

RN
70.955
HI

1962-
1967

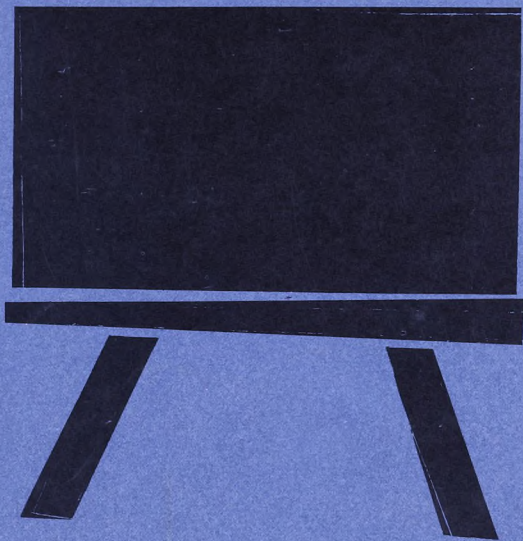
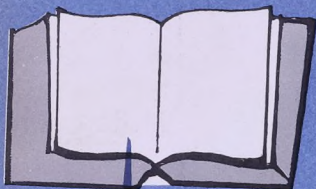


V. Irr. 8

WONGHIG FEATURES LIMITED

6 FEB 1989

EDUCATION IN THE THIRD DEVELOPMENT PLAN



V. Irr 8

MOITADIL
MAJLIS EYI MOJL

A country is built on two principal foundations, education and culture. Indeed, progress in economic, industrial and agricultural fields depends on a nationwide system of education and culture.

That is why, along with other projects, attention was paid to educational and cultural programmes in the course of the Third Plan. Thanks to the efforts of Dr. Khosrow Rezaii, Head of the Education and Culture Planning Group, and his colleagues, the present brochure has been prepared.

The basic purpose of this publication is to examine how the campaign against illiteracy and the educational programmes at primary, secondary and university levels have been carried out.

We are indebted to all those who have taken part in the preparation, compilation and printing of this brochure. It is hoped that it will be of use to all interested parties and inform readers about this important aspect of development activity of the Third Plan.

Bureau of Information and Reports



HIS IMPERIAL MAJESTY THE SHAHANSHAH OF IRAN AND EMPRESS FARAH AT A GRADUATION CEREMONY

Table of Contents :

| | |
|--|----|
| - Introduction | 7 |
| The Campaign Against Illiteracy | 9 |
| Committee for the Campaign Against Illiteracy | 12 |
| How the Literacy Classes were Formed | 12 |
| Primary Education | 15 |
| Accomplishments in Primary Education during the Third Plan | 18 |
| Secondary Education | 27 |
| An Appraisal of Secondary Education in the Third Plan | 30 |
| Higher Education | 38 |
| The State of Higher Education at the Start of the Third Plan | 39 |
| Distribution of Students by Branches of Study | 40 |
| Achievement of Objectives of the Third Plan | 44 |
| Problems of the Third Plan for Higher Education | 51 |
| The Private Sector | 52 |
| Provincial Universities | 57 |
| Hospital Medical Training Projects | 57 |
| Scientific and Research Projects | 58 |
| Students' Welfare Programme | 59 |

Education is one of the most important of the social services, and at the same time it can be regarded as a long-term investment. While meeting the needs of a society in the field of manpower, it also responds to the demands of progressive societies by cultivating and utilizing individual talents in different fields.

As far as education is concerned, there was no comprehensive programme before the Third Development Plan. Each educational body operated on an ad hoc basis, outside the framework of any predetermined plan and independently of other sectors, regardless of any relationship which existed between different educational levels.

In the course of planning and implementing the economic development programmes it became obvious that the prevalence of illiteracy, coupled with insufficient specialization at the secondary and higher levels, was retarding the economic and social development of the country and diminishing the return on development investment. Special attention was therefore paid to the education sector in development planning.

In the course of the Third Plan, education was defined as the most useful means for attaining the national ideals. It was stressed that when educational programmes were being drawn up attention should be paid to economic and social requirements. Bearing in mind that educating the entire population within a short space of time was beyond the realms of possibility, and that a long-term plan would be necessary to reach this target, it was therefore recommended that primary education (that is providing the means of study for 60% of children within the age group of 7 to 13 years) should be generally available and that this should have priority over other educational programmes.

Regarding higher education, the Third Plan aimed at improving university organization and the educational system rather than the development of, and increase in, the number of faculties. Hence no provision was made in the Plan for establishing another university. But as a result of the establishment of new faculties by the public sector, and independent colleges and schools by the private sector, as well as the creation of new specialized branches in existing universities, higher education has expanded quantitatively so much that it is anticipated that by the end of the Third Plan it will be possible to increase student enrolment in Iranian universities to 33,000.

As far as teacher training is concerned, three types of activities were envisaged in the Third Plan.

First, the implementation of routine training programmes for professional teachers in primary and secondary schools at the Teachers' Training College as well in teacher training schools;

Second, the implementation of short-term plans to train university graduates as teachers;

Third, the implementation of extensive programmes designed to train selected teachers for primary and secondary schools.

In 1963, the Tehran Teachers' Training College was closed down and replaced by the Institute of Teacher Training and Educational Research. Steps were taken to train teachers for the first cycle of secondary schools, and for first degree courses, and also to train educational directors and leaders, and to carry out educational research for the Literacy Corps. At the same time special centres were created for the training of science teachers in all universities.

The aim of the campaign against illiteracy, as revised in the Third Plan, was to reduce the proportion of illiterates among persons over ten years of age from 85 to 60 per cent by the end of the Plan.

The group of 10-45 years was selected for statistical purposes at the First World Congress on the Eradication of Illiteracy, held in Tehran in 1965, and the proportion of illiterates in this age group will be reduced to 64% by the end of the Third Plan.

Out of 230 billion Rials (\$ 3066 million) allocated to the Third Development Plan, the share of the education budget was 18.5 billion, or 8% (\$ 233 million) of the total. This expenditure enabled the educational programmes at primary, secondary and higher levels, the campaign against illiteracy and the Literacy Corps to be among the most effective of all the reform programmes of the Third Plan. In particular, the implementation of the campaign against illiteracy and the progress of the praiseworthy activities of the Literacy Corps, which operates in the rural districts and villages of the country and came into being during the Third Plan, were acclaimed by educational institutions throughout the world. The results of various educational and cultural programmes justify the claim that the foundation has been laid for a progressive society ready to develop in industrial, agricultural, social and economic fields.

The Campaign Against Illiteracy

The first Imperial Decree for a campaign against illiteracy in Iran was issued by Reza Shah the Great in 1936. At that time, the purpose of establishing literacy classes was to teach reading, writing and arithmetic. The course was of two years' duration and there were no special books or trained teachers. During the Second World War this programme came to a halt, but with the commencement of basic education programmes (1943) and of the rural development activities and social reform (reinforced by the distribution of the Royal Estates) the efforts of the campaign against illiteracy took new forms.

The 1956 census revealed that only 14.6 % of persons over ten years of age, and 17 % of persons between 10 and 45 years of age, were literate. The Decree for the campaign against illiteracy was issued by the Shahanshah Aryamehr the same year, and the first new literacy classes were inaugurated.

Following the message of the Shahanshah Aryamehr about the universal campaign against illiteracy sent in 1964 to the Thirteenth General Conference of UNESCO in Paris, UNESCO recommended the nations of the world to teach the active 15-45 age group how to read and write for social and economic reasons. This recommendation was confirmed by the Education Ministers of the member countries of UNESCO at the Tehran Congress. Subsequently, the National Committee for the Campaign Against Illiteracy was formed and started functioning in Iran. Before the formation of this Committee, the following agencies were responsible for the campaign against illiteracy:

The Adult Education Office, the Basic Education Office, the Institute for Rural Development and Social Reform and the Near East Foundation.

Owing to the lack of planning and co-ordination, and the shortcomings of text-books and teaching methods, the activities of these agencies were very successful.

During the Third Development Plan an increase in the literacy rate to 50 per cent of the population was envisaged. Moreover, the Plan aimed

at a type of literacy going beyond the mere ability to read and write.

To reach this target the sum of 500 million Rials (\$ 6.6 million) out of the 230 billion Rials total credits of the Third Development Plan was allocated to this sector.

Out of the special fund of the project, the sum of 392,064,000 Rials was approved for the campaign against illiteracy up to the end of 1346 (21st March 1968), of which 269,963,943 Rials was utilized. Furthermore, in the Third Plan period, out of the current budget of the Ministry of Education, the sum of Rls. 104,104,065 was spent on literacy work by the Adult Education Office, the Literacy Corps, the Tribal Education Office as well as by the Office for Women's Cultural Efforts. Other organizations, utilizing their own internal budgets, have taken effective steps to combat illiteracy among their own employees. These organizations are as follows:

- (1) The Ministry of Labour to raise the level of literacy among workers.
- (2) The High Council of Women with the help of the Office for Women's Cultural Efforts, to teach women how to read and write.
- (3) The Imperial Armed Forces to raise the level of literacy among conscripts.
- (4) Important industrial and commercial organizations (such as the National Iranian Oil Company).
- (5) The Institute of Rural Development and Social Reform, whose activities are carried out at the village level by "Dehyars" (village assistants) in conjunction with the activities of the Literacy Corps.

In order to co-ordinate the activities of the campaign, and to mobilize human and financial resources to reach this target, the National Committee for the Campaign Against Illiteracy in Iran was formed and began work early in 1965. The Ghazvin Project was launched as a pilot scheme to make at least 140,000 persons in the region literate. Preliminary steps were taken to implement a similar plan in the province of Fars, at Haft Tappeh, Esfahan and throughout the Central Province. To

achieve its aims, the Committee tries to make use of the people's financial assistance as far as possible. Its balance sheet shows that it received 22,549,944 Rials from various agencies in the year 1965-66. The Committee carries out its tasks on a regional basis through local committees; at present all centres engaged in the campaign against illiteracy (except those that do so voluntarily) follow the programmes and methods of the Committee.

The per capita cost of successful participants in the six-month literacy courses is between 850 and 900 Rials. This sum of money is spent on teacher training and salaries, directors of studies, servants and nurses to look after the children of women participants in these classes, administrative costs and so on.

