

In The Name Of God

A SUMMARY REPORT OF THE LMO'S OPERATION

Preface: The Literacy Movement Organization is an organization which rose from the core of the Glorious Islamic Republic's Revolution and by the command of the great founder of the Islamic Revolution in 1979 and with the aim of obliterating the illiteracy's menacing phenomenon from the face the Islamic Republic's sacred system it took the responsibility to organize and manage rendering literacy services and availing a secondary opportunity of education for those individuals who have lagged behind from the first education opportunity. Through implementing a variety of plans and adopting various approaches, the organization has been trying to utilize the local and regional capacity and strengths for the purpose of teaching the skills of reading, writing, computing, and reading the Holy Quran and it has prevented the population's regression to illiteracy by codifying and implementing supplemental programs. The following collection has been prepared and gathered for the purpose of presenting report and supplying information about the LMO's literacy programs and it is intended to briefly describe to all of its enthusiasts, in the week that is titled as "The Week of Literacy" and it is coinciding with the LMO's anniversary, a series of the LMO's activities which were planned and implanted through the years of 2011 and 2016.

- **Literacy plans in implementation**

Since 2011, the LMO has been implementing various plans to develop and promote the society's literacy level through utilization of the national, native, and regional capacities. The most important of these plans are titled as the followings:

1. **Literacy for students' illiterates parents:** Literacy for students' illiterate parents has been codified and implemented with the goal of nullifying illiteracy down to zero among students' parents through promotion of the role and responsibility of schools' principals and desirable utilization of the role of students in identifying and attracting parents. This plan has been able to identify and teach approximately 263,000 illiterate parents throughout the country since its inception in 2015. Furthermore, this plan was declared as a successful national experience by the UNESCO and it was intercalated in UIL's website (**UNESCO Institute of lifelong Learning**).

Year	2015	2016	2017	Total
Number Of Individuals	121,112	115,766	25,439	262,317

2. **Literacy for age group of 10-19:** Literacy plan for the age group of 10-19 has been designed and implemented with the aim of presenting elementary education for non-student individuals, aged 10-19, who were identified as illiterate in the population enumeration of 2011 or in the literacy level registered information data bank, or lacked literacy background history equivalent to or higher than the elementary third grade. This plan has been able to cover 45,429 illiterate Iranian and foreign individuals since its inception in 2015.

Year	2015	2016	2017	Total number of individuals from 2011 thru 2017
Number of Iranian nationals	13,896	12,567	3,452	29,915
Number of refugees	3,507	4,244	7,763	15,514
Total number of individuals per year	17,403	16,811	11,215	45,429

3. **Literacy for ethnic groups(Nomads) :** This plan is being implemented with the aim to promote the literacy indicator and heighten knowledge level among the country's ethnic groups, and to optimize their personal and social life status and also to train skilled human workforce in coordination with the President's Assistant's Office for Family Affairs . Thus far by empowering 1,000 rustic and ethnic groups' literate teachers/trainers, this plan has been able to cover for literacy and teach 3,500 of ethnic groups' women and girls and 1,500 of rustic women and girls, totaling up to 5,000 illiterate individuals.

Literacy for ethnic groups								
Year	2011	2012	2013	2014	2015	2016	2017	Total
Number of teachers/trainers					400	300	300	1,000
Number of literacy learners					2,000	1,500	1,500	5,000

4. **Community learning centers (CLC):** They are the centers that in addition to teaching elementary education, and life and social skills, they present citizen, career, and professional rights to literacy learners. These centers were revived and became operational in a new

manner in 2015 through the ratification by the cabinet of ministers and ever since a total 286 centers have been rendering services throughout the country.

Year	2015	2016	2017	Total
Number of centers	27	172	18	217

5. **Eliminating books and book-reading:** The plan for circles of books and book-reading is being implemented with the aim of disseminating the culture of studying, habituating to lifelong studying and learning, partnership-learning, stabilizing and fortifying literacy, and enriching illiterate individuals' living environment within the society. This plan has placed more than 34,414 illiterate subjects in its coverage by forming 3,492 book-reading circles.

