of the recent group (some 3,492 students) in 2000, indicates the MOE politics toward integration of the students with special needs and placing them in the regular Education system.

Table (2): comparison of the population trend of the enrollment of the students with special needs during 2006-2008

<table>
<thead>
<tr>
<th>Indicators title</th>
<th>Unit</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Student</td>
<td>42,013</td>
<td>41,344</td>
<td>40,734</td>
</tr>
<tr>
<td>Lower-secondary</td>
<td>Student</td>
<td>14,962</td>
<td>15,192</td>
<td>14,627</td>
</tr>
<tr>
<td>Pre-vocational</td>
<td>Student</td>
<td>-------</td>
<td>1,714</td>
<td>4,231</td>
</tr>
<tr>
<td>Vocational secondary</td>
<td>Student</td>
<td>-------</td>
<td>2,095</td>
<td>6,256</td>
</tr>
<tr>
<td>Inclusive integrated students</td>
<td>Student</td>
<td>-------</td>
<td>-------</td>
<td>2,264</td>
</tr>
</tbody>
</table>

In pursuit of the special attention of MOE to the rural areas and out of reach and nomadic areas due to dispersion if schools, long distance, emigrants, residing in the hard-to-reach regions and types of other of depravedness, this Ministry has taken measures to study, plan and allocate required Educational facilities in order to provide Educational
equity for them. Studies show that the total number of students (nomadic pupils) has reached to 163,020 students in 2008 which shows a remarkable increase of (119,479 students) as compared with 2000. In 2008, 110,728 students in the primary level, 35,393 students in the lower secondary level and 16,899 students in the secondary level were educating.

The same study shows that the total number of private schools students (except adult) in primary and lower-secondary level with 1.13% growth has increased from 617,561 students in 2006 to 624,514 students in 2008.

2) Study of the performances of the provinces and region-wise Educational division about number of the existing running classes and Educational institution shows that the number of rural running classes at the primary level had faced with a downward trend from 131,716 classrooms in 2006 to 113,447 classrooms in 2008 and 108,432 classrooms in 2009 and hence during a 4-years period the number of classrooms have decreased by 23,000. On this basis, the total number of the urban-rural classrooms of the primary level, by 26,000, from 278,335 classes decreased to 255,721 and 252,140 classes respectively in 2008 and 2009.

The total number of Educational institutions at the primary level also has decreased from 64,646 centers in 2006 to 59,826 centers in 2008 and 57,115 one in 2009. Study of the performances of the provinces in the field of the number of Educational institutions (public and private) in lower secondary level also indicates that this number has reached 29,228 centers in 2008 and therefore has had a 7.3% decrease in comparison with 2004. It is worth mentioning that, this indicator for the lower secondary level has reached to 26,843 schools in 2009. The number of classroom in this level shows a decrease from 157,219 classes in 2007 to 137,370 schools in 2009.  It is noteworthy that the number of the rural classes in lower secondary level shows 4% decrease and reduction of the classrooms from 50,970 classes in 2007 to 48,610 classes in 2009.

Table (3): Total number of classrooms at primary and lower secondary level

<table>
<thead>
<tr>
<th>Indicator</th>
<th>unit</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary classroom</td>
<td>268,463</td>
<td>255,721</td>
<td>252,140</td>
<td></td>
</tr>
<tr>
<td>Lower-secondary</td>
<td>157,219</td>
<td>146,239</td>
<td>137,370</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>425,682</td>
<td>401,960</td>
<td>389,510</td>
<td></td>
</tr>
</tbody>
</table>
Study of the status of the nomadic classrooms and Educational centers shows that anumber of 5,489 nomadic schools with 11,982 running classes existed in 2010 which shows a remarkable growth as compared with 2000 (the number of the schools and classrooms of nomads were respectively 3,815 and 6,560 in 2000).

In the study of the number of classrooms and Educational centers for students with special needs it will be cleared that in 2008, about 10,868 classes in 1,492 special education institution have been running.

The same study on the statistics of the private schools in both primary and lower secondary level shows the following results.

- The number of private schools in both primary & lower secondary level by a slight decrease (0.9%) has reduced from 5,771 schools to 5,719 schools during (2006 to 2008).