In order to effect an improvement in instruction, the method of teaching illiterates has been revised and a special method based on phonetics has been adopted, which is taught to volunteer teachers. A centre for the preparation of reading matter for new literates has been set up to encourage them and prevent them from forgetting how to read and write. This centre publishes interesting books and a monthly magazine in simple language. UNESCO has also taken effective steps in this direction by drawing up a special plan to prepare reading matter for new literates in South Asia, organizing regional seminars and training courses for librarians and publishers, holding book exhibitions and publishing useful books. According to the 1966 census and the calculations of the Manpower Bureau of Plan Organization, as a result of the above activities, the proportion of literates among the 10-45 age-group has risen from 17 to 36 per cent.

Committee for the Campaign Against Illiteracy

The National Committee for the Campaign Against Illiteracy in Iran was formed in 1965, and assumed responsibility for all activities in this field. Simultaneously with the formation of this Committee, UNESCO decided to implement practical teaching programmes for adult illiterates in three countries, including Iran, to aid their social and economic growth. Following this development, a delegation from the United Nations Special Fund came to Iran to study the matter. For the implementation of the project the delegation selected Esfahan as an industrial zone, and the Dez area as an agricultural zone.

According to an agreement which had previously been signed between the representatives of the Iranian Government and the Special Fund, an amount of \$ 1,382,600 (103,690,000 Rials) was allocated for the execution of the project. Out of the above sum, 92,535,000 Rials will be made available to the Iranian Government by the Special Fund to pay for the cost of experts' fees, vehicles and equipment required, research fellowships etc. The remainder, that is 11,160,000 Rials, is guaranteed by the Iranian Government, over a four-year period, as 15 per cent of the remuneration of foreign experts, and salaries and allowances of Iranian experts and instructors. Furthermore, the Iranian Government will contribute to the project the equivalent of 114,925,950 Rials in kind, so Iran's total contribution will amount to 126,085,950 Rials. Preparations for the implementation of the project were made early in 1966 and put into effect towards the end of the same year. In addition to these activities, and after the formation of the National Committee for the Campaign Against Illiteracy, measures were also taken in the Central Province (Ghazvin, Tehran, Kashan and Shemiran) as well as in the province of Fars.

How the Literacy Classes were formed

In general, wherever the National Committee for the Campaign Against Illiteracy (NCCAI) decides to take action, it first obtains statistics from the competent authorities concerning illiterates in the 12-45 age

group. With due regard to the number of illiterates in any locality in which these studies are made, NCCAI then takes steps to form classes.

At the time of writing, teaching illiterates to read and write is divided into two six-month periods. If these periods prove to be insufficient for the economic and social development of adults, supplementary courses will be arranged. The first town where NCCAI began its work on an experimental basis was Ghazvin, because a large-scale comprehensive regional development plan had already been launched there, and after preliminary studies had been completed actual implementation began in August 1965. The activities of NCCAI in Ghazvin can be summarized as follows:

| Period of Instruction | New Literates | | | Instructors | | | Total |
|------------------------|---------------|--------|--------|-------------|------|----------------------|-------|
| | Female | Male | Total | Female | Male | Literacy Corpsmen | |
| Sept 1965 — March 1966 | 15,122 | 23,847 | 38,969 | 248 | 407 | 401 | 1,056 |
| March 1966—Sept 1966 | 3,661 | 4,439 | 8,100 | — | — | 62 | 62 |

The reason for the decrease in attendance in the period March-Sept. 1966, is because this is the time of greatest agricultural activity. After Ghazvin, the Committee extended its activities to Tehran, Shemiran and Kashan (in the Central Province); the results of its efforts in these centres are summarized in the following table:

| | Number of Classes | | | Number of New Literates | | |
|----------|-------------------|--------|-------|-------------------------|--------|--------|
| | Male | Female | Total | Male | Female | Total |
| Tehran | 291 | 872 | 1,163 | 7,287 | 21,344 | 28,631 |
| Shemiran | 18 | 48 | 66 | 421 | 1,224 | 1,645 |
| Kashan | 11 | 15 | 26 | 517 | 672 | 1,189 |

In Fars the Committee started functioning in Shiraz and Lar in June 1965, and its activities are summarized below:

| | Number of Classes | | | Number of New Literates | | |
|------------------|-------------------|--------|-------|-------------------------|--------|--------|
| | Male | Female | Total | Male | Female | Total |
| Province of Fars | 305 | 184 | 489 | 8,225 | 5,156 | 13,381 |

The Campaign against illiteracy has gained considerable experience in overcoming problems and speeding up the process. The results of this experience include the formation of the National Committee for the Campaign Against Illiteracy, the establishment of zones for the centralization of activities and facilitating supervision. With such centralization all resources can be mobilized, according to a plan, so as to achieve the best results.

Primary Education

Primary education is the first of the three levels of education in Iran (primary, secondary and higher) and it covers a six-year period. According to the Compulsory Education Law of 1943, primary education became compulsory for all Iranian children of school-age. But problems of population distribution, the migration of villagers to cities and the lack of sufficient means prevented the achievement of the objectives of the Law. The budget of the Ministry of Education increased by 1600 per cent between 1944 and 1956 for the implementation of the Compulsory Education Law, but in spite of this in 1956 only 15 per cent of the population were literate, and only one third of school-age children were in fact in school. The 1956 census revealed that the number of illiterates in rural areas was considerably more than that in urban areas and that 70 per cent of all illiterates live in rural areas. The census also showed that about two million village children of school-age were not in school. This problem is caused by the unequal distribution of educational facilities in various provinces and districts. Consequently, school enrolment in the more developed cities and provinces is proportionately higher than elsewhere. Generally speaking, before the Third Plan the Central Province, particularly its urban areas, enjoyed better educational facilities than other provinces, with about 67 per cent of school-age children attending school. Elsewhere children attending school were in the minority.

Studies carried out before the Third Plan concerning the number of literates show that at that time there was a direct relationship between the number of literates of any region and three factors, population, distance from the provincial capital, and distance from Tehran. Hence the literacy rate of any province could be regarded as a measure of the difference between the various provinces.

At the commencement of the 1961-62 academic year, there were 10,852 primary schools with 43,400 classes and 46,772 permanent, temporary and daily-paid teachers in the public sector and 5,167 teachers in the private sector, and a school enrolment of 1,554,554. This meant that 40 per cent of school-age children were attending school. At that time the number of girls was 32.5 per cent of the total.

The number of school-children in primary schools increased by 8.3 per cent between the 1960-61 and 1961-62 academic years. Although new schools and classes were opened in rural areas, the increase in enrolment in urban areas was relatively far greater. This resulted in over-crowding and led to the formation of part-time and multi-level classes in city schools.

The Third Development Plan began in September 1962, coinciding with the start of the 1962-63 academic year. Under the Third Plan priority was given to the continuous expansion of primary education rather than to other educational programmes, because primary education was considered more essential and there were fewer difficulties involved in developing it. Hence out of the 18.5 billion Rials allocated to education out of the total Third Plan credits of 230 billion Rials the sum of 11.3 billion, or 61 per cent of the education budget, was allocated to primary education. Priority was given to the training of teachers and to arranging training courses for professional teachers during the Third Plan, the aim being that by extending teacher training at the primary school level, establishing one-year courses for teacher training (including teachers for tribal schools), a sufficient number of qualified teachers could be trained. For this reason an amount of 300 million Rials was allocated to teacher training programmes under the Third Plan.

From the beginning of the Third Plan up to March 1965 all credits for primary education, including those for personnel, administration, the Literacy Corps and capital expenditure, were being or had been utilized according to projects approved by Plan Organization. But since that date, because of the special nature of personnel, administration and Literacy Corps budgets, all such credits were transferred to the General Government Budget, and all payments have been made from the Government's current development budget.

Table No. 1

Projects and credits approved for primary education up to March 1967

| Title of Project | Credits Approved (in Rials) | Amounts Utilized from March 1962 to March 1967 (in Rials) |
|---|----------------------------------|--|
| Construction and completion of primary schools | 281,345,000 | 183,638,702 |
| Extension of primary education in province of Fars | 67,733,000 | 47,369,339 |
| Construction, completion and equipment of primary schools | 383,316,000 | 286,988,098 |
| Personnel and administrative expenses for extension of primary education | 1,962,116,000 | 1,961,973,824 |
| Aid towards printing costs of books for first four classes of primary schools | 120,166,000 | 120,166,000 |
| Employment of teachers for primary education in southern border areas | 4,257,000 | 4,171,397 |
| Literacy Corps | 646,538,000 | 645,320,694 |
| Building of primary schools in southern border areas | 206,449,000 | 149,423,810 |
| Payments made for current projects in the years 1965 and 1966. | 5,095,248,000 | 4,550,500,000 |

The approved budget for current primary education development projects for the year beginning 21st March 1967 is as follows:

| | |
|--|---------------------|
| 1 - Extension of primary education (personnel and administration projects) | 2,145,980,000 Rials |
| 2 - Literacy Corps | 431,405,000 Rials |
| Total for primary education and Literacy Corps | 2,577,385,000 Rials |
| 3 - Current teacher training projects | 100,200,000 Rials |

Meanwhile, an amount of 260,000,000 has been envisaged for non-recurrent development projects for the same year.

Accomplishments in Primary Education during the Third Plan:

The Third Development Plan began on 21 September 1962, and on 10 October 1962, the Imperial Decree for the formation of the Literacy Corps was issued by the Shahanshah Aryamehr. As a result, one of the problems of the Ministry of Education, namely securing teachers to send to villages and remote areas of the country was solved, thus enabling the propagation of compulsory primary education, which is one of most useful projects of the Third Plan, to be successfully carried out.

During the Plan, although ordinary schools and Literacy Corps schools frequently operated side by side in many villages, an important part of the cultural activities in those villages has been carried out by the Literacy Corps.