Year	2017
Number of circles	3633
Number of participants	35796

6. **Reading with family:** The plan has tried through furnishing applicable books to act in developing and reinforcing the culture of studying and book-reading among subjects and family members, reading and writing skills among literacy phases' acquirers, and optimized utilization of leisure time involving literate family members. This plan has been implemented among 72,093 literacy acquirers of the literacy phases.

Year	2016	2017	Total
Number of literacy learners(basic literacy course)	37506	26898	64404
Number of literacy learners(transition course)	38706	35915	74621
Total number of learners	76121	62813	139025

7. **Literacy for foreign residents:** Literacy for foreign residents' plan has formed for the purpose of promoting the literacy indicator and teaching literacy to immigrants residing in Iran, prioritizing on Afghan nationals, in order to reinforce and disseminate the Islamic culture and to empower immigrants to improve their personal and social life. Through the years of 1984 until 2000, 681,153 nationals and immigrants have been registered and taught in the literacy classes. The LMO has been able to make a total of 78,472 foreign nationals

benefit from the literacy services. In total since the year 1984, total of 759,625 of foreign nationals have been placed in the literacy programs' coverage.

Number of foreign nationals and immigrants covered from 2011 until 2016

Year	Previous structure for education					New structure for education			Total number of all phases per year
	Primary phase	Completion phase	Final phase	Fifth grade	School-aged	Literacy	Transfer	Fortification	
From 1984 until 2000									681,153
2011	83	3,433	0	0	0	1,104	0	0	4,620
2012	0	29	0	0	0	1,343	10	13	1,395
2013	0	0	0	0	0	413	240	4	657
2014	0	0	0	0	0	12,688	0	0	12,688
2015	0	0	0	0	0	14,413	7,137	0	21,550
2016	0	0	0	0	0	18,833	0	0	18,833
2017	0	0	0	0	0	18,730	0	0	18,730
Total number of individuals from all years									759,625

Also in addition to its annual routine activities accompanying assisting the United Nation's High Commission for Refugees and coordinating with the Ministry of Interior's General Office for Foreign Nationals, the LMO has spared an effort to identify and attract 3,000 foreign nationals and immigrants through signing mutual accords.

Teaching foreign nationals and immigrants

Year	2011	2012	2013	2014	2015	2016	2017	Total
UNHCR	2,350	1,960	3,742	3,000	3,000	3,000	2,100	19,152
NRC	0	0	0	0	0	200	3,495	3,695

- 8. Literacy for prisons:** This plan is presented with the aim of teaching the elementary level literacy and the basic life skills to illiterate and low-literate prisoners for the age group of 10-60 which is being implemented throughout the country with the participation of the Organization for Country's Prisons and Supplemental and Correctional Measures and it has covered over 27,000 illiterate individuals thru the years between 2011 and 2016.

Literacy for prisons

Year	2011	2012	2013	2014	2015	2016	2017	Total
Number of individuals according to Literacy Data Base	8,457	2,935	6,842	828	1,957	2,568	4,383	27,970
Unofficial number of individuals	16,706	13,880	6,420	6,657	4,771	5,811	3,814	58,059
Total number of individuals per year	25,163	16,815	13,262	7,485	6,728	8,379	8,197	8,6029

9. **Literacy for the armed forces:** This plan with the aim of identifying and teaching illiterate soldiers is implemented by the assistance from the armed forces in the military bases and centers and it has been able to take a measure in identifying and teaching literacy to 2,911 illiterate and low-literate soldiers using the armed forces' human workforces' capacity.