Similarly the total number of the running classes of the private sector (except adults) in the primary & lower secondary levels with an increase of 1.26% during the years under study(2006-2008) has increased from 30,589 classrooms to 30,985 one.

3) Studies shows that, the Net Intake Rate (NIR) in the first grade of primary school in 2008 has an upward trend as compared with 2006 and has increased from 95.3% in 2006 to 96.7% in 2008 and it is expected that this indicator reaches to 97.5% in 2009. The Gross Intake Rate (GIR) in this level has been faced with fluctuation but according to the studies, the Ministry has been able to bring back more out-of-school children in the age group of over 6 years, specially in the less-developed regions and rural areas of the country. In the same period, the Net Enrollment Rate in primary level has raised from 97.8% to 99%. Similarly the Gross enrolment rate (GER) in primary level will be improved from 104% to 102% in the ending year of the study.

The Net Enrolment Rate (NER) of the lower secondary level of the country which was 84.9% in 2006, with a remarkable increase has reached to 86% in 2008.It is predicted that, the indicator will be reached to 86.56% in 2009. At the same time, Gross Enrolment Rate (GER) of the lower-secondary level with 9 unit decline has reached to 106.7%. The positive policymaking measures, peoples' willingness to the projects like enrolment of the out-of-school children particularly in the rural areas and among nomads and expansion of classrooms for students in deprived and rural areas, the laws, regulations and instructions amendments, as well as using the boarding
schools capacities, setting-up rural attached classes and transportation of the students who are under the village-centered project through hiring public transportation vehicles, etc. are among the reasons of upward trends of growth in these indicators.

4) The study of the passing rate of the primary students shows that the abovementioned indicator has an upward and growing trend. This indicator with a 0.71 unit increase during a 3-years period has been increased from 97.79% in 2006 to 98.30% in 2008 and 98.5% in 2009. The above indicator rate for the girl students in 2009, was 98.90% which as compared with 2006 (98.27%) it shows 0.63 unit growth. The passing rate of the students in the lower secondary level, by showing a tangible slope has increased from 90.93% in the base year to 95.78% in 2008. Based on the study of the status of this indicator in both genders, the girls have a better situation as compared with boys (97.71% as compared with 94.08% of boys). The conducted studies show that the promotion rate of the students of the 1st grade of lower secondary level increased from 88.6% in 2004 to 90.68% in 2008 and the promotion rate of the 2nd grade of that level has increased from 92.63% to 93.67% during the same period. During the recent years, Ministry of Education by implementing the programs such as changing the evaluation system of learning achievements and implementation of the qualitative-descriptive system, setting up scientific-educational extra-curricular classes as well as compensatory classes, improvement of the institutional management (training of the schools' principals), expansion of the guiding and consultancy services, and organizing teaching-learning festivals has been able to made great strides toward improvement of the students' passing rate in both primary and lower-secondary levels.

It is noteworthy that the passing rate of the primary & lower secondary level of the nomadic schools respectively are 95.29% and 94.69% in 2010.

5) Study of the drop-out rate in the primary & lower secondary level shows the indicator downward trend and the trends in both levels are so remarkable. That the indicator in the primary level, has declined from 1.35% in 2006 to 1.05% in 2008 and 0.9% in 2009. It is noteworthy that the abovementioned rate in the 1st grade of the primary level with a sharp decrease has reached to 1.55% in 2008. This rate in the 1st and 2nd grade of lower secondary level in the base year has increased from 4.88% and 3.43% to 4.93% and 3.54% in 2008. The repetition rate of the students of the 1st grade of the lower-secondary with a 2.13% improvement has changed from 6.52% to 4.39%.
Also with an increase of 1.15 unit in the 2nd grade, this rate has been improved by reducing from 3.94% to 2.79% in the school year of 2008-09. It is obvious that the measures like improvement of the supervision and assessment of the projects& programs, transmission of the principals' experiences, promotion of the quality of the educational process and enrichment of the students' teaching-learning experiences, setting up the thematic classes, organizing numerous educational workshops, organizing in-service training courses for teachers and educationists in the fields of modern teaching methods and the class management as well as evaluation of the learning achievements besides setting up compensatory classes and extra-curricular programs are among the main factors that bring about positive changes in terms of dropout rate and repetition rate of the different Educational levels.