Table No. 2

Numbers of boys and girls attending Literacy Corps schools and numbers of such school-children in relation to all rural school-children and also in relation to all school-children in the country.

| Academic Year | Number of school-children in Literacy Corps schools | | | Percentage of Literacy Corps school-children in relation to all rural school-children | | | Percentage of Literacy Corps school-children to all school-children in the country | | |
|---------------|---|--------|---------|---|-------|-------|--|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1963-64 | 87,600 | 18,295 | 105,895 | 12.6 | 13.6 | 12.7 | 6.6 | 3.0 | 5.4 |
| 1964-65 | 82,729 | 45,768 | 228,497 | 20.9 | 23.3 | 21.5 | 21.8 | 6.4 | 10.1 |
| 1965-66 | 297,414 | 98,399 | 365,813 | 29.6 | 28.6 | 29.4 | 17.1 | 8.5 | 14.4 |

Table No. 3

Changes in the number of children attending primary schools and the rate of increase during the year before the commencement of the Third Plan as well as in the course of the Plan.

| Academic Year | Number of Boys | Number of Girls | Total Number of School-Children | Increase over Previous Year for Boys (per cent) | Increase over Previous Year for Girls (per cent) | Increase over Previous Year for Boys and Girls (per cent) |
|---------------|----------------|-----------------|---------------------------------|---|--|---|
| 1961-62 | 1,048,000 | 507,000 | 1,555,000 | 8.0 | 8.8 | 8.3 |
| 1962-63 | 1,161,000 | 558,000 | 1,719,000 | 10.8 | 10.1 | 10.5 |
| 1963-64 | 1,238,800 | 602,300 | 1,841,100 | 6.6 | 7.9 | 7.2 |
| 1964-65 | 1,265,100 | 665,600 | 2,030,700 | 10.2 | 10.6 | 10.3 |
| 1965-66 | 1,442,000 | 739,600 | 2,181,600 | 5.6 | 11.2 | 15.0 |
| 1966-67 | 1,553,500 | 824,500 | 2,378,000 | 7.7 | 11.5 | 19.6 |

During the implementation of the Third Plan up to March 1967, the increase in the number of school-children in rural regions was greater than that of urban regions, the average annual rate of increase being 16.7 per cent and 8.6 per cent respectively. The work of the Literacy Corps clearly enabled this high annual increase in rural areas to be achieved. In spite of this increase, however, the density of population in the towns and cities means that educational activity in urban areas is still considerably more than in rural areas.

In urban districts the number of children in private primary schools has steadily increased, so that at the beginning of the Third Plan, the ratio of such children in relation to those in Government schools was 11.4 per cent, whereas during the 1966-67 academic year it reached 12 per cent. On the other hand, the number of private schools and pupils in rural districts diminished.

At the beginning of the Third Plan, for every 1,000 school-boys there were 724 school-girls in urban districts and 217 in rural districts, but the ratio of girls is expected to increase respectively to 818 and 250 girl students per 1,000 boys by the end of the 1967-68 academic year.

A study of the above figures reveals that with the start of Literacy Corps activity in the villages, the enrolment of boys was greater than that of girls. With the rapid increase in the number of children attending primary school the need to employ more teachers was felt. Hence in the Third Plan it was envisaged that 23,698 new teachers should be employed, i. e. one teacher for every 30 children, and the actual figure reached 36,280 during the 1966-67 academic year.

The one-year teacher training institutes and colleges train about 4,000 teachers a year. Owing to the rapid increase in the number of new school-children, a number of the best Literacy Corpsmen who have completed their service are also engaged. Meanwhile, through the formation of special training courses, the latest teaching techniques are taught to professional teachers. A number of special seminars and conferences, based on modern teaching methods, are also organized as refresher courses for headmasters, teachers and educational directors. The quality of teachers has certainly improved considerably during the Third Plan and four-fifths of the teachers employed during the Plan were professionally qualified.

From the beginning of the Third Plan up to the 1966-67 academic year, the pupil-teacher ratio has fluctuated between 32 and 35, which is quite satisfactory. In many rural districts the ratio has been far lower.

No reliable statistics concerning private schools are available, but estimates based on questionnaires and interviews put the pupil-teacher ratio in such schools during the Third Plan at between 26 and 30.

The shortage of primary school buildings was felt long before the commencement of the Third Plan, and as a result of the rapid increase in the number of primary school-children the need for buildings was felt even more acutely during the Plan. Since all the general budgets of the Ministry of Education were utilized for personnel and administrative expenditure, the responsibility for building new schools and improving existing ones was divided between Plan Organization and the committees supervising the five per cent education levy on municipal revenues.



A Literacy Class

A Literacy Class at Masjed-i-Soleiman



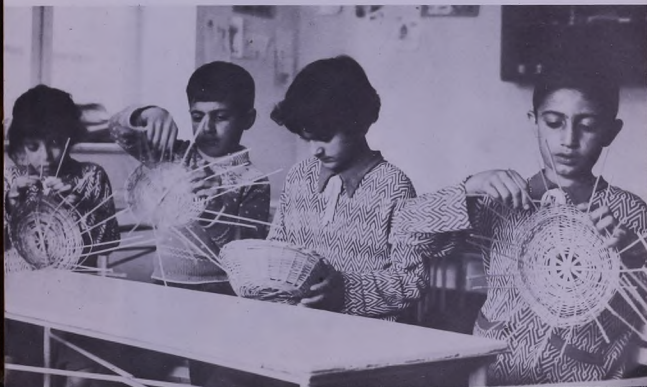


During the Third Development Plan primary schools were built and extended throughout Iran.

During the Third Plan most children of school age were able to attend school.



Children learning basket-weaving at an Esfahan primary school.





A primary school for girls at Abadan.

A Literacy Corps class.



Table No. 4

State of building projects for primary schools during the Third Plan (figures in thousands of Rials).

| Project Title | Credits Approved | Credits Utilized from the Beginning of the Third Plan to March 1967 |
|---|------------------|---|
| Construction and completion of primary schools in the country | 281,345 | 183,638 |
| Extension of primary education in province of Fars | 67,733 | 47,369 |
| Construction, completion and equipping of primary schools | 383,316 | 286,988 |
| Building of primary schools in southern border areas | 206,449 | 149,424 |

There is no doubt that if buildings are properly designed in conformity with the requirements and climate of each region they will be more suitable in every way and can be amortized over longer periods. It is therefore not enough to construct simple school buildings, but these buildings must, in fact, represent the mode of living of the new generation. The idea of building schools with due regard to the climatic conditions of each region has thus long been followed.

During the Third Plan, in addition to some buildings constructed out of the development budgets, a number of schools have also been built in urban areas using the five per cent education levy from municipal revenue. As a result of the efforts made in this respect, 66 per cent of the country's demand for primary school buildings has been met. During the same period buildings have also been constructed or completed with the help of the Literacy Corps, which has to some extent met the needs of rural areas in this respect.

It must be admitted, however, that because of the rapid rise in school enrolment not all the problems concerning primary education during the

first four years of the Third Development Plan could be solved. Nevertheless, many difficulties have been overcome during this period and the way has been paved for the continued improvement and expansion of primary education in the years to come.

It is hoped that primary education will make even more rapid progress during the Fourth Development Plan both in quality and quantity, and that the Ministry of Education and other authorities involved in this huge programme will succeed in reaching their objective of eradicating illiteracy in the country.

Secondary Education

At present, secondary education in Iran is divided into two cycles. In the first cycle general subjects are studied; the second consists of four branches: Mathematics, Literature, Natural Sciences, and Home Economics. Secondary education is vital to the educational system of any country, because it prepares students not only for social life, but also for entrance to the university. The number of pupils in secondary schools has progressively increased in recent years; in 1964-65 they numbered 426,402, in 1965-66, 493,700. The number of students in technical, vocational and agricultural schools during the latter year was estimated at 14,632 (about three per cent of all pupils in secondary schools). Some of these are non-government schools, but all teaching programmes are arranged by the Government.

A comparison of the figures for these two years reveals that the number of pupils in secondary schools increased by over 67,000 (about three times the forecast of the Third Plan and at an annual average growth of 13.5 per cent). It was expected that the number of secondary school pupils would reach 400,000 by the end of the Plan (i.e., an annual increase of 20,000, or six per cent) but this was greatly exceeded. Of general secondary students 83 per cent were studying in Government schools and the remainder were in non-government schools. Schools in urban areas accounted for 90 per cent of all secondary school enrolment in the country. An analysis of the number of pupils in terms of the first and second cycle of secondary education shows that about 71 per cent, or 352,954 pupils, were studying in the first cycle and the remaining 29 per cent, or 140,782 pupils, were studying in the second cycle. In rural areas, 89 per cent of all secondary school enrolment was for the first cycle and only 11 per cent was for the second cycle.

Table No. 5
Distribution of Public and Private Secondary Schools in Rural and Urban Districts

| Academic Year | Urban Districts | | | Rural Districts | | | Grand Total |
|-------------------------------|-----------------|---------|-------|-----------------|---------|-------|----------------|
| | Public | Private | Total | Public | Private | Total | |
| 1961-62 | 684 | 198 | 882 | 300 | 2 | 302 | 1184 |
| 62-63 | 685 | 205 | 890 | 316 | 1 | 317 | 1207 |
| 63-64 | 703 | 251 | 954 | 307 | 8 | 315 | 1269 |
| 64-65 | 742 | 191 | 933 | 367 | 2 | 369 | 1302 |
| 65-66 | 793 | 331 | 1124 | 427 | 3 | 430 | 1554 |
| Percentage Increase | 16 | 67 | 27 | 42 | 50 | 42 | 32 |
| Average Annual Increase | 3.2 | 13.4 | 5.4 | 8.4 | 10 | 8.4 | 6.4 |

As is observed, the annual increase of government schools in urban areas is 3.2 per cent and in rural areas 8.4 per cent, and the average annual increase of private schools is 5.4 per cent and 10 per cent respectively, although the latter increase is of little significance. Between the academic years 1961-62 and 1965-66 the number of such schools increased by 16 per cent in urban districts and 42 per cent in rural districts, the corresponding increase in private schools being 67 per cent and 50 per cent respectively.

On the basis of the estimated population in 1965, and assuming that there has been no change in the distribution of population by various age-groups, the 12-17 year age-group in the academic year 65-66 is estimated as 2,344,500 persons. About 22 per cent of this age-group qualified for secondary education are therefore actually studying in secondary and vocational schools. If the adult students at the secondary school level who are outside age-group are deducted from the total, then the proportion would of course be lower. An analysis of the distribution of all secondary and vocational school pupils by sex shows that at present only 32 per cent are female and in rural areas only 9 per cent.

There were altogether 11,886 classes in general secondary schools in the 1965-66 academic year with an average of 42 students in each class.