Literacy for the armed forces

Year	2011	2012	2013	2014	2015	2016	2017	Total
Number of individuals	811	787	325	269	304	274	141	2,911

10. **Book-reading and essay-writing competition:** By taking into consideration the annually declared slogans from the supreme leader or constant requests by the respected president and with the aim of disseminating the culture of studying and book-reading among students and reinforcing the skills of reading and writing and applying them to daily life, this plan has begun to hold essay-writing competitions among subject involved in different phases of literacy learning. According to the obtained results more than 130,000 people have participated in these competitions.

Book-reading and essay-writing competition

Year	2011	2012	2013	2014	2015	2016	Total
Number of book-reading	433,048	167,819	44,128	48,624	53,897	81,904	829,420

competition participants							
Number of essay-writing participants				136,000	144,836	78,840	359,676
Total number of participants	433048	167819	44128	184624	198733	160744	1189096

11. Computer skills(Equal Skills): The plan for incorporating elementary literacy with computer skills (ICDL) was designed with the aim of popularizing and disseminating the skill for using a computer in literacy programs, creating and increasing computer knowledge among students under the coverage, and creating and improving ambition and observation relating to operating a computer among such students in-line with fulfilling the objectives of “the Electronic Government” through the sincere participation of ICDL foundation and it is implemented among students of transfer phase. At first, this program was implemented as a pilot program in 6 of the country’s provinces in 2015 and the following year in 2016 in 11 provinces. After its experimental stages, the plan was popularized all over the country in 2017 and based on the extracted report from the literacy website it has placed 6320 individuals under its coverage since its inception.

Computer skills								
Year	2011	2012	2013	2014	2015	2016	2017	Total
Implementing provinces				1	5	11	32	
Number of individuals				25	500	1,500	*4,300	6,325

* Estimation

- **Production of educational content**

In order to proportionate the presented content during the various and flexible literacy phases, the LMO has taken drastic measures to modify educational syllabus and content:

- 1) Stabilizing the new educational system ratified by the Grand Council of Education
- 2) Editing study guidebooks for school textbooks
- 3) Benefiting from the multi-compilation approach during educational courses
- 4) Attracting the participation of teachers, NGOs, and Elmieh Hawzes for compiling the educational content
- 5) Producing the multimedia educational content and guide books for school books, and distributing literacy at the national level

- 6) Producing the educational content for plans and educational programs such as the plan for reading with family and book-reading circles
- 7) Producing 12 volumes of books specific to adults through collaboration with the Institution for Public Libraries
- 8) Editing the Healthy Family book regarding improving consumption of food and water through the assistance of the UNESCO and the BELL international company
- 9) Producing the mobile applications for the Android and IOS environments
- 10) Translating several volumes of books from international sources regarding the elementary teaching and literacy
 - a. Teaching in the first standing
 - b. Utilizing the ICT in developing literacy
 - c. implementing the plan for measuring literacy(LAMP)
- 11) Compiling a volume of book titled "The Review of Literacy campaign and Programs in Iran and the World from 2000 till 2015"

Status of production of school and guide books

Year	Literacy	Fortificati on	Transfer	Teaching Guide	Reading with family	Book- reading circles	Extra- curriclu	Supleme ntal programs and yearly	Supreme ntal programs and yearly	Guided book practice	Guided book	Reports
2011	2	15					-----	1	1	1	2	2
2012	2	15	12				1	1	1	1	3	3
2013	2	17	12	2			1	1	1	1	2	2
2014	26	17	12	10			1	1	1	7	3	3
2015	26	19	12	10	9	10	2	3	3	9	4	4
2016	26	19	12	15	-----	20	1	6	6	71	---	---
Total	84	102	60	37	9	30	6	13	13	90	14	14
Net total	431											28

12) Producing an excess of 431 volumes of books which include 246 text- books, 127 teaching and teaching method guide books, and 52 extra-curricular books

Empowering human workforce

- 1) Holding service-duration courses for staff. The LMO has forecasted and implemented short-term educational programs for strengthening staff and increasing the knowledge level among headquarters' and provinces' factors. The information regarding the short-term courses are shown in the following table:

