

**Universal Periodic Review**  
**(20<sup>th</sup> session, Oct–Nov 2014)**  
**Contribution of UNESCO to Compilation of UN information**  
**(to Part I. A. and to Part III - F, J, K, and P)**

**Iran (Islamic Republic of)**

**I. BACKGROUND AND FRAMEWORK**

**Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO**

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Acceptance 17/07/1968	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	26/02/1975 Acceptance			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	23/03/2006 Ratification			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	Not state party to this Convention			Right to take part in cultural life

## **II. Input to Part III. Implementation of international human rights obligations, taking into account applicable international humanitarian law to items F, J, K, and P**

### **Right to education**

#### **Constitutional Framework:**

2. The right to education is enshrined in the **Constitution of the Islamic Republic of Iran of 1979**, which was amended in 1989<sup>1</sup>. According to **Article 3.3** and **3.4**, the government of the Islamic Republic of Iran has the duty of directing all its resources to “free education and physical training for everyone at all levels, and the facilitation and expansion of higher education” and to “strengthening the spirit of inquiry, investigation, and innovation in all areas of science, technology, and culture, as well as Islamic studies, by establishing research centers and encouraging researchers”. **Article 3.9** stipulates that the government has also the duty of abolishing “all forms of undesirable discrimination” and should provide “equitable opportunities for all, in both the material and intellectual spheres”. **Article 30** sets out that “The government is bound to make available, free of charge, educational facilities for all up to the close of the secondary stage, and to expand free facilities for higher education up to the limits of the country's own capacity” The Constitution is also dealing with language in its **Articles 15 and 16**, which lay down that “the official language and script of Iran, the lingua franca of its people, is Persian. (...) However, the use of regional and tribal languages in the press and mass media, as well as for teaching of their literature in schools, is allowed in addition to Persian” and that Arabic “must be taught after elementary level, in all classes of secondary school and in all areas of study.”

3. Regarding religious education, Article 12 stipulates: “The official religion of Iran is Islam and the Twelver Ja'fari school, (...). Other Islamic schools are to be accorded full respect, and their followers are free to act in accordance with their own jurisprudence in performing their religious rites. These schools enjoy official status in matters pertaining to religious education, (...). In regions of the country where Muslims following any one of these schools constitute the majority, local regulations, within the bounds of the jurisdiction of local councils, are to be in accordance with the respective school, without infringing upon the rights of the followers of other schools. **Article 13** adds: “Zoroastrian, Jewish, and Christian Iranians are the only recognized religious minorities, who (...) are free (...) to act according to their own canon in matters of (...) religious education”.

4. Concerning equality, **Article 19** stipulates that “all people of Iran, whatever the ethnic group or tribe to which they belong, enjoy equal rights; and colour, race, language, and the like, do not bestow any privilege” and **Article 20** states that “all citizens of the country, both men and women, equally enjoy the protection of the law and enjoy all human, political, economic, social, and cultural rights, in conformity with Islamic criteria”.

5. **Article 15 of the Iranian Constitution** stipulates that the standard language and script of the Islamic Republic of Iran is Persian. However, the use of local and ethnic languages in teaching, alongside the standard Persian language and script is allowed.

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<sup>1</sup> The Constitution of the Islamic Republic of Iran,  
<http://www.unesco.org/education/edurights/media/docs/1682115803c420149d27837b1a5aebdb50cdcc67.pdf>

### **Legislative Framework:**

6. The legislative framework regarding education is composed of the following laws:

- **Act Regarding the Establishment of Non-profit Schools**, approved by the Islamic Parliament on 25 May 1988.<sup>2</sup>
- The “**law on supplying means and facilities of education for Iranian children and adolescents** approved in 1974, oblig[ing] [the Government] to provide the requirements of free education for all children (regardless of their gender) as well as necessary education facilities for disadvantaged children who may be deprived of education due to financial problems.”<sup>3</sup>
- “The **Law on Goals and Duties of the Ministry of Education**, approved in Feb. 14, 1988, [stipulating] elimination of all types of prejudice in the education of Iranian children.”<sup>4</sup>
- “The **Act of Establishing Adult Schools and Exemplary Public Schools** (1993) [and] the **Bill on Education Council Formation**, approved on 24 December 1993[...].”<sup>5</sup>
- The **Statute regarding the pre-school level** (2004)<sup>6</sup>
- **Circular No. 97000/2806/2 dated May 21, 2008** shaping the “Rules of Procedure for Inclusive Education of the Students with Special Needs”<sup>7</sup>