**Adult Education, Gender Equity and Equal access to Education**

1) *Literacy rate among 15-years old and above.(15+)*

The total population of 15-years old and above was 52,815,000 in 2006, 50.7% of whom were males and 49.3% were females. According to the population and housing census, 82% of the total population of 15-years old and higher were literate, 53.8% of whom were male and 46.2% female. According to the surveys, the total population of 15-years old and higher estimated to be 56,150,000 in 2009, 50.8% of whom were males and 49.2% females; 69.3% living in urban and 30.7% in rural areas.

*Table 4: Literacy rate of 15-year olds and higher*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy rate 15-year olds and +15</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>Literacy rate 15-24</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

According to the survey, 84% of the total target populations are literate. Literacy rate among males is 88% and among females is 79%. Thus, the results of the indicator shall be summarized as follows:
1- 2% of growth in literacy rate among 15-year olds and higher; the growth rate was 1% and 2% for males and females respectively.
2- The growth rate in literacy in rural areas was 3% among the 15-year olds, meanwhile, illiteracy rate was higher in rural areas.

2) Literacy among 15-24 year old population
The total No. of 15-24 year old people in 2006 was about 17,739,000; out of whom 50.5% were males and 49.5% females. According to the statistics available, 97% and 96% respectively for males and females. According to the surveys, the total population of 15-24 year olds in 2009 was 16,618,000, out of whom 50.8% were males and 49.2% were females; 66.3% living in urban and 33.7% in rural areas. The estimate shows that 97% of the total 15-24 year old population in 2009 were literate; the rates were 97.4% and 96.6% for males and females respectively. Thus, the result shall be summarized as follows:

1- The literacy rate for 15-24 year olds had a growth rate of 0.4%, (0.3% for males and 0.5% for females).
2- Among the 15-24 year olds population of rural areas, the literacy rate had a growth rate of 0.09% which was higher than the growth rate of the same indicator in urban areas.
3- Gender parity in education of 15-year olds and higher in 2006 was 89% in 2006 which increased to 90% in 2009.

The gender parity rate among 15-24 year olds (literacy rate GP) promoted to 99% in 2009. The gender parity for gross enrollment rate in primary education had an ascending trend during 2006 to 2009 and increased to 98% in 2009.
The tangible growth in this indicator to be closer to one, is indicative of education system’s capability to pave the ground for improvement of girls enrollment in primary education.
Descending trend of girls’ drop-out rate to 0.85% and decrease of repetition rate of girls and rural students to 1.1% in 2009 and the positive graduation (passing) rate of girls from 98.27% in 2006 to 98.9% in 2009 are among the signs for improvement of gender parity rate in education. The total number of girl students at primary level raised from 48.3% in 2006 to 48.5% in 2009. The ascending trend of the same indicator in
primary level has also been tangible, in a way that it increased from 46.66% in 2006 to 47.43% in 2008.
Access to primary special education shows an increase in girls’ enrollment to reach 39% in 2008.
However, statistics indicates a slight decrease of girls’ enrollment in special lower secondary education, the reason being the families’ willingness to send their children with special needs to ordinary schools (mainstreaming/inclusive education).

**Improvement of Quality in Education**
The rules and polices in education system stress on “Quality” as a major task in educational plans and their orientation. Almost all the stipulations of the Article 52 of the country’s “4th Economic, Social, Cultural & Economic Development Plan” stress on the quality of learners, human resource, education content, equipment, aids and outputs. Improvement of efficiency, conducting curricula reforms, improvement of mathematics, science, English language teaching, promotion of professional qualification of teachers through standards in knowledge, behavior and performance, promotion of teachers professional motivation and their status in society, improvement of teacher’s salary system and planning for promotion of health and sound life style, application of the Internet at schools and teachers’ knowledge on application of ICT and standardization of educational spaces are among the themes of special priority within education system while having legal support in the country’s 4th development plan (since 2005). In a view to the analysis of this goal in the country’s mid-decade assessment report and a reference to the already implemented or presently implementing plans, the status of some of the indicators are as follows:

1) The study of human resource development in education indicates that the adopted policies have resulted in promotion of the academic qualifications of teaching and non-teaching staff. The number of
teachers holding Associate Degree certificate and higher in primary level increased from 164,156 in 2006 to 164,879 in 2008, thus the percentage of teachers holding these degrees increased from 61.36% in 2006 to 72.16% in 2008. The total number of teachers holding bachelor degrees and higher at lower secondary level changed from 87,897 in 2006 to 87,176 in 2008. The relevant indicator had an ascending trend of 4.92 unit form 48.55% of the total number of teachers at this level in 2006 to 53.47% in 2008. Provision of in – service training for the staff was among the major measures taken by education ministry in line with promotion of human resource qualification and efficiency. According to the mid-decade report in 2006 the average hour per capita training at decentralized courses had a 65.13% of raise.