An analysis of the number of secondary school pupils in each class shows that on average there were 43 students per class in urban areas and 32 in rural areas.

Statistics on government and private schools show that in urban districts there were on average 45 pupils per class in government schools and 35 in private schools, whereas in rural districts, the figures were 32 and 35 pupils respectively.

In government secondary schools the teacher-pupil ratio was one to 23 in urban districts and one to 24 in rural districts, and about 55 per cent of secondary school teachers had higher education.

Table No. 6

Projects Approved and Implemented from Development Funds.

| Project Title | Approved credits (Rials) | Amount utilized from Sept. 1962 to March 1967 (Rials) |
|---|--------------------------|---|
| (a) - Temporary projects: | | |
| Construction of Secondary Schools. | 73,774,000 | 54,093,785 |
| Erection and Completion of Secondary School Buildings throughout the country. | 111,208,000 | 79,629,351 |
| Personnel and Administrative Costs for Extension of Secondary Education. | 316,281,000 | 316,104,408 |
| Training Classes for Secondary School Teachers. | 995,000 | 994,312 |
| 240 - hour Classes for Primary School Teachers. | 6,630,000 | 3,625,665 |
| (b) Permanent Projects: | | |
| Extension of Secondary Education. | 566,444,000 | 418,000,000 |
| Total | 1,075,332,000 | 872,447,521 |

Source: Bulletin of the Finance Department of the Plan Organization, March 1967.

An Appraisal of Secondary Education in the Third Plan

The target set for the Third Plan was for 800 to 1,000 new secondary school teachers to be engaged each year, and by March 1967, 3,572 teachers, or 79 per cent of target, had been engaged.

As regards the establishment of classes, it was stipulated in the Third that one one class should be formed for every forty pupils, whereas the number of pupils in a class has in fact averaged about 50.

Although it was envisaged in the Plan that number of pupils would increase by 20,000 over each previous year, in practice the increase was three times as much.

Table N o. 7

Comparison of Statistics for General Secondary Education during the Academic Years 1961-62 and 1965-66

| Academic year | No. of Secondary Schools | No. of Classes | Number of Pupils | No. of Govt. Employees |
|---------------------|--------------------------|----------------|------------------|------------------------|
| 1961-62 | 1,184 | 8,071 | 300,855 | 12,950 |
| 1965-66 | 1,554 | 11,886 | 493,735 | 17,421 |
| Percentage increase | 31 | 47 | 68 | 34.5 |

It can be concluded from the statistics of secondary schools for the academic years 1961-62 and 1965-66 that the number of schools and classes did not increase in proportion to the number of pupils and employees. During the course of the Third Plan, the number of secondary schools has increased by 31 per cent, that of classes by 47 per cent, that of pupils by 68 per cent and that of high school employees by 34.5 per cent.

The rapid rate of increase in the number of pupils of every secondary school has resulted in an increase in the volume of activities of school employees, thus leaving little time for teachers to control the work of

their pupils. The increase in the number of pupils can be shown by comparing that of 1961-62 with that of 1965-66.

In the 1961-62 academic year, there were 300,855 pupils in general secondary schools: 274,691 in urban districts and 26,164 in rural districts. It must also be borne in mind that in the same year, 336 out of every thousand pupils in urban districts, and 74 out of every thousand pupils in rural districts, were girls. The ratio of pupils in private school to all students was 15 per cent for urban districts and less than 1 per cent for rural districts.

There were 493,735 pupils in general secondary schools in the academic year 1965-66, 294,105 boys and 151,443 girls in urban districts, and 43,441 boys and 4,746 girls in rural districts. There were 349 girls out of every thousand pupils in urban districts and 98 in rural districts, an increase over 1961-62 in the ratio of girls of 4 per cent for urban districts and 16 per cent for rural districts.

In the 1965-66 academic year the ratio of pupils in private schools to all pupils increased to 17 per cent in urban districts. On the other hand, it decreased to 52 in rural areas, which may be due to the shortage of private schools in such areas and to the migration of pupils from rural to urban districts. It must be borne in mind that secondary school enrolment has grown rapidly in recent years, at an average annual rate of 13.5 per cent, whereas an average rate of only 62 per cent had been envisaged in the Third Plan.

As far as general secondary education is concerned, the actual figures for the Third Plan exceeded the estimates. The reasons were as follows:

(1) - Children completing primary schools showed a greater tendency to continue their studies at the secondary level than had been envisaged in the Plan. Therefore, in conjunction with activities carried out for secondary education, vocational schools should also be expanded, and the standard of technical and vocational programmes raised, so that on completion their pupils can be absorbed in the labour market. establishment of better employment opportunities for school-leavers would be another factor which would greatly influence youngsters to go to vocational schools.

(2) - The Third Plan gave priority to improving the quality of secondary

education. It considered improvements in curricula to be more important than quantitative expansion so that school-leavers are more prepared for entrance to university or to take up employment.

These parts of the target did not reach the implementation stage in the course of the course of the Third Plan. Fortunately, however, a radical transformation has taken place in the educational system in the past two years, and with due regard to economic, social, cultural and spiritual aims, a new plan has been drawn up which conforms with with the progress and development of the country. According to the new plan, the present organization of schools has changed and is divided into three courses, of five, three and four years' duration.

(3) - Certain policies have been adopted in the Third Plan to prepare pupils of the second cycle of secondary schools for university studies, and to make all students of secondary schools better acquainted with the principles of social and individual life. These policies include the following:

- (a) - An improvement in methods of teaching foreign languages in the fifth and sixth classes.
- (b) - Arranging programmes so that pupils can pay visits to colleges and institutes of higher education while still at school.
- (c) - Plans to promote private study and writing of study-papers in relation to class work.
- (d) - Arranging supplementary summer courses in order to prepare school-leavers for university studies.
- (e) - Arrangement and extension of programmes for educational and vocational guidance to instruct young people about the social and economic needs of their country, employment opportunities and the principles of supply and demand, so as to help them find jobs after completing their studies.

In the Third Plan period, the rapid growth of secondary schools, together with the shortage of facilities for study, in practice prevented these projects from being implemented. In the new educational system of Iran



Workshop at a vocational school

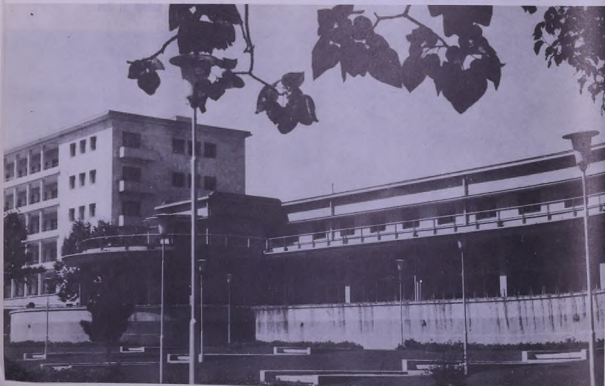
A secondary school at Rey





Students at Karaj
Technical School

Tehran University Club
with the University
Secretariat building in
the background

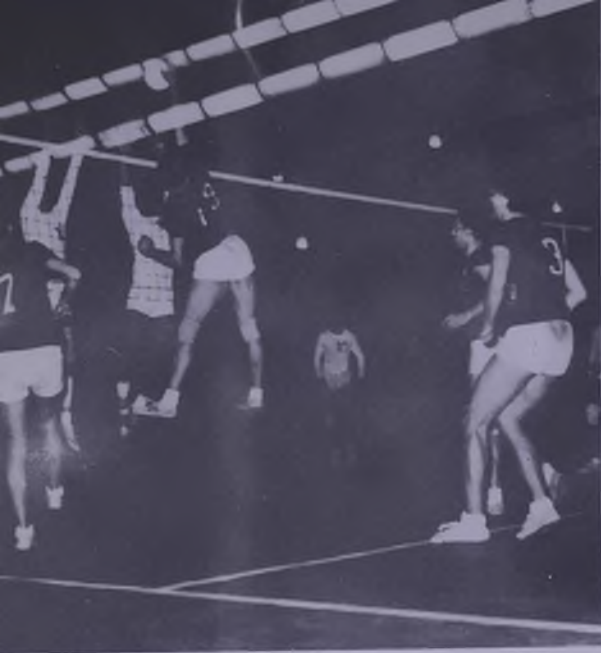


Library and reading-room at Faculty
of Agriculture, Tehran University, at
Karaj



Meteorological and water desalination
station at Tehran University





An inter-faculty volleyball competition
at Tehran University

Exterior of Tehran University sports
stadium



provision has been made for the establishment of guidance and vocational courses, and an organization has been established in the Ministry of Education to make recommendations regarding such programmes.

(4) - Regulations were approved in the Third Plan that a certain amount of elementary technical and vocational instruction should be given to pupils of the first cycle of the secondary school system in order to develop their technical and artisan skills, and to give them practical experience of technical work. Policies were adopted to see that vocational and technical instruction should not be regarded simply as special training for those who have no aptitude for theoretical studies, but that it should also be available to more talented students, so that they might be attracted to technical and vocational studies.

Special classes were therefore introduced into the secondary course curriculum for the teaching of manual skills, but the rapid increase in the number of pupils made it impossible for practical work to be carried out.

(5) - In the Third Plan period, secondary schools were not established and equipped in proportion to the increase in demand for secondary education. Programmes for the building of new schools, the creation and equipping of workshops and laboratories, and teacher training were limited to what had already been budgeted for. Therefore to maintain a balance between existing facilities and the increased demand so as to effect an improvement in the quality of secondary education is a problem to which attention will be paid in the Fourth and subsequent Plans.

(6) - Provisions were made in the Third Plan for teacher-training, on-the-job training and improvements to text books, some of which were implemented. There is no doubt that as the number of pupils increases, this will always remain a basic problem for secondary education. There are many problems regarding the quality of secondary education, all of which have been dealt with in the Plan, as detailed above.

Apart from the fact that these problems are now being considered within the framework of the development plans, with the rise in the number of secondary school pupils, new teaching methods and duties, and the need to see that our educational programmes conform with those of other advanced countries, appropriate solutions will be found to such problems in the Fourth and subsequent Plans.

Higher Education

The constant development in industry, agriculture, public affairs and business administration requires a corresponding increase in the number of graduates and specialists. In other words, social and economic progress necessitates the training of the appropriate personnel to achieve the target.