Target Groups	2011	2012	2013	2014	2015	2016	2017	Total number of participants	Average time for person per course	Teaching hour(s)
Teachers	13,400	12,000	1,020	4,410	45	5,351	0	36,226	30	1,086,780
Facilitators	0	4,800	14,000	18,000	50,252	100,101	0	187,153	40	7,486,120
School principals	4,530	16,645	18,000	7,000	2,989	4,400	0	53,564	16	857,024
Regions' principals	0	0	0	533	1,023	1,956	0	3,512	6	21,072
Community learning centers' principals	0	0	0	0	0	257	0	257	24	6,168
Provinces' staffs (centralized)	1,046	814	836	987	946	925	800	6,354	20	127,080
Experts and general staffs	213	195	128	65	120	163		884	60	53,040
Facilitators via universities(IMOOC)	0	0	0	0	0	0	72,853	72,853	126	9,179,478

- During the current year (2017) until the date of Oct/24/2017 for each 800 individuals of the literacy education in provinces and townships the training course has been held in a centralized manner.

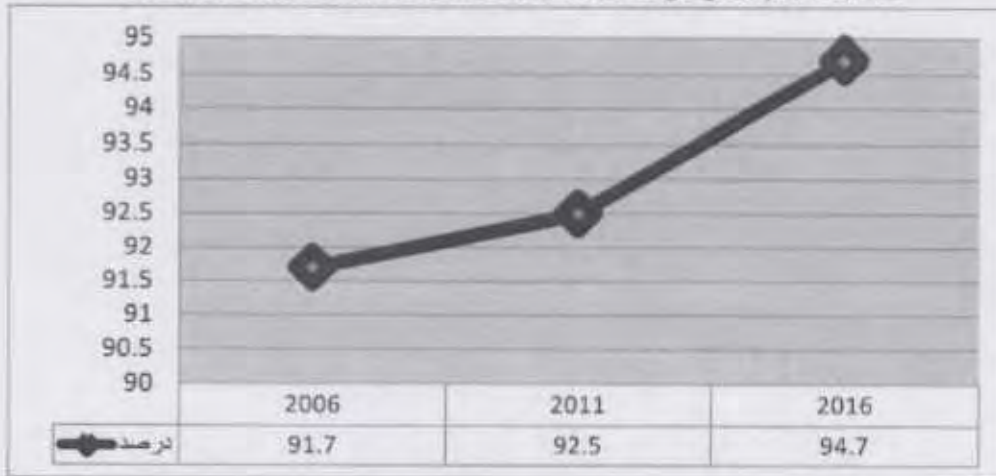
- 2) **Online Massive training course for facilitators:** The LMO has taken a measure with the assistance from the Tehran's Organization for University Jihad to hold the biggest virtual training course for empowering literacy courses' trainers. During the this training period, a total of 126 hours was presented to the trainers of the literacy courses which included 44 hours of general training and 82 hours of technical training. According to the latest existing information, a total of 72,853 trainers have been registered and trained in this training course.