2) The study of running classrooms and pupil per class indicates that the total number of primary school classrooms in urban and rural areas decreased from 278,335 in 2006 to 255,721 in 2008 and 252,140 in 2009. The rural classrooms also decreased from 131,716 in 2006 to 113,447 in 2008 and eventually to 108,432 in 2009. Descending number of primary students is one of the reasons for such a descending current. The total number of urban & rural lower secondary classrooms also decreased from 164,781 in 2006 to 146,239 in 2008 and 137,370 in 2009. The total number of rural classes also decreased from 62,845 in 2006 to 48,610 in 2009. The study of nomads’ education in an eleven-year time span indicates a two fold increase of 6,560 in 2006 to 11,982 in 2010. The student per class indicator at primary level was 20.9 in 2006 increasing to 22.1 in late 2009. The trend of this indicator for lower secondary level declined from 29.5 students in 2000 to 23.9 in 2006 and 23.78 and 24 in 2008 and 2009 respectively. In rural areas, this had also a descending trend of 19.27 students in 2006 to 18.88 in 2008 and 18.55 in 2009. However, this
indicator is different in Special Education. It was 8.89 students per class in average in 2000, 7.2 students in 2006 and 7.45 in 2008.

3) The number & percentage of qualified teachers in pre-primary schools is reflected in 2006 mid-decade assessment report. During all the years under study by 2006 and 2007, 100% of the teachers were qualified to teach. However, in a view to teachers’ qualification improvement policies and the minimum associate degree requirement, a descending trend of numbers is expected in this level of education. A survey on this indicator showed an ascending process in primary level indicative of 72.16% in 2009 (75.3% for women and 81.5% for men). The same trend was witnessed in lower secondary level showing an increase from 48.55% in 2006 to 53.47 in 2008.

4) Pupil-teacher ratio at primary and lower secondary levels shows an increase of 21.8 and 21.8 in 2006 to 24.7 and 21.33 in 2008 at primary and lower secondary levels respectively. This indicator had a descending current in special education and declined to 6.4 in 2008.

Major challenges facing EFA in 2010

• Poor intra-sectoral and inter-sectoral coordination, especially in allocation, planning and channeling
• Continuous reform in implementation policies in a number of divisions such as development of pre-primary education
• Insufficient intake and enrollment rate of children with special needs, particularly at rural and less-developed areas
• Non-applied structure, content and teaching methods in adult literacy, scarcity of illiterates’ and their access to literacy classes in one hand and relapse to illiteracy in another
• Children’s involvement in work and income generating and their effective role in rural and deprived families’ economy hinder their enrollment at schools
• Non standard situation of some educational spaces
• Inflexibility of school curricula and syllabus and irrelevance of some parts of educational content compared to the real needs and skills of students and society
• Lack of access to precise and updated statistics and data needed for educational planning.
• Weakness in recruitment, training, retaining and assessment of staff, particularly teachers

**Predicted challenges during post 2015**

• Undesirable access of adults to literacy services and failure to achieve complete literacy
• Unsuitable success in improvement of survival rate of students, particularly at lower secondary level and sluggish move towards promotion of 11-13 year old students’ enrollment rate
• Gender inequality and its meaningful turn in favor of girls
• Lack of complete access to the required standards in terms of educational spaces and their direct impact on the quality of education
• Redefining literacy and illiteracy, inequality in distribution of literacy in rural, urban and deprived areas as well as digital gap
• Establishment of cultural grounds and mechanisms for complete establishment of “Inclusive Education”.
The required strategies to achieve the goals in the remaining years of EFA plan

