

Concluding Observation Committee on the Rights of the Child CRC/C/IRN/CO/3-4 para 68 (d)

Full recommendation

Train and assign specialized teachers and professionals for integrated classes providing individual support and due attention to children with learning difficulties.

Assessment using Impact Iran human rights indicators¹

The Comprehensive Law to Protect Disabled Persons was adopted in March 2018.² This legislation guarantees fundamental rights for persons with disabilities in areas such as accessibility, education, rehabilitation, and employment. However, the legislation remains silent on issues such as disability-based discrimination, legal capacity, violence and abuse against persons with disabilities. Additionally, the legislation does not give priority to inclusive education over the placement of children with disabilities in specialized institutions and classes.

The law guarantees accessibility and education for children with disabilities, but it has not yet sufficiently provided adequate funding to secure those rights.³⁴ Since its adoption, the government has not allocated necessary funding, with reports suggesting that only an estimated one-sixth of the funding required for the full implementation of the law has been covered so far.⁵ This insufficient funding impacts Iran's ability to train teachers and professionals, assign them to integrated classes as well as providing material. Lack of funding also further limits the establishment of integrated classes to welcome specialized teachers and professionals.

The Islamic Republic of Iran systematically places 'resource teachers', trained as special educators, in mainstream classrooms to provide individual academic support to children with disabilities. *Farhangian* University,⁶ established in 2011 under the Ministry of Higher Education, trains teachers and special educators who may then work under the Ministry of Education in Iran. The *Farhangian* University has teacher training centers throughout Iran. Students may receive a major for educators of children with special needs from this university.⁷

¹ CRC.25.S.1; CRC.25.S.2; CRC.28.1.S.1; CRC.28.4.S.1
CRC.25.P.1; CRC.25.P.3; ESCR.13.2.P.2
CRC.25.O.3; ESCR.13.1.O.3

² The law to Protect the Rights of Persons with Disabilities: < <http://rc.majlis.ir/fa/law/show/1054682> >

³ < <https://www.eghtesadonline.com/n/23Oa> > and < <http://www.pana.ir/news/973129> >

⁴ < <http://www.kargarnews.ir/fa/pages/?cid=46810> >

⁵ < <http://www.salamatnews.com/news/276410/> > and < <https://p.dw.com/p/3U1Wn> > and < <https://p.dw.com/p/3U9eu> > and < www.irna.ir/news/83661478/ >

⁶ <https://cfu.ac.ir/>

⁷ <http://bit.ly/37o8CKx>

Teachers are trained at the *Farhanigian University*, then the Department of Special Education manages and assigns them to the secondary/vocational levels for children with mental, hearing, visual, physical and development disabilities.⁸

The number of specialized teachers and professionals available is insufficient. In 2018, there were 23,000 specialized teachers for 150,000 children with disabilities enrolled in special and mainstream schools,⁹ against an estimated 1.5 million children with disabilities of school age in Iran.¹⁰ The government has openly acknowledged the insufficient numbers of specialized teachers available. According to a senior Special Education Organization official, referring to the situation in 2016 in mainstream schools: “Only 364 resource teachers are available to provide education support to 48,837 students with disabilities.”¹¹ This represents a ratio of 134 students per resource teacher. Reports indicated that parents of children with disabilities were in some cases asked to participate in classes to assist the education of their children.¹²

Further, regardless of the lack of trained teachers and professionals, children with disabilities generally lack access to education in Iran, including in mainstream education within integrated classes.¹³ About 75% of children with mental disabilities, as well as some hearing and visually impaired students, attend special schools.^{14 15} During the 2018-2019 school year, only 150,000 out of an estimated 1.5 million children with disabilities of school age were enrolled in school; 43 percent in mainstream, and the rest in special schools.

As mentioned above, programs and measures instituted by Iran, including training programs for specialized teachers and professionals, are insufficient to ensure children with disabilities can access education on an equal basis with other children, notably due to a lack of funding. As a consequence, there are not enough specialized teachers to ensure access to education in integrated classes for children with disabilities. These difficulties add to already existing obstacles for children with disabilities to access mainstream education including mandatory medical assessments, physical inaccessibility as well as discriminatory attitudes of school staff.¹⁶

⁸ UNESCO < <http://unesdoc.unesco.org/images/0022/002297/229715E.pdf> > pg. 34-35.

⁹ Majid Ghadami, head of the Special Education Organization, Mehr News Agency, November 12, 2018, <https://www.mehnews.com/news/4455643/>

¹⁰ Human Rights Watch, <https://www.hrw.org/report/2019/10/02/just-other-kids/lack-access-inclusive-quality-education-children-disabilities>

¹¹ Mohsen Ghafoorian interview with Iran Newspaper, 18/6/1395, September 8, 2016, <http://www.irannewspaper.com/Newspaper/BlockPrint/149924>

¹² Human Rights Watch, <https://www.hrw.org/report/2019/10/02/just-other-kids/lack-access-inclusive-quality-education-children-disabilities>

¹³ Human Rights Watch, <https://www.hrw.org/report/2019/10/02/just-other-kids/lack-access-inclusive-quality-education-children-disabilities>

¹⁴ UNESCO < <http://unesdoc.unesco.org/images/0022/002297/229715E.pdf> > pg. 34-35.

¹⁵ UNESCO < <http://unesdoc.unesco.org/images/0022/002297/229715E.pdf> > pg. 34-35.

¹⁶ See more: Human Rights Watch: < <https://www.hrw.org/report/2019/10/02/just-other-kids/lack-access-inclusive-quality-education-children-disabilities> >

Recommendation Status:

This recommendation has been **PARTIALLY** implemented.