All this means that it is essential to increase the number of universities and institutes of higher education and to raise their standards. Special attention has been paid to universities in the Third Plan because the social, economic and industrial development of the country and the maximum utilization of natural resources would not be possible without a proper infrastructure of scientific research and specialized personnel.

Special attention has always been given to universities in the development plans. Except for a few institutes of higher education recently established in Tehran, all the expenses of other universities (both recurrent annual expenses and development costs) are borne by the Government.

The level of investment for higher education and the amount of foreign exchange spent for Iranians studying abroad is a heavy burden on the Government. In other words, as far as its educational and cultural plans are concerned, the Government attaches much importance to the role of universities and tries to equip them so that they can carry out fruitful work and meet the needs of social and economic progress.

As regards buildings and equipment, Tehran University, together with other universities, had many shortcomings at the beginning of the Second Plan*. Action was taken during the Second Plan to remove these shortcomings and to complete university establishments. The most important projects carried out in the Second Plan period were as follows*.

* Report on the Implementation of the Second Seven-Year Plan.

(a) Completion and Development of the University of Tehran and its Affiliated Institutes.

- (1)- Construction of the buildings of the Faculty of Science.
- (2)- Completion of the buildings of the Faculty of Letters, the Faculty of Fine Arts, the Faculty of Dentistry, and continuation of the construction of the University Mosque.
- (3) Construction of the Hydraulics Laboratory of the Faculty of Engineering.
- (4)- Construction of the Institute of Geophysics.
- (5)- Completion of the University's central heating system.
- (6)- Construction of an ophthalmology department at Amir Alam Hospital

(b)- Extension and Completion of Provincial Universities

- (1)- Completion of the Khorshid and Sorayya hospitals, which are affiliated to the Esfahan Faculty of Medicine.
- (2)- Completion of the building of Saadi Hospital, which is affiliated to the Shiraz Faculty of Medicine.
- (3)- Completion of the Tabriz Faculty of Medicine.
- (4)- Completion and equipment of a 150-bed hospital in Tabriz.

The State of Higher Education at the Start of the Third Plan.

At the beginning of the Third Plan, which coincided with the start of the 1962-63 academic year, university studies were carried out in six government universities, one private university, the Teachers' Training College, the Polytechnic, the High Technical Institute (Honarsaraye Ali) and in institutes of higher education affiliated to government departments. The number of students at universities in Iran, which was 12,962 in 1957-58 and 17,826 in 1959-60 had reached 22,849 by the start of the Third Plan. Thereafter it steadily increased and in the 1966-67 academic year it reached the figures mentioned in Table No. 8. The increase in

the number of students in 1959-60 over that of 1957-58 was 38 per cent, which is greater than the increase in primary and secondary school enrolment. A comparison between the figures for 1957-58 and 1962-63 (the start of the Third Plan) shows an increase of 60 per cent. The average annual rate of increase in the number of students in the course of the Second Plan was 10.8 per cent (Preliminary Report of the Third Plan for Education).

This figure only applies to students of institutes of higher education in Iran. As Table No. 9 shows, there are altogether 19,350 Iranian students studying abroad at different levels and in various fields.

The University of Tehran is not only the oldest but also the largest university in the country. Even today most professors and deans of provincial faculties are chosen from the University of Tehran. And since almost all branches of study are taught in the University of Tehran, whereas the others have not begun teaching some branches yet, the former is the premier university of Iran.

Distribution of Students by Branches of Study

In Iran young people show a greater propensity towards non-technical than technical studies and for this reason in spite of the nation's need for specialized and technical personnel the number of students of non-technical subjects has always exceeded that of technical subjects. In particular, the number of arts students, especially in the field of literature, is regularly in the majority. In the 1962-63 academic year altogether 7,470 students were enrolled in the various departments of faculties of letters and they represented 37 per cent of all students in that year. Law, economics and the social sciences were the second most popular branch of study with 14 per cent of all students. The difference between these two numbers of students (37 per cent and 14 per cent) is quite considerable. In third place came engineering and subjects studied at the Tehran Polytechnic with 11 per cent, medicine with 10 per cent, then the remaining subjects, including sciences, in fifth place, with only a slight difference between them (see Table No. 10).

To sum up, in the past too little attention has been paid to the distribution of students by field of study. The situation may have been caused by the following factors:

(1) The failure to consider the country's manpower needs and to see that they conform with the branches of study required.

(2) The lack of preparedness on the part of young people for learning scientific and technical subjects, for which the tuition methods and curricula of secondary schools can be balanced.

(3) The growing desire among students to study in higher educational establishments coupled with the lack of university places and the resulting pressure on the universities to accept more students than they can properly handle.

Since students in arts subjects do not require technical equipment, laboratories and similar facilities more students can be accepted in such fields than in technical fields.

The majority of female students enrol for courses of study in arts subjects, where they number 2147 or 29 per cent of the student body. This number exceeds the total number of female students in all other fields combined. Thirty-four per cent of all male students study arts subjects, roughly the same as the total number of male students studying medicine, dentistry, veterinary science, natural sciences, engineering and technology, which is 7683 (see Table No. 11). The objective of the Fourth Plan is to bring the fields of study into line with areas of specialization required and it is forecast that during the Fourth Plan 55 per cent of students will be studying in scientific and technical subjects in accordance with the country's industrial and technological needs and 35 per cent in the arts, law, economics and social sciences.

Under the Third Plan this important matter was not ignored and attempts were made, as far as possible, to see that the distribution of students matched the nation's requirements of specialists.

As statistics show, in 1959, when the Third Plan was being prepared, the ratio of university students of arts subjects, the social sciences and theology to all students was 55 per cent and that of scientific and technical students was 45 per cent. By the start of the Third Plan, in 1962 the ratio had changed to 53:47. As the following table shows, by the 1965-66 academic year, the ratio had been completely reversed, and for every 47 students of arts and social sciences, there were 53 students of scientific and technical subjects.

(a) Scientific and Technical subjects.

| | Academic year 1961 - 62 | Academic year 1965 - 66 |
|--------------------------------------|----------------------------|----------------------------|
| Medicine | 4,029 | 4,777 |
| Nursing and midwifery | 211 | 882 |
| Pharmacy | 694 | 583 |
| Agriculture | 817 | 897 |
| Veterinary science | 350 | 267 |
| Dentistry | 350 | 499 |
| Technical and vocational subjects | 2,010 | 2,916 |
| Science | 1,959 | 2,398 |
| Total | 10,420 | 13,219 |

(b) Other subjects :

| | Academic year 1961 - 62 | Academic year 1965 - 66 |
|--|----------------------------|----------------------------|
| Law, politics and economics | 1,215 | 2,302 |
| Literature | 7,120 | 5,932 |
| Teacher Training | 2,192 | 1,062 |
| Theology | 838 | 767 |
| Iran Girls' College | | 801 |
| College of Literature and Foreign Languages | | 611 |
| Total | 11,365 | 11,475 |

(Source, Department of Research and Planning, Ministry of Education).

Note - Several institutes of higher education have not been included.

The table shows that students of technical subjects increased by 45 per cent in the period under review, students of medicine by 18 per cent and students of agriculture by more than 9 per cent, a trend which exactly conformed to the objectives of the Third Plan, while the number of students of arts and related subjects remained practically constant, so the percentage of such students in relation to the total fell from 53 to 47 per cent:

Investment in University Education Development Funds

Of the total credits of the Third Development Plan, which amounted to 230 billion Rials (\$3,066 million), the education sector was allocated 18.5 billion Rials (\$246 million) or 8 per cent. Of this amount, 3.6 billion Rials (\$48 million), or nearly 20 per cent, was allocated to higher education.

Distribution of Credits by Universities

As indicated in Table No.12, from the start of the Third Plan to March 1967 credits totalling 3,179 million Rials (\$42 million) were approved for a variety of university projects including construction, purchase of new equipment and so on, of which 1,377 million Rials (\$18 million) or 38.3 per cent of the total approved credits, was allocated to the University of Tehran and its associated institutes. By March 1967, 924 million Rials (\$12 million), or 70 per cent, had been utilized on the University of Tehran. The Pahlavi University of Shiraz took second place, with an allocation of 904 million Rials (\$12million), or 26.2 per cent of approved university development credits, of which 77 per cent had been utilized by March 1967. Half of all the university development credits were allocated to provincial universities, including Pahlavi University, as opposed to 38.3 per cent to the University of Tehran, with the balance going to miscellaneous other university projects.

Current Credits

Table No. 13 shows the situation regarding annual current credits of universities in Iran from 1962 to 1967. Apart from the development

credits invested in universities, mentioned above, between 1962 and 1967 a total of 7,646 million Rials (\$102 million) was spent by the universities on administrative, personnel and other expenditures.

Table No. 14 shows that university budgets have risen constantly.

Thus the sum invested in university tuition between 1962 and 1967 on capital expenditure, personnel and administrative items exceeded 11,128 million Rials (\$148 million).

Achievement of Objectives of the Third Plan

In the Third Plan period, the following targets were set for the quantitative and qualitative improvement of universities:

- (1) To raise the standards of university tuition and to develop scientific research.
- (2) To develop faculties of engineering, medicine and agriculture in these fields.
- (3) To ensure co-operation between the various faculties of each university and between the various universities in the country.
- (4) To ensure greater co-operation and contact between the universities and the public by implementing special projects.*

The following measures have been taken to raise the standard of university education:

(a) Formation of the Central Council of Iranian Universities:

The purpose of establishing the Central Council of Iranian Universities was to implement one of the objectives of the Third Plan, namely better co-ordination among the country's universities. Its terms of reference were to carry out research into regulations and standards for the administration and development of faculties and universities both those already in existence and those to be established subsequently, so that social, economic and scientific problems affecting the development of the

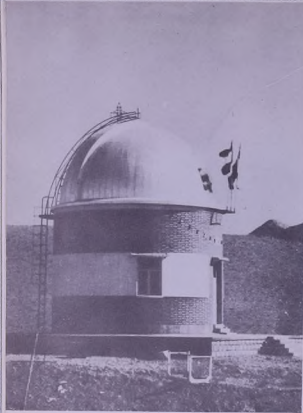
* - See p. 64 of the Introductory Report of the Third Plan (Education).