- Creation of equal learning opportunities and reducing educational inequalities
- Promotion of the quality of education and deepening and enriching students’ teaching–learning experience
- Revision of existing mechanisms and planning proper ones for recruitment, improvement, retaining, evaluation and continuous training of human resource
- Development of ICT at schools
- Awareness raising among the public, especially in connection with the children with special needs, out-of-school and marginalized children
- Standardization of educational spaces and equipping them with laboratories, workshops, library and computers
- Pavement of the ground for early childhood care and development and pre-primary education
- Adaptation of textbooks’ content with an emphasis on life skills in curriculum development
- Revision and development of literacy activities in accordance with the learner’s conditions
- Establishment of coordination in policies and strengthening intra and inter-sector relationship among organizations providing educational and health services
- Establishment of a reliable, efficient and updated statistical system
Success stories
Title: Enhancement of school-aged children’s enrollment with an emphasis on girls, vulnerable and marginalized children at primary & lower secondary levels

Implementation of this program, aimed at enrollment of out-of-school children at primary and lower secondary schools has resulted in enrollment of a significant portion of these children by means of the following initiatives:

- Identification of out-of-school children by name
- Hiring transportation vehicles to facilitate their access to schools at remote and deprived areas
- Provision of information and promotion of the culture for enrollment of girls at schools in some rural and deprived areas
- Provision of financial aid
- Purchase of stationeries and clothing
- Establishment and development of boarding schools, central dormitories for a series of villages
- Establishment of distance learning and running attached classrooms.

Objectives
1) Establishment of equal learning opportunities and elimination of gender disparities
2) Enhancement of enrollment and reduction of educational barriers of out-of-school children

Results
1- Implementing the initiative in 2008 resulted in enrollment of 25,964 out-of-school children at formal primary and 31,092 students at lower secondary levels of education
2- Out of the total number of students enrolled at primary level, 14,830 were girls and 11,134 were boys. The figures for lower secondary level were 16,851 and 14,241 for girls and boys respectively
3- Concurrent to implementation of the plan, an initiative was implemented to stop illiteracy backlog aimed at complete
enrollment at primary level. According to the set objectives, at least 10575 out-of-school children are expected to enroll in formal schooling.
Title: Descriptive quality Assessment

Descriptive quality assessment is the one in which the teacher in partnership with the active involvement of students and their parents and application of various tools gathers data on students attempts, progress and achievement. Then he/she classifies analyses and interprets the relevant data to help the students learn in a better way and resolve the problems by the assistance of their teachers and parents.

Objectives

1) Improvement of the learning situation
2) Elimination of undesirable stress caused by examination and enhancement of students mental health
3) Consideration of various aspects of students characteristics in the process of teaching –learning
4) Involvement of students and parents in evaluation and assessment of education.

Implementation procedure of the Plan

<table>
<thead>
<tr>
<th>Implementation Method</th>
<th>No. of students</th>
<th>No. of classrooms</th>
<th>School year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-pilot</td>
<td>Roughly 6000</td>
<td>200</td>
<td>2002-2003</td>
</tr>
<tr>
<td>First phase (pilot)</td>
<td>Roughly 15000</td>
<td>500</td>
<td>2003-2004</td>
</tr>
<tr>
<td></td>
<td>Roughly 27000</td>
<td>1000</td>
<td>2005-2005</td>
</tr>
<tr>
<td></td>
<td>36000</td>
<td>1200</td>
<td>2005-2006</td>
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<tr>
<td>Second phase (pilot)</td>
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<td>1785</td>
<td>2006-2007</td>
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<tr>
<td></td>
<td>51930</td>
<td>2134</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Implementation at voluntary basis</td>
<td>507678</td>
<td>22310</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Mass implementation at national level</td>
<td>All first graders and 40% of 2nd graders</td>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td></td>
<td>All first&amp; second graders and 40% of third graders</td>
<td></td>
<td>2010-2011</td>
</tr>
</tbody>
</table>
In a view to the report devised by Educational Research Institute the positive outcomes of descriptive assessment of the plan may be summarized as follows:

1- Promotion of self-confidence and learning motivation in students
2- Significant decrease in undesirable stress in students
3- Promotion of teachers capabilities and interests at primary level in order to enter the reform process
4- Prevention of underachievement
5- Prevention of drop-out by stress-stimulating elements (marks and their negative impacts, including probable corporal punishment by the parents)
6- Improvement of students schooling performance especially in basic subjects.