### **Policy Framework:**

#### ➤ Financing of education

7. “In the Islamic Republic of Iran education is free of charge up to the end of upper secondary level of education. [...] The major part of educational expenses (more than 85%), are covered by the government and only 15% are provided by people in the form of tuition fees. There are also some indirect contributions paid by the families.”<sup>8</sup>

#### ➤ Gender equality

8. “**Gender barriers to employment appear to be rising, with unemployment rates among women aged 20 to 24 now twice the level for men of that age group**”<sup>9</sup>. However, the Islamic

<sup>2</sup> IBE, World Data on Education, 7<sup>th</sup> ed., 2010-2011, Iran, p. 2, [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Islamic\\_Republic\\_of\\_Iran.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Islamic_Republic_of_Iran.pdf), Accessed on 21/11/2013

<sup>3</sup> Report submitted by the Islamic Republic of Iran for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 2

<sup>4</sup> Ibid, p. 2

<sup>5</sup> IBE, World Data on Education, 7<sup>th</sup> ed., 2010-2011, Iran, *op. cit.*, p. 3

<sup>6</sup> Ibid, p. 3

<sup>7</sup> National Report on Development of Education in the Islamic Republic of Iran submitted for the 48<sup>th</sup> ICE, 2008, p.15, [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/iran\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/iran_NR08.pdf), Accessed on 21/11/2013

<sup>8</sup> Ibid, p. 17

<sup>9</sup> EFA Global Monitoring Report 2010, p. 85, <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>, Accessed on 22/11/2013

Republic of Iran reports that “the entire mandatory education system, including all approved regulations, policies and strategies, underline equal access to education for girls and boys.” Those regulations appear to have positive results and “the most important factors effective in increasing gender parity index are designating female teacher for girls classes, organizing central-village schools, boarding schools, introducing more flexibility in teaching methods and enrolment of school-aged children through distance-learning, correspondence-learning and media-learning.”<sup>10</sup>

9. There is a “**joint project** of the Ministry of Education and the UNICEF office in Tehran [that deals with school enrollment of **rural girls** and] growth and quality enhancement in less developed villages of the country”.<sup>11</sup>

➤ Secondary and Higher Education

10. “Over the past twenty years, the country [Islamic Republic of Iran] has made rapid strides in education. Participation at secondary level has increased, average years in education have nearly doubled and gender inequalities have narrowed, especially in urban areas. **Vocational education, however, reinforces a mismatch between skills and jobs that perpetuates high youth unemployment.** The education system in the country is heavily oriented towards the university entrance exam, the *concour*, which parents and students see as a route to secure employment, usually in the public sector. **Compulsory education ends at around 15 years of age**, when students are evaluated and directed on to three separate tracks: the academic curriculum (*Nazari*), technical and vocational education (*Fanni-Herfei*) and basic skills through on-the job training (*Kardanesh*).

11. The aim of the latter two is explicitly to focus on job skills, but the system fails on several fronts. Tracking brings high levels of attrition. Of the female students who began their secondary education in 2003/2004, nearly one-third dropped out after tracking (Figure 2.27). Most students pursue the Nazari track with a view to passing the *concour*, spurning the vocational tracks because of their low perceived status and quality.

12. But of the nearly 1.5 million who proceed each year to the *concour*, 1.2 million fail and leave school lacking qualifications and job skills. The Iranian policy-makers increasingly recognize the problems with the current system. Of particular concern are **the misalignment of education and labour markets, and the poor quality of vocational education**, which operates through a network of highly centralized public training centres. Many of these lack equipment and well-trained instructors, and they produce qualifications that employers see as having limited relevance. **The mismatch between education and employment is becoming increasingly stark.** Steady economic growth has reduced overall unemployment, but **youth unemployment remains over 20%**. Those who completed upper secondary education have the highest level of unemployment. Measured in terms of employment, the benefits of education are dwindling, along with the skills base of the Iranian economy. The rising proportion of young people in the population means that the labour force is expanding by almost 4% a year, or nearly 1.2 million

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<sup>10</sup> National Report on Development of Education in the Islamic Republic of Iran submitted for the 48<sup>th</sup> ICE, 2008, *op. cit.*, p.35,

<sup>11</sup> Report submitted by the Islamic Republic of Iran for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 8

people. **Many of them will face social exclusion if the Islamic Republic of Iran fails to create enough jobs and to equip its people with the skills they need to fill them.**"<sup>12</sup>

### **Cooperation:**

10. The Islamic Republic of **Iran is party to the** 1960 UNESCO Convention against Discrimination in Education since 17/07/1968.