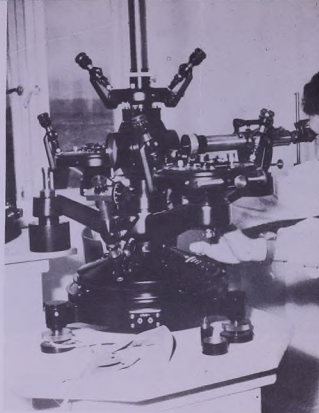
Students' residence at Tehran University



New refectory for students of Tehran University



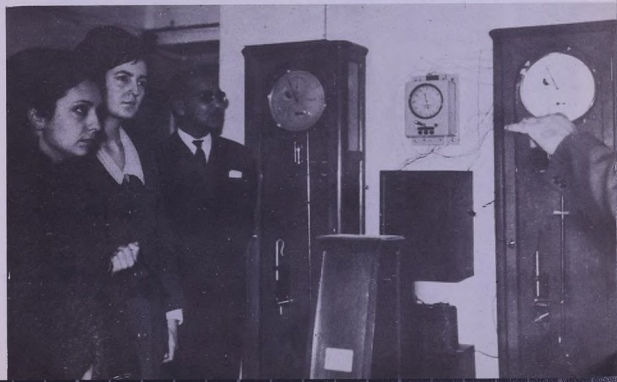
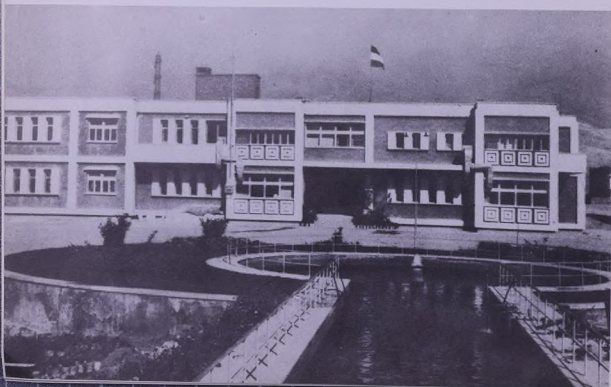
Observatory of the Institute of Geophysics
Exterior of the main building of the Institute of Geophysics



Inside the Institute of Geophysics



Inside the Observatory of the Institute of Geophysics
Part of the seismic laboratory at the Institute of Geophysics





Exterior of the library
in the students' residence
area of Tehran University



Gondi Shahpour Faculty
of Medicine, Ahwaz

country's universities could be solved systematically and in line with modern techniques, and that higher education in Iran could be guided confidently towards well-defined goals under the supervision of the Council. The formation of the Council has proved extremely useful and from the outset it has succeeded in establishing a new order in the field of higher education in Iran. In the course of time the scope and nature of the work carried out by the Council will have to be enlarged so that it can act as a clearing-house for all plans proposed by universities on the basis of a unified policy resulting from comprehensive studies and in line with the economic and social development policies and within the framework of a master plan. Furthermore it must co-ordinate the allocation of credits to universities and supervise the teaching programmes of all higher educational establishments in Iran, whether government, semi-independent or private.

(b) Implementation of the Full-Time Service Law for Teaching Staff:

In the Third Plan, the greatest deficiency in higher education was identified as the lack of full-time teaching and technical staff.¹ The objective of the Third Plan in this respect was to raise the standards of higher education, and to develop scientific research. The methods of achieving this objective were to put university teaching staff on a full-time basis, encourage research, enlarge libraries and re-equip laboratories.

Of these, the Plan to insist on full-time staff for university teaching and research programmes was given priority, and in October 1961 the Council of Ministers approved the University Teaching Staff Employment Law which resulted in considerable progress in the field of university tuition and scientific research. The following results may be noted:

- (1) The extension of university courses leading to a first degree from three to four years, and the introduction of new subjects.
- (2) Improvements in teacher-student relationships and a better teaching system.
- (3) The feasibility of introducing experimental teaching methods to a greater degree.

¹ - Preliminary Report of the Third Plan, p. 63.

(4) More even distribution of resources among faculty departments.

(5) The abolition of relations which had led to disruption in university teaching.

Up to March 1965, the sum of 131,945,000 Rials had been approved by the Executive Planning Council under the title "Full-time Service Projects of the University of Tehran" and was transferred to the General Budget with the sum of 100 million Rials as its annual credit (see Table No.15).

As regards full-time teaching service in universities in provincial cities it must be said that although these relatively young universities have made considerable progress, they still face many difficulties over teaching staff, personnel, equipment, buildings and books. Before they can be fully completed and equipped there is no point in implementing the full-time service law in them, because the purposes of the law are essentially to establish a staff of researchers, to introduce scientific research in universities and to improve the organization of teaching, administration and research. These targets can only be achieved in universities which are in a strong position regarding teaching staff, and facilities and equipment necessary for research.

(c) Creation of a Research Organization:

Full-time service is most useful when it enables scientific research to be carried out. Recommendations to this effect have been made in university projects of the Third Plan. The Preliminary Report of the Third Plan (Education) states: "The University of Tehran, together with technical and industrial organizations, shall prepare research programmes and implement them during the Third Plan." By granting development credits for the purchase of laboratory equipment, improvements to libraries and the creation of new research centres in the University of Tehran, and implementing the Full-Time Service Law, the way has been paved for scientific research. Since this plays an important role in the social and economic growth of the country, the Scientific Research Council was established in the University of Tehran in 1964.

It is the responsibility of the Council to support, develop and coordinate scientific research and to assist in the acquisition of personnel and equipment as well as in the propagation of scientific and technological

research on an international basis. The Scientific Research Council is divided into two parts:

- - Theoretical research, that is research in the realm of pure science
- - Practical research, that is using scientific principles, theories and methods to solve everyday problems, develop the country's agriculture, industry, economy and society and raise standards of education, health and welfare.*

(d) Formation of University Departments and Centralization of Subjects in Each Department:

In the Third Development Plan, the formation of university departments was recommended. In accordance with Article 21 of the University Teaching Staff Employment Law professorial "chairs" have been abolished. Meanwhile, departments have been created in each faculty in order to avoid duplication, centralize subjects in each department and combine various chairs. This will make for more efficient administration and greater co-operation over scientific research and will also raise teaching standards.

Problems of the Third Plan for Higher Education

A greater degree of experience, supervision and co-ordination is still required to ensure that university tuition best serves the social and economic interests of the country within the framework of the Plan, and some existing problems can be noted which will be overcome, it is hoped, in the course of the Fourth and subsequent Plans.

The establishment of new public and private faculties, despite the shortage of teaching staff and funds, is one example of the attempts made to solve these problems.

In the Third Plan, new faculties were established in the provinces: a Faculty of Science in Esfahan, a Faculty of Dentistry in Mashhad, and a Faculty of Agriculture in Rezaiyeh. These faculties are faced with shortages of teaching staff, adequate premises and equipment, all of which are gradually being overcome.

* University of Tehran Yearbook, 1966-67, p. 756-7.

Steps have been taken to ensure that institutes of higher education conform with the requirements of the country, and that quality, rather than mere quantity, is stressed.

To meet existing demands, which are themselves caused by rapid social upheaval, and to prepare long-term plans and the resources to implement them are two serious problems facing university education. Proper co-ordination of these two problems will require considerable time and effort.

The Private Sector

In the Third Plan, the private sector established several faculties and institutes of higher education. Before the Plan, the National University of Iran was the only non-government university in operation. In spite of the insignificant financial assistance it received from development funds,* the University made considerable progress and it now has faculties of medicine, dentistry, architecture, economics and banking.

The enthusiastic welcome received by this university led to the establishment of other institutes of higher education by the private sector, namely the Iran Girls' College, the College of Literature and Foreign Languages and the Iranian Institute of Advanced Accounting (see Table No. 16). Although the emphasis in the Third Plan was on improving the quality of higher education, quantity was not overlooked.

The increasing demand for education and the desire of school-leavers to continue their studies will inevitably lead to greater pressure on university places, and it may become necessary to establish new universities and other institutes of higher education.

In the public sector, apart from the Faculty of Agriculture at Rezaiyeh, the Faculty of Science at Esfahan, the Faculty of Dentistry at Mashhad, a Faculty of Education has also been created in the University of Tehran, to deal with the training of secondary school teachers.

* (a) - Construction of the Hall of Anatomy of the Faculty of Medicine of the National University 20,500,000 Rials.

(b) - Loan to the University for buildings, 30,000,000 Rials.

Source: Financial report from 1962 to March 1968, Finance Division of Plan Organization.



View of the tower in the campus of Umeå University



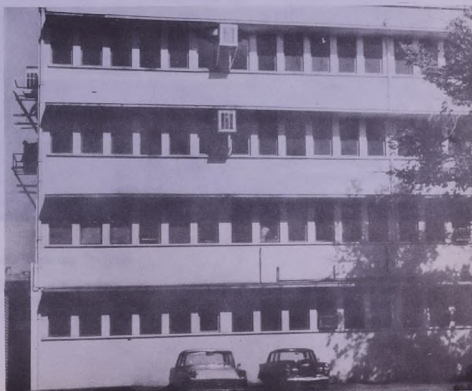
The main building of the Faculty of Letters, University of Tehran



H. I. M. the Shahanshah on a tour of inspection of the Faculty of Dentistry, University of Tehran



Prime Minister Amir Abbas Hoveyda visits a newly equipped laboratory at the Faculty of Science, University of Tehran



The Amir Alam Ophthalmological Hospital



The campus of the University of Tehran, with the University Mosque in the centre

Provincial Universities

In the Third Plan for Education activities for developing and equipping provincial universities made considerable progress. At the present time, the universities of Tabriz, Mashhad, Esfahan and Ahwaz, in accordance with a unified series of government regulations and under the supervision of the Ministry of Education, and the Pahlavi University at Shiraz, according to special regulations and under a board of trustees, are successfully out their cultural and educational activities.

The University of Tabriz consists of faculties of medicine, agriculture, arts, science, engineering, and a teacher training centre. The University of Mashhad consists of faculties of medicine, dentistry, science, theology and a teacher training centre. In the course of the Third Plan, two faculties were established at Esfahan, pharmacy and science, the former being associated with the Faculty of Medicine and the latter with the Faculty of Letters of Esfahan University. Furthermore, there is the Teacher Training Institute, which is associated with both the Faculty of Letters of Esfahan University.