Achievements and successes

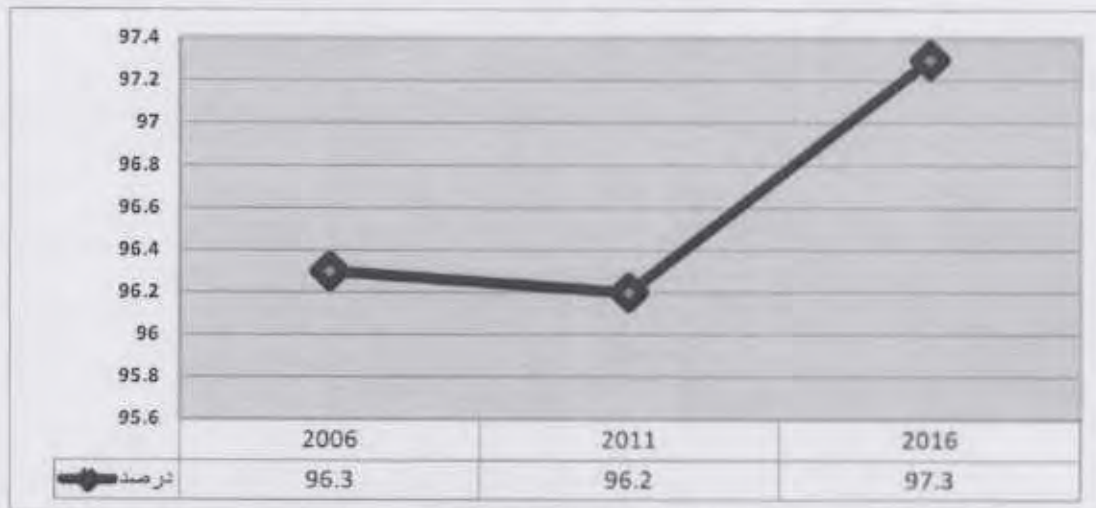
- 1. Curtailment of the literacy growth rate percentage distance between women and men in the age group of 10-49:** By allocation of almost 79.3 % of literacy activities for girls and women, especially in the rustic regions, the literacy indicator for the female stratum has accelerated in the positive direction, and it has increased from 90.7% in 2011 to approximately 93.4% in 2016. Based on the results of the population enumerations extracted from the years of 2011 thru 2016, the overall growth rate for those years stands at 2.7% which compared to the overall growth rate of the same duration of years from 1996 to 2011 standing at 1.9%, it has increased 1.4 times.
- 2. Curtailment of the literacy growth rate percentage distance between urban and rustic regions:** According to the population enumeration result from Iran's census statistics for 2016, the urban literacy level has increased from 88.6% in 2011 up to 90.8% in 2015. For the similar duration of time, the rustic literacy rate has augmented from 75.1% up to 78.5%.

Promoting literacy rates in the target group of the literacy programs

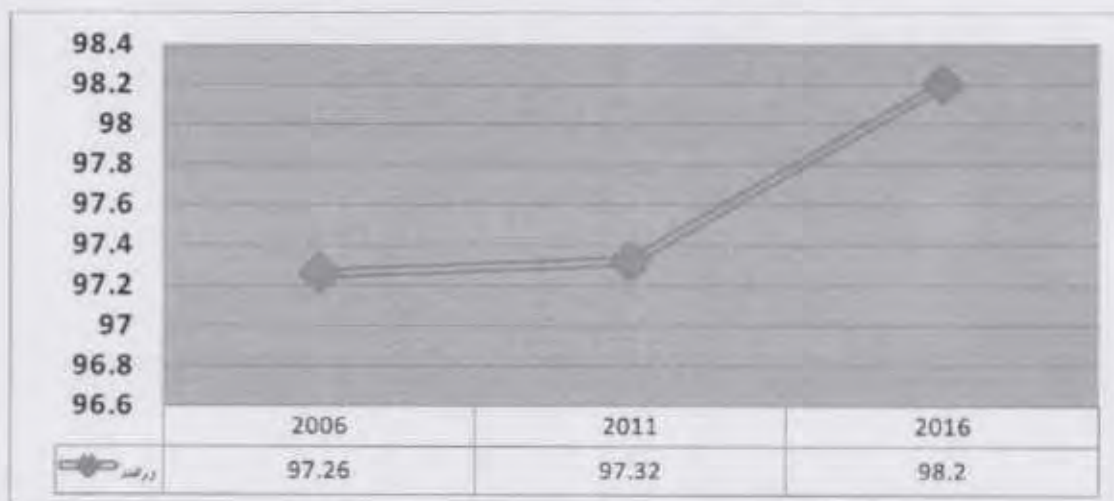
The literacy growth rate increase in the age group of 10-49



