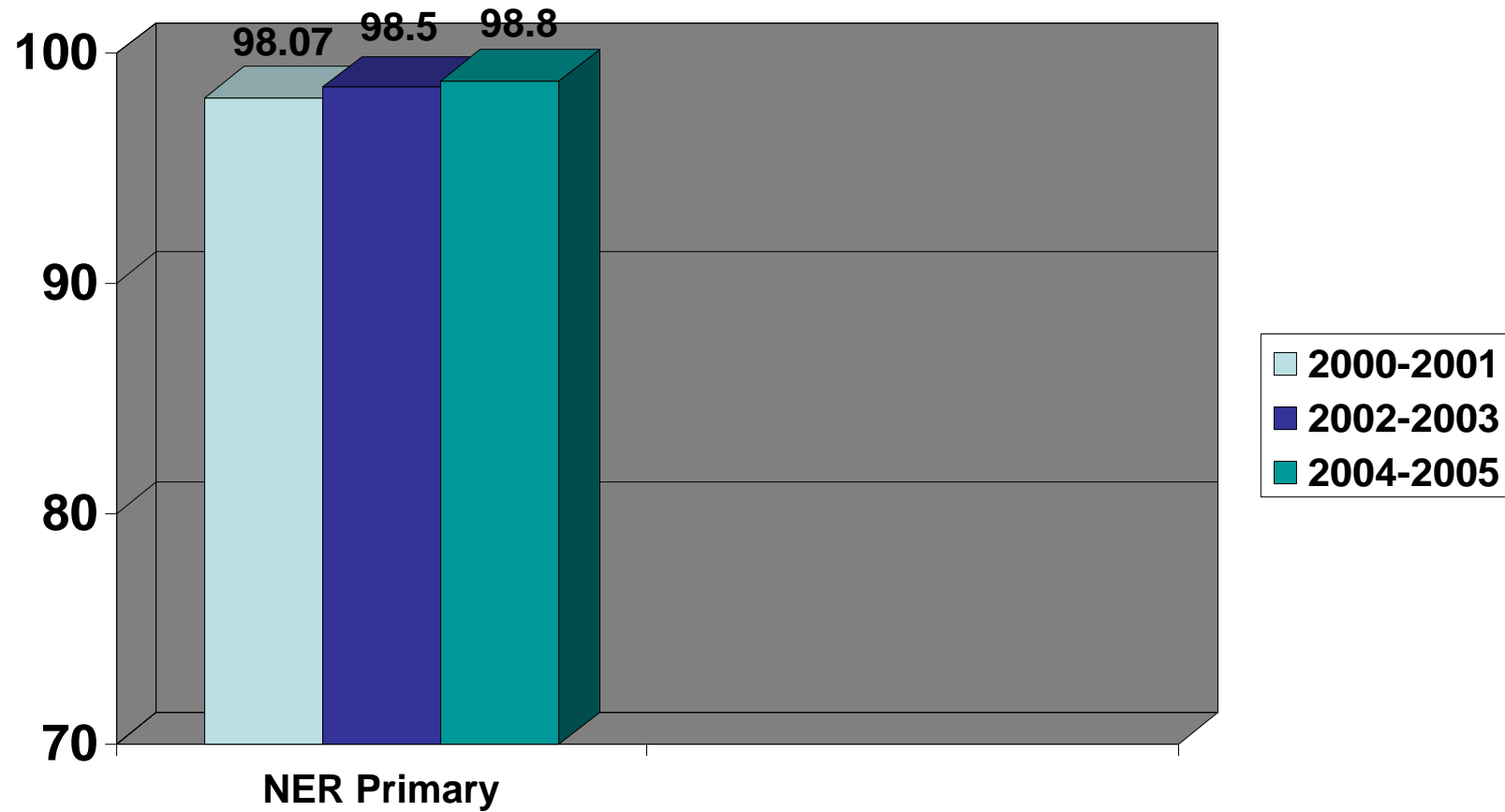


Progress and Challenges in Mainstreaming the Most Vulnerable
Children and Youth
Ministry of Education, Iran