There is a faculty of medicine in Ahwaz, and also a faculty of agriculture at Mulla Sani, sixty kilometres from the city. The latter faculty teaches tropical agriculture and was founded with the help of the Near East Foundation.

At the commencement of the Third Plan, most provincial faculties were facing difficulties regarding laboratory equipment, teaching personnel and particularly buildings. Some of their demands were gradually met and the existing difficulties removed in the course of the Plan.

In 1965, at the initiative of Plan Organization, credits amounting to 115,500,000 Rials were proposed and approved for projects designed to complete the teaching staff of provincial universities.

Hospital Medical Training Projects

In addition to clinics and hospitals run by the Ministry of Health, the Imperial Organization for Social Services and the Red Lion and Sun Society, the important question of treatment is under the care of the faculties

of medicine in cities where they exist. The most important hospitals of provincial cities, which are affiliated to the faculties of medicine, carry out the important tasks of teaching and treatment side by side.

For the improvement of treatment and teaching, up to March 1966 the Executive Planning Council has approved credits totalling 1,394,472,000 Rials from development funds for construction and equipment programmes of faculties of medicine as well as for the completion or establishment of new hospitals to be utilized in Tehran and provincial cities by faculties of medicine. In the course of the Third Plan, following the construction of new hospitals, 1,065 new beds have been added for treatment and tuition, 425 of which are in Tehran and the remainder are distributed as follows: Tabriz 150, Mashhad 240; Ahwaz 150; Esfahan 100. In addition to these projects, the construction of the building of the Faculty of Medicine at Esfahan, the completion of the Faculty of Medicine of Tabriz, and other important projects regarding medical research and the centralization of new medical departments, are now being implemented. These projects include the construction of a hall of anatomy for teaching and research, where the latest scientific methods are being used.

Furthermore two pediatric centres are being constructed in Tehran, one in the east and one in the west of the city, and the Sina Hospital in Tehran is being expanded to be able to handle accident cases more efficiently.

Scientific and Research Projects

The projects which have been implemented to raise standards of higher education are as follows:

- (1) - Projects of technical and scientific research
- (2) - Projects of economic and social research
- (3) - The Programme of Full-Time Service in the University of Tehran

As was mentioned earlier, the object of implementing full-time service in the University of Tehran was to create a teaching staff that spent its time only on teaching and research. This question seemed to be necessary as a foundation for scientific and research activities.

The most important technical and scientific research projects to have been executed in the University of Tehran, with total credits of 461,230,000 Rials, are the following: (Financial Report of Plan Organization up to March 1966)

- (1) Laboratory equipment for the Faculty of Science, 10,000,000 Rials
- (2) Construction of an atomic centre for the Central Treaty Organization, 32,681,000 Rials
- (3) Construction of an atomic reactor for the University of Tehran, 240,213,000 Rials
- (4) Building of the Department of Physics, University of Tehran, 68,411,000 Rials
- (5) Extension of the Institute of Geophysics and Radiation, 7,600,000 Rials
- (6) The Central Library of the University of Tehran, 102,325,000 Rials

Projects connected with economic and social research approved by the Executive Planning Council include the Dehkhoda dictionary of the Persian language, economic and social research, arid zone and educational research, for which altogether credits totalling 38,117,000 Rials had been approved by March 1966.

Taking into account the 131,945,000 Rials credits allocated for the Full-Time Service project of the University of Tehran, total credits for this kind of university activity amount to 636,692,000 Rials (about one-fifth of total credits for higher education).

Students' Welfare Programme

A variety of schemes have been implemented in the course of the Third Plan in order to create a healthy atmosphere for students, secure the necessary facilities for their study and to ensure their physical and mental health. As a result of the implementation of these projects, new communal facilities have been created to raise their morale.

The most important of these projects are the following:

| Project title | Amount (in Rials) |
|---|---------------------|
| The central students' building | 63,100,000 |
| Building of a students' refectory for the University of Tehran | 13,170,000 |
| Construction of students' quarters at Pahlavi University | 76,895,000 |
| Completion of students' quarters at Tabriz University | 19,000,000 |
| Completion of a dormitory for students at Mashhad University | 53,709,000 |
| Construction of a dormitory for students at Gondi Shahpur University | 18,350,000 |
| Health and sports projects | 16,374,000 |
| Total | 260,598,000 |

Table No. 8

Higher Education in the Academic Year 1966 - 67

| | Univer- sities | Faculties | Institutes | Female students | Male students | Total |
|---|-------------------|-----------|------------|--------------------|------------------|---------------|
| (a) Government universities and faculties. | 4 | 36 | - | 4,360 | 17,784 | 22,144 |
| (b) Non-government universities and independent institutes. | 3 | 16 | 3 | 2,866 | 5,589 | 8,455 |
| (c) Institutes of higher education affiliated to the Ministry of Education. | - | - | 4 | 380 | 3,004 | 3,384 |
| (d) Institutes of higher education affiliated to other ministries. ¹ | - | 4 | 32 | 1,265 | 2,848 | 4,113 |
| Total for universities, faculties and higher institutes | 7 | 56 | 39 | 8,871 | 29,225 | 38,096 |

1 - Specialized higher education carried out by ministries is included.

Table No. 9

Statistics relating to Iranian University and Secondary School Students Resident in Foreign Countries in the 1965-66 Academic Year

| No. | Name of Country | Arts | | | Education | | | Fine Arts | | | Social Sciences | | | Science | | | Engineering | | | Agriculture | | | Medicine | | | Miscellaneous | | | Total All Students |
|-----|-----------------|------|---------|-------------|-----------|---------|-------------|-----------|---------|-------------|-----------------|---------|-------------|---------|---------|-------------|-------------|---------|-------------|-------------|---------|-------------|----------|---------|-------------|---------------|---------|-------------|--------------------|
| | | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | Male | Fem-ale | unde-clared | |
| 1 | U.S.A. | — | — | 264 | — | — | 142 | — | — | 261 | — | — | 554 | — | — | 661 | — | — | 2600 | — | — | 301 | — | — | 1220 | — | — | 382 | 6385 |
| 2 | England | — | — | 47 | — | — | 13 | — | — | 26 | — | — | 131 | — | — | 93 | — | — | 508 | — | — | 23 | — | — | 290 | — | — | 2023 | 3154 |
| 3 | France | 100 | 28 | — | — | — | 17 | 50 | 18 | — | 71 | 7 | — | 72 | 12 | 59 | 11 | — | 68 | — | — | 132 | 250 | 39 | 11 | — | — | 385 | 1330 |
| 4 | Austria | — | — | 14 | — | — | 9 | — | — | 163 | — | — | 48 | — | — | 138 | — | — | 282 | — | — | 1 | — | — | 462 | — | — | 103 | 1220 |
| 5 | Germany | — | — | 40 | — | — | 15 | — | — | 356 | — | — | 208 | — | — | 404 | — | — | 942 | — | — | 630 | — | — | 1917 | — | — | 451 | 4963 |
| 6 | Switzerland | 6 | 9 | — | 1 | 7 | 1 | 13 | 1 | 21 | 46 | 10 | 14 | 20 | 20 | — | 32 | — | 4 | 5 | — | — | 111 | 13 | 7 | 21 | 4 | 34 | 400 |
| 7 | Italy | 4 | 13 | 3 | — | — | — | 189 | 21 | — | 15 | 1 | 7 | 10 | 2 | — | 29 | — | 60 | 7 | — | — | 31 | 6 | — | 16 | 20 | 5 | 439 |
| 8 | Belgium | 1 | 1 | — | 3 | — | — | 1 | 1 | 5 | 12 | 1 | — | 9 | 2 | — | 7 | — | 2 | — | — | 7 | 22 | 1 | — | — | — | 24 | 99 |
| 9 | Holland | 1 | — | — | — | — | — | 12 | 1 | — | 4 | — | 3 | 9 | — | — | 2 | — | 10 | 2 | — | — | 8 | — | — | — | — | — | 52 |
| 10 | Turkey | — | — | 19 | — | — | 1 | — | — | 6 | — | — | 12 | — | — | 27 | — | — | 72 | — | — | 85 | — | — | 168 | — | — | 116 | 506 |
| 11 | Lebanon | 6 | 3 | 7 | 5 | 8 | 12 | — | — | 1 | 1 | 1 | 10 | 7 | 5 | — | 30 | — | 18 | 11 | — | 35 | 8 | 2 | 5 | 9 | 5 | — | 189 |
| 12 | Japan | — | — | — | — | — | — | — | — | — | 1 | 3 | — | — | 2 | 2 | 5 | 1 | 3 | — | — | — | 1 | — | 3 | — | — | 2 | 23 |
| 13 | Afghanistan | — | — | — | — | — | — | — | — | — | — | 1 | — | — | — | — | — | — | — | — | — | — | 2 | — | — | — | — | 1 | 4 |
| 14 | Iraq | 9 | 7 | — | — | — | — | 1 | — | — | 11 | 2 | — | 16 | 3 | — | 11 | — | — | 2 | — | — | 15 | 1 | — | — | — | 76 | 154 |
| 15 | India | — | — | 4 | — | — | 1 | — | — | — | — | — | — | — | — | 6 | — | — | 2 | — | — | — | — | — | 2 | — | — | 11 | 26 |
| 16 | Pakistan | 4 | 1 | — | — | — | — | — | — | — | 5 | 1 | — | 8 | — | — | 14 | — | — | — | — | — | 10 | 1 | — | 12 | 3 | — | 59 |
| 17 | Other Countries | 3 | 3 | — | — | — | — | 3 | — | — | 5 | — | 20 | 12 | 1 | 24 | 13 | — | 22 | 6 | — | 17 | — | — | 73 | — | — | 154 | 356 |
| | Total | 134 | 65 | 398 | 9 | 15 | 211 | 269 | 42 | 839 | 171 | 27 | 1007 | 163 | 47 | 1414 | 154 | 1 | 4593 | 33 | — | 1231 | 458 | 63 | 4158 | 58 | 32 | 3767 | 19359 |

Source: Statistics of Education in Iran - Department-General of Studies and planning, January, 1967.

The above statistics have been prepared with the co-operation of the Department-General of Overseas Studies as well as students supervisory offices abroad. The statistics only include students who are in touch with these offices.