The literacy growth rate increase in the age group of 10-29



The literacy growth rate increase in the age group of 10-19



The illiteracy rate decrease in the age group of 6 and higher



- ✓ **Development of inter-sectional participation in literacy; During the years of 2011-2016 :** During the years of 2011-2016, close to 30 mutual cooperation accords were signed with the LMO and they were communicated with the governmental mechanisms and people-based institutions. These provincial departments, in turn, through holding meeting sessions and joint workgroups proceeded to implement the content of the accords.
- ✓ **Holding a technical literacy assessment workshop and community learning centers in the presence of the UNESCO representative:** This technical workshop was held through the effort of the LMO and cooperation from the UNESCO –one of the UNESCO’s statistics consultants- and Iran’s National UNESCO Commission for the purpose of reviewing the present models involving literacy assessment in the world and methods for making the LAMP project operational.

*Support activities

1. **The Grand Council of Literacy Support:** This council as the country’s highest authority for literacy activities’ policy-making and decision-making proceeds to make necessary decisions with respect to accelerating the literacy activities, eradicating illiteracy in the age group of under 50 years old, making policies for supporting the executive mechanisms and people-based institutions, and utilizing the provincial and townships’ capability and guiding them to assist the literacy activities. The present members of the Grand Council for Literacy Support make decisions through holding meeting sessions and consequently make all necessary decisions along with reports about their responsibilities.

The Grand Council for Literacy Support and the National Technical Committees in 2017		
Subject	Number of meeting sessions	Number of ratifications
The Grand Council	2	30
The Technical Committee	4	38

The Grand Council of Literacy Support (Provinces)					
Year	2014	2015	2016	2017	Total
Number of meeting sessions	62	113	120	53	348
Number of ratifications	459	692	636	257	2,044
The Grand Council of Literacy Support (Townships)					
Number of meeting sessions	844	1,622	1,974	896	5,336
Number of ratifications	2,682	6,688	7,517	3,523	20,410

Important Measures

2. **Inscribing Light Plan:** In order to develop the Quranic culture amongst students of the transfer phase, the plan for inscribing the Holy Quran was held by 4,000 subjects enrolling in the literacy courses and each participant engaged himself/herself in inscribing a page from the Glorious Quran. The inscribed pages subsequently were compiled and covered as one volume, and they were donated to the immaculate shrine of Imam Reza (May Allah's praise be upon him).
3. **The Second Opportunity publication:** The Second Opportunity publication is prepared and printed monthly by the LMO for the purpose of producing inscribed reading materials. The publication is also distributed by the LMO amongst literacy learners to enrich their living environment.

Number of prints for the Second Opportunity					
Year	2014	2015	2016	2017	Total
Number of prints	20,000	120,000	188,000	20,000	428,000

4. **The Literacy Martyrs' Commemoration:** The Literacy Martyrs' Commemoration Week began nationally and provincially in 2015 through the LMO's and the provincial literacy deputies' efforts to pay homage to the families of the literacy's martyrs of the 8-year long Iran's Holy Resistance against Iraq and to commemorate those martyrs' memory.

The Literacy Martyrs' Commemoration Week					
Year	2014	2015	2016	2017	Total
Number of events		1	7	8	16

Propagation, Dissemination, and Media Teaching

1. Designing and updating the website independently and under the Ministry of Education's portal
2. Producing the educational program named " the CD and the Pen" in 150 segments (4,500 minutes) and broadcasting it via the Education Network
3. Producing the program named " An Opportunity for All" in 60 segments (1,200 minutes) and broadcasting it via Channel 3
4. Producing and broadcasting radio and television programs from the provinces capitals with the annual averages of 2,430 and 2,321 minutes respectively

Type of program	Program's duration(minutes)
Story	106
Television series	1,350
Documentary report	752
Music video	22
	245
Educational	16,760
Televised teasers	28
Live television talk shows	32
Radio program	6,000

5. Producing and broadcasting 140 news programs from the Iranian Radio

Promoting the status of research, exploration, and supervision

- 1) Performing 18 cases of research in the LMO by the members of the universities' scientific board
- 2) Ordering 20 research-oriented cases to the provinces' research councils where up to the time 55 cases have been researched and their results have been forwarded to the LMO's research committee.