11. The Islamic Republic of Iran **did not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the:

- **Sixth Consultation** of Member States (covering the period 1994-1999).
- **Seventh Consultation** of Member States (covering the period 2000-2005).

12. However, the Islamic Republic of Iran **reported** to UNESCO within the framework of the recent **Eighth Consultation** of Member States (2013) (covering the period 2006-2011).

13. The Islamic Republic of Iran **reported** within the framework of the **Fourth Consultation** of Member States on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (covering the period 2005-2008). The Islamic Republic of Iran reported within the framework of the **Fifth Consultation** of Member States (2013) (covering the period 2009-2012).

14. The Islamic Republic of Iran did not report to UNESCO on the measures taken for the implementation of the 1976 Recommendation on the Development of Adult Education within the framework of the **First and Second Consultations** (1993 and 2011).

15. The Islamic Republic of Iran is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

16. In 2001, a UNESCO Chair in Human Rights, Peace and Democracy was established at the Shahid Beheshti University. Since 2001, the Chair, in cooperation with the Faculty of Law of this University, has taught LLM Master's Degree in Human Rights Law for Master's Level students of Human Rights Law and provided them with research and practical human rights experience; at present, approximately 150 graduates from this course work in various capacities in the Islamic Republic of Iran or are enrolled in PhD degrees programmes abroad.

## **Freedom of opinion and expression**

### **Constitutional and Legislative Framework:**

17. Freedoms of expression and the press are limited in the Constitution of Iran (1979)<sup>13</sup> and subject to restrictions. Article 24 of the Constitution stipulates: "publications and the press have freedom of expression except when it is where there is infringement of the basic tenets of Islam

<sup>12</sup> EFA Global Monitoring Report 2010, p.85, <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>.

<sup>13</sup> [http://www.wipo.int/wipolex/en/text.jsp?file\\_id=197757](http://www.wipo.int/wipolex/en/text.jsp?file_id=197757)

or public rights.” Under Article 168, political and press offenses will be tried openly in courts of justice and in the presence of a jury. Article 175 stipulates that the freedom of expression and dissemination of thoughts in the Radio and Television of the Islamic Republic of Iran “must be guaranteed in keeping with the Islamic criteria and the best interests of the country.” The appointment and dismissal of the head of the Radio and Television of the Islamic Republic of Iran rests with the country’s spiritual leader.

18. Article 6 of the Press Law (1986, amended in 2000)<sup>14</sup> prohibits the press from publishing atheistic articles or issues which are prejudicial to Islamic codes, or, promoting subjects which might damage the foundation of the Islamic Republic; propagating obscene and religiously forbidden acts and publishing indecent pictures and issues; creating discord between and among social walks of life specially by raising ethnic and racial issues; encouraging and instigating individuals and groups to act against the security, dignity and interests of the Islamic Republic of Iran within or outside the country; publishing libel against officials, institutions, organizations and individuals in the country or insulting legal or real persons who are lawfully respected, even by means of pictures or caricatures. The press may be prosecuted under the Islamic Penal Code for violations, or have their licenses revoked.

19. Under Article 697 of the Islamic Penal Code (1991),<sup>15</sup> defamation is criminalized. Libel by the means of the media shall be sentenced to imprisonment up to one year or flogging up to 74 lashes. Article 700 stipulates that anyone who publicizes satirical materials shall be imprisoned up to six months. Under Articles 513 and 514, insults against religious leaders as well as the founder of the Islamic Republic, Ayatollah Khomeini, face a penalty of up to five years in prison.