Table No. 10

Distribution of students by chief branches of study in the academic year 1962-63

| Branch | No. of students | Percentage of total | No. of female students | No. of male students | Percentage of female students | Percentage of male students |
|--------------------------|-----------------|---------------------|------------------------|----------------------|-------------------------------|-----------------------------|
| Literature and arts | 7,322 | 34 | 2,147 | 5,175 | 29 | 71 |
| Medicine | 4,181 | 19 | 475 | 3,706 | 11 | 89 |
| Pharmacy | 675 | 3 | 140 | 535 | 21 | 79 |
| Dentistry | 344 | 1.6 | 75 | 269 | 22 | 78 |
| Law & economics | 2,140 | 10 | 165 | 1,975 | 8 | 92 |
| Veterinary science | 243 | 1.1 | 27 | 216 | 11 | 89 |
| Science | 1,499 | 7 | 284 | 1,215 | 19 | 81 |
| Engineering & technology | 2,366 | 11 | 89 | 2,277 | 4 | 96 |
| Agriculture | 887 | 4.3 | 41 | 846 | 5 | 95 |
| Theology | 948 | 4 | 0 | 948 | 0 | 100 |
| Fine Arts | 980 | 5 | 88 | 892 | 9 | 19 |

Table No. 11

Distribution of students by sex in 1966 - 67

| | Male | Female | Male students as percentage of whole | Female students as percentage of whole | Total |
|---|--------|--------|--------------------------------------|--|--------|
| (a) Government universities and faculties. | 17,784 | 4360 | 80 | 20 | 22,144 |
| (b) Non-government universities and independent institutes. | 5,589 | 2866 | 66 | 34 | 8,455 |
| (c) Institutes of higher education affiliated to the Ministry of Education. | 3,044 | 380 | 89 | 11 | 3,384 |
| (d) Institutes of higher education affiliated to other ministries. | 2,848 | 1265 | 69 | 31 | 4,113 |
| Total for universities, faculties and institutes. | 29,225 | 8871 | 77 | 23 | 38,096 |

Table No. 12

State of university development credits up to March 1967 (in thousands of Rials)

| University | Approved credits | Percentage of whole | Amount utilized from Sept.62 to March 67 | Amount utilized as percentage of approved credits |
|--|------------------|---------------------|--|---|
| Tehran | 1,416,059 | 35.3 | 924,024 | 70 |
| Tabriz | 287,282 | 8.5 | 163,789 | 57 |
| Mashhad | 350,561 | 10.0 | 244,972 | 69 |
| Esfahan | 100,240 | 2.8 | 66,441 | 66 |
| Ahwaz | 147,217 | 4.3 | 123,337 | 83 |
| Pahlavi | 904,070 | 26.2 | 699,956 | 77 |
| National (Melli) Teacher Training Organization | 50,000 | 1.5 | 50,000 | 100 |
| Sub-total | 3,278,380 | 92.3 | 2,293,841 | 70 |
| Miscellaneous | 266,312 | 7.7 | 181,482 | 68 |
| Total | 3,544,692 | 100 | 2,475,323 | 70 |

Table No. 13
Current budgets of Iranian universities from 1962 (in thousands of Rials)

| University | 1962 | 1963 | 1964 | 1965 | 1966 | Total |
|--|-----------|-----------|-----------|---------|-----------|-----------|
| Tehran | 425,000 | 402,300 | 621,071 | 550,475 | 608,568 | 2,607,414 |
| Faculty of Medicine of Tehran and hospitals | 410,000 | 408,000 | 465,600 | 534,790 | 586,000 | 2,404,390 |
| Tabriz | 122,621 | 122,600 | 122,650 | 131,264 | 141,821 | 640,956 |
| Mashhad | 52,000 | 52,000 | 55,000 | 55,752 | 62,170 | 276,922 |
| Esfahan | 59,800 | 59,800 | 64,800 | 80,800 | 90,850 | 356,050 |
| Ahwaz | 43,000 | 43,000 | 43,000 | 52,700 | 56,000 | 237,700 |
| Pahlavi | 70,000 | 90,000 | 90,000 | 282,000 | 329,400 | 861,400 |
| Faculty of Agriculture, Rezaiyeh | | | | | 5,000 | 5,000 |
| Total | 1,182,421 | 1,177,700 | 1,462,121 | 168,781 | 1,879,809 | 7,389,822 |

Note: The figures for the University of Tehran include, from 1964, the sum of 100 million Rials allocated for the implementation of the Full-Time Service Law. Figures for special income are included in the above table.

Source: The Budget Laws from 1962 to 1965

Table No. 14
Annual budgets of universities (in millions of Rials), and mean annual increment

| University | 1962 | 1963 | 1964 | 1965 | 1966 | Mean annual increment expressed as a percentage |
|--------------------------|------|------|------|------|------|---|
| Tehran | 835 | 810 | 1086 | 1084 | 1194 | 8.6 |
| Tabriz | 122 | 122 | 122 | 131 | 141 | 3.1 |
| Mashhad | 52 | 52 | 55 | 55 | 63 | 3.8 |
| Esfahan | 59 | 59 | 64 | 80 | 90 | 10.5 |
| Gondi Shahpur (Ahwaz) | 43 | 43 | 43 | 52 | 56 | 6.0 |
| Pahlavi | 70 | 90 | 90 | 282 | 329 | 74.0 |

Table No. 15

List of Full-Time Service Projects at the University of Tehran

| Project Title | Approved budget for project (in thousands of Rials) |
|--|---|
| Full-time service in the Faculty of Medicine | 59,843 |
| " " " " Veterinary Science | 10,059 |
| " " " " Department of Biology | 2,901 |
| " " " " " " Physics | 4,254 |
| " " " " " " Chemistry | 3,927 |
| " " " " Faculty of Engineering | 14,186 |
| " " " " " " Dentistry | 4,537 |
| " " " " " " Pharmacy | 14,310 |
| " " " " " " Geology | 1,041 |
| " " " " " " Agriculture | 16,887 |
| Total | 131,945 |

The financial report from Sept. 1962 to March 1966, Finance Division of Plan Organization

Table No. 16

Statistics relating to students in the private sector

| Name | 1965-66 | | |
|---|---------|-------|-------|
| | Female | Male | Total |
| The National University | 623 | 1,898 | 2,520 |
| College of Literature & Foreign languages | 202 | 409 | 611 |
| Iranian Institute of Advanced Accounting | 187 | 687 | 874 |
| Iran Girls' College | 801 | — | 801 |
| Total | 1,813 | 2,993 | 4,806 |

Source : Statistics of Education in Iran; Jan. 1967

Note : The figures relating the Iranian Institute of Advanced Accounting are taken from questionnaires received from the Institute.

Table No. 17

Distribution of students at institutes of higher education in Iran in the five years ending 1965-66 by place of study

| Place of study | 1961-62 | | | 1962-63 | | | 1963-64 | | | 1964-65 | | | 1965-66 | | |
|---|---------|--------|-------|---------|--------|-------|---------|--------|-------|-----------|--------|-------|---------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Faculties of Medicine and affiliated institutes | 2643 | 386 | 3029 | 3706 | 475 | 4181 | 4051 | 577 | 4628 | 4110 | 685 | 4795 | 4072 | 705 | 4777 |
| Advanced Centre for Midwifery and Nursing | — | 211 | 211 | — | 118 | 118 | — | 363 | 363 | Midwifery | 773 | 773 | — | 60 | 60 |
| “ “ “ “ “ | | | | | | | | | | Nursing | 695 | 695 | 5 | 817 | 822 |
| Faculties of Pharmacy | 573 | 121 | 694 | 335 | 140 | 675 | 435 | 162 | 597 | 420 | 165 | 585 | 415 | 168 | 583 |
| “ “ Agriculture | 785 | 32 | 817 | 846 | 41 | 887 | 858 | 40 | 898 | 220 | 33 | 253 | 829 | 68 | 897 |
| “ “ Veterinary Science | 282 | 68 | 350 | 216 | 27 | 243 | 207 | 35 | 252 | 767 | 36 | 803 | 221 | 46 | 267 |
| “ “ Dentistry | 282 | 68 | 350 | 269 | 75 | 344 | 267 | 73 | 340 | 255 | 85 | 340 | 380 | 119 | 499 |
| “ “ Engineering and Advanced Technology and affiliated institutes | 1921 | 89 | 2010 | 2277 | 89 | 2366 | 2317 | 76 | 2393 | 2346 | 97 | 2443 | 2778 | 138 | 2916 |
| Faculties of Law and affiliated institutes | 1138 | 77 | 1215 | 1975 | 160 | 2135 | 1255 | 210 | 1465 | 1700 | 231 | 1931 | 2015 | 287 | 2302 |
| “ “ Science and affiliated institutes | 1570 | 389 | 1959 | 1215 | 284 | 1499 | 1970 | 294 | 2264 | 1643 | 377 | 2020 | 1879 | 519 | 2398 |
| “ “ Letters and affiliated institutes | 5219 | 1901 | 7120 | 5175 | 2147 | 7322 | 4816 | 1936 | 6752 | 3618 | 1670 | 5288 | 3974 | 1958 | 5932 |
| Organization for Teacher Training and Educational Research | 1837 | 355 | 2192 | 1623 | 333 | 1956 | 1012 | 237 | 1249 | 8621 | 185 | 1047 | 917 | 145 | 1062 |
| Faculties of Theology and affiliated institutes | 838 | — | 838 | 948 | — | 948 | 896 | 1 | 897 | 629 | 1 | 630 | 766 | 1 | 767 |
| Iran Girls' College | — | — | — | — | — | — | — | — | — | — | 9 | 9 | — | 801 | 801 |
| College of Literature and Foreign Languages | — | — | — | — | — | — | — | — | — | — | — | — | 409 | 202 | 611 |
| Other faculties and colleges | 922 | 142 | 1064 | 1466 | 311 | 1777 | 1653 | 434 | 2087 | 3830 | 585 | 585 | 3984 | 1005 | 4989 |
| Totals | 19010 | 3839 | 22849 | 20251 | 4200 | 24451 | 19747 | 4438 | 24185 | 28159 | 5627 | 33786 | 22644 | 7039 | 29683 |

Published by the Bureau of Information and
Reports
Plan Organization