Frequency of the provincial conducted researches

Row	Titles	Frequency
1	Identifying the factors for illiterate individuals being indifferent towards literacy and new methods of attracting such individuals	8
2	Studying the reasons of prevalence of illiteracy in provinces	6
3	Studying methods of keeping students in the literacy classes	6
4	Studying the connection between illiteracy and the social strains	5
5	Studying the needs for literacy among students under the coverage	4
6	Studying the effect of parents' literacy in educational advancement of their children	4
7	Studying the scope of impact for person-to-person teaching in illiterates' learning literacy	4
8	Studying damage prevention measures for educational evaluation method of the current students of the literacy course	3
9	Studying the level of congruity between the transfer phase's educational content and the literacy learners' needs	3
10	Designing an efficient model for utilizing "it" in literacy	3
11	Studying the level of achievement for literacy's course textbooks vis-à-vis the transfer and fortification phases	2
12	Studying the methods of expanding people's participation in implementing the literacy programs	2
13	Studying the level of coordination between the literacy's textbooks and examinations with the ratified objectives of each phase	1
14	Studying the literacy's stabilization rate among the literacy achievers of the literacy phase and the transfer phase	1
15	Studying the level of impact from the radio and television productions in reinforcing the literacy learners' ambition and participation from the executive mechanisms and people	1
16	Studying and analyzing the effect of the government's ratification for the year 2014 in accelerating the literacy's activities	1
17	Studying the rate and reasons for variance in urbanites' literacy level during population enumerations or registered statistics	1
18	Studying the success rate for the literacy program relating to illiterate parents of students in 2014 and 2015	0
19	Studying the role of the "Second Opportunity" publication in improvement of literacy-survival rate	0
20	Studying the level of congruity between the meeting sessions and the ratifications of the provincial and townships' council for literacy support and the communicated provisions	0

- It is worthy to note that the aforementioned frequency is related to the reported research plans to the LMO with consideration of the above titles.

3. Supporting 6 conducted thesis at the master's level
4. Implementing 18 cases of assessment of the LMO's plans and programs

Year	Assessment title of the LMO's plans and programs	Frequency
2017	Implementing the plan for literacy's impact on social asset and psychological asset Making assessment from implementation of the reading with family plan	2
2016	Experimentally implementing the plan for teaching computer basics (ICDL) Codifying and implementing the assessment system for the literacy activities' performance in provinces Assessing the experimental textbooks for the penitentiary, women, and simple teaching 1 and 2 plans	3
2015	Reporting the assessment data of the experimental textbooks named penitentiary, women, and special books for simple teaching 1 and 2 The preservation rate for literacy level of school dropout children from the first grade thru the third grade of elementary school Making analytical report relating to comparing the literacy learners of the literacy phase by the simple-teaching method with the literacy learners of the literacy phase (Counterpart Examination) Preparing the final report of "the literacy document for all literacy subsets"	6
2013	Assessing the experimental textbooks related to the modular plan for the literacy phase Qualitatively analyzing the literacy learners of the experimental literacy phase through the Applied Approach Assessing and evaluating the quality of teaching Assessing the educational needs in the Literacy Eradication Program (the literacy target group for codifying the literacy accelerative program)	3
2012	Evaluating the performance of the Bassij in implementing the country's literacy activities Evaluating the curriculum for the literacy phase Monitoring the examinations for the literacy phase with respect to the questions' degree of difficulty and ability for making distinction Studying the effective factors on variance for the illiterates' onomastic statistics (determining the reasons for introducing literates as illiterates in the data banks)	3