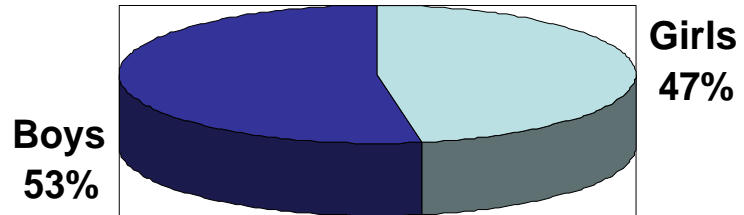


Moving toward universal primary education

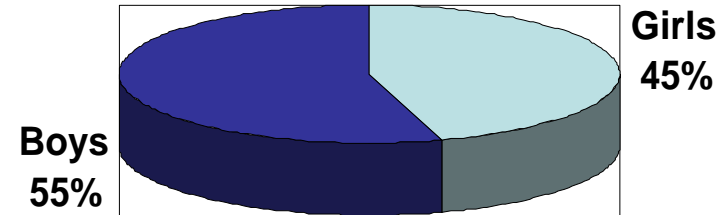


Moving toward gender parity

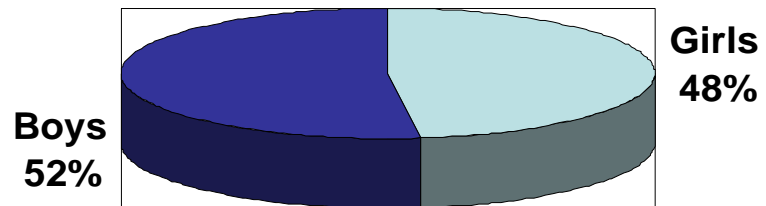
Primary 2001-2002



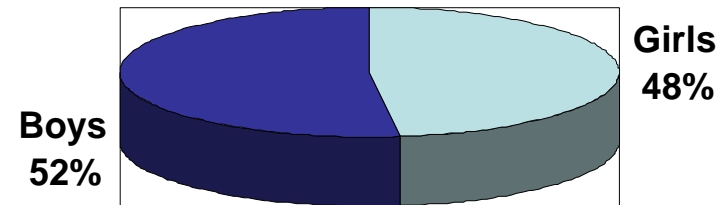
Lower secondary 2001-2002



Primary 2004-2005



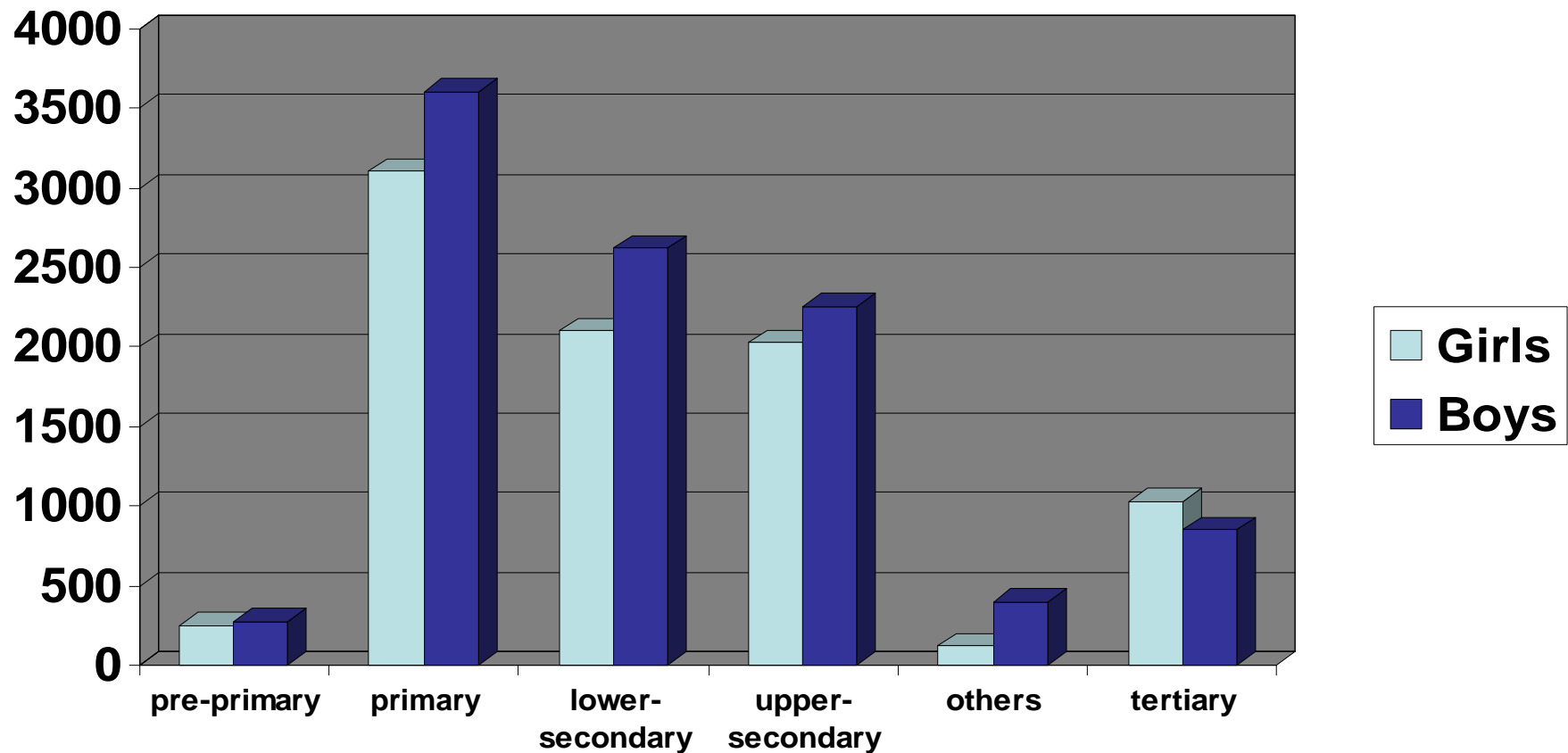
Lower secondary 2004-2005



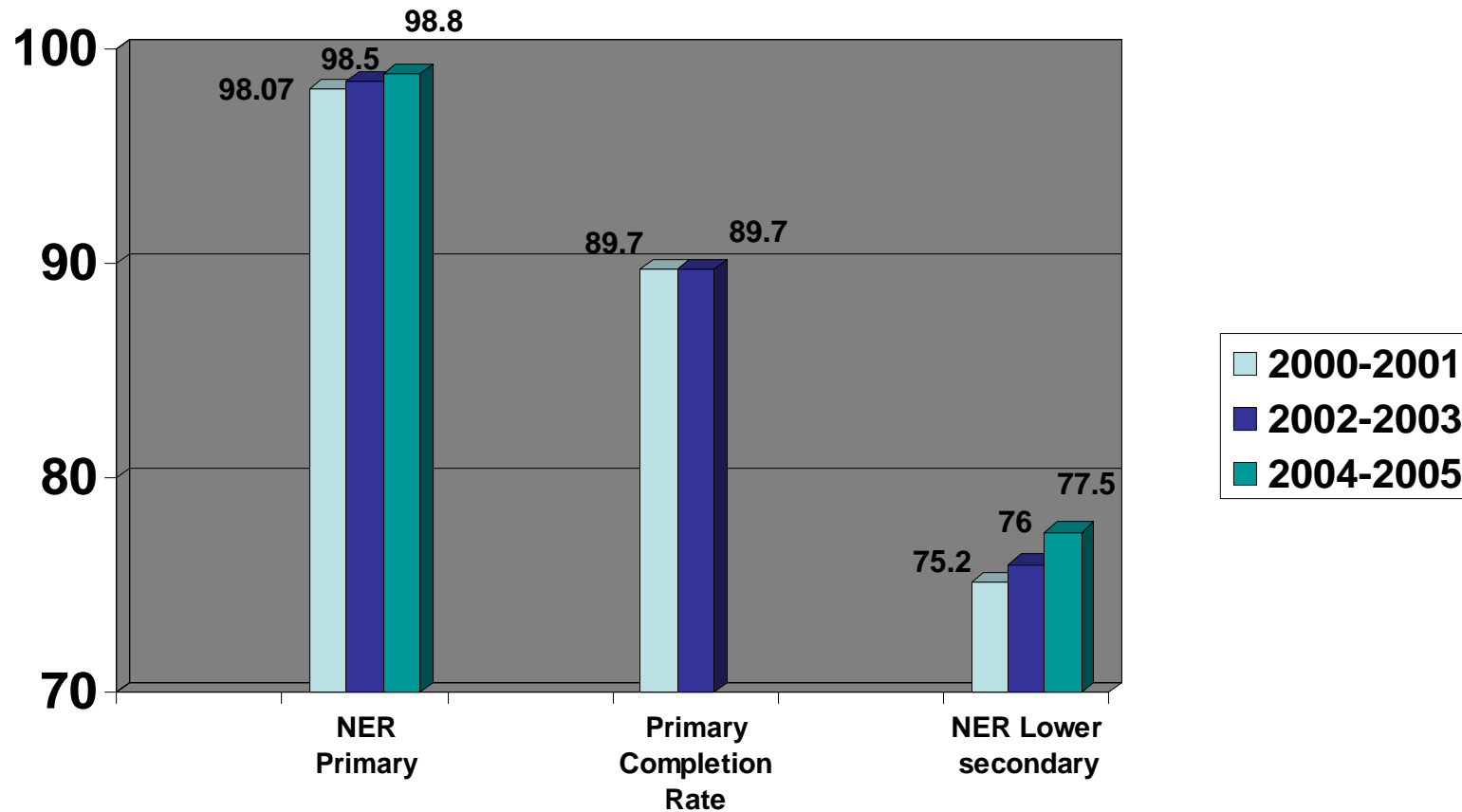
General education: males outnumber females

Higher education: females outnumber males

Number of students by gender and educational level 2003-2004



Constraints in completion of primary and in transition to lower secondary



Constraints in completion of primary and transition to lower secondary



- ❖ Lack of reliable data collection mechanism to gauge school drop outs
- ❖ School drop out rate is highest among girls in rural areas
- ❖ Early marriage, girls' hidden labor, high cost of schooling and urban migration lead to school drop out
- ❖ Deficiencies in systems delivery such as multi grade and coeducation classes, lack of female teachers, poor content of education and inappropriate learning spaces in rural and remote areas affect drop out

Government's concrete steps

- ❖ Diversification of educational offer for students in hard-to-reach areas
- ❖ Incentive schemes through provision of in-kind support to the disadvantaged
- ❖ Welfare responses for vulnerable children
- ❖ Community based education programmes
- ❖ Dual strategy addressing household constraints concurrently with education delivery issues

Policy level challenges

- ❖ Foster positive attitudes toward education among policy makers
- ❖ Ensure inter-sectoral cooperation toward EFA goals
- ❖ Establish mechanism for sector wide collaboration in education delivery resources
- ❖ Expand recruitment and employment incentives for teachers in hardship assignments
- ❖ Establish accountability mechanisms for quality assurance in education

Grass root level challenges

- ❖ Raise positive attitudes toward education among rural communities
- ❖ Expand human resources and capacities to support community participation
- ❖ Establish institutional relationship between public system and NGOs
- ❖ Enhance community approaches in school management

Steps to overcome challenges

- ✓ Establishment of the EFA Office to ensure intersectoral collaboration in reaching EFA objectives
- ✓ Establishment of decentralization policies to entrust decision making to the provinces (funding, curriculum, schooling)

- Community mobilization campaigns through local level initiatives
- Special education initiatives for vulnerable categories with focus on lower secondary
- Flexible educational planning and learning friendly curriculum
- School based management
- Community participation models to enhance participation of families in education delivery
- Support NGOs to enhance their capacities in delivering basic services and school improvements in remote areas