20. A freedom of information law does not currently exist in the country.

#### Media Self-Regulation:

21. Media self-regulation mechanisms are nonexistent in the country.

#### Safety of Journalists:

22. UNESCO recorded the killing of journalist Sattar Beheshti which took place in Iran in 2012.<sup>16</sup> The Director-General of UNESCO condemned the killing and called on the country to inform UNESCO, on a voluntary basis, of the actions taken to prevent the impunity of the

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<sup>14</sup> [http://www.wipo.int/wipolex/en/text.jsp?file\\_id=248969](http://www.wipo.int/wipolex/en/text.jsp?file_id=248969)

<sup>15</sup> [http://mehr.org/islamic\\_penal\\_code\\_of\\_iran.pdf](http://mehr.org/islamic_penal_code_of_iran.pdf)

<sup>16</sup> <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/press-freedom/unesco-condemns-killing-of-journalists/countries/iran/>

perpetrators and to notify the Director-General of the status of the judicial inquiries conducted on the case.<sup>17</sup> By November 2013, Iran has not provided information on the case.

23. There are numerous reported cases of journalist arrests in the country as well as journalists being imprisoned in the country<sup>18 19 20 21 22</sup>. Journalist Ahmed Zeidabadi, the winner of the UNESCO Guillermo Cano World Press Freedom Prize in 2011 is also one of the imprisoned journalists.

24. UNESCO co-operates with the City of Nuremberg, Germany, regarding the Nuremberg International Human Rights Award (NIHRA), established in 1995. In 2009, NIHRA was awarded to the Iranian lawyer and human rights activist Abdolfattah Soltani who was unable to receive the prize in person; on 10 September 2011, he was arrested and since then had been imprisoned<sup>23</sup>. The United Nations Working Group on Arbitrary Detention adopted the opinion at its sixty-fifth session, 14–23 November 2012, No. 54/2012 (Iran (Islamic Republic of)) in which it requested “the Government of the Islamic Republic of Iran to take the necessary steps to remedy the situation, which include the immediate release of Mr. Abdolfattah Soltani and adequate reparation to him”<sup>24</sup>.

### **Freedom of scientific research and the right to benefit from scientific progress and its applications**

25. The Islamic Republic of Iran transmitted its national submission to UNESCO on the application of the 1974 Recommendation on the Status of Scientific Researchers and took part in the consultations concerning the issue of a possible revision of the 1974 Recommendation discussed currently at UNESCO. The national submission states:

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<sup>17</sup> Decision on the Safety of Journalists and the Issue of Impunity. Adopted by the IPDC Intergovernmental Council at its 27th Session (available at

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/ipdc2010\\_safety\\_decision\\_final.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/ipdc2010_safety_decision_final.pdf))

<sup>18</sup> <http://www.guardian.co.uk/world/2013/jan/27/iranian-journalists-arrested-raids-newspapers>

<sup>19</sup> <http://www.aljazeera.com/news/middleeast/2013/01/2013128182448753530.html>

<sup>20</sup> [http://www.nytimes.com/2013/01/29/world/middleeast/iranian-journalists-arrested-accused-of-ties-to-foreign-media.html?\\_r=0](http://www.nytimes.com/2013/01/29/world/middleeast/iranian-journalists-arrested-accused-of-ties-to-foreign-media.html?_r=0)

<sup>21</sup> <http://edition.cnn.com/2013/01/28/world/meast/iran-journalists-arrested>

<sup>22</sup> <http://www.al-monitor.com/pulse/originals/2013/01/iran-newspapers-14-reformist-journalists-arrested.html>

<sup>23</sup> More information about the Nuremberg International Human Rights Award on: [http://www.nuernberg.de/internet/menschenrechte\\_e/award\\_ceremony\\_2009.html?pk\\_campaign=menschenrechte\\_e&pk\\_kwd=preisverleihung\\_en\\_award\\_ceremony\\_2009.html](http://www.nuernberg.de/internet/menschenrechte_e/award_ceremony_2009.html?pk_campaign=menschenrechte_e&pk_kwd=preisverleihung_en_award_ceremony_2009.html).

<sup>24</sup> Document A/HRC/WGAD/2012/54 : <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G13/162/53/PDF/G1316253.pdf?OpenElement>.

- “1. The Cultural Revolution Council of the Islamic Republic of Iran has set guidelines and put in place policies and regulations in the framework of the Comprehensive National Scientific Master Plan of Islamic Republic of Iran. While supporting material and moral rights of researchers and striving for enhancing researchers’ efficiency and job satisfaction, this comprehensive master plan sees to explaining the objectives of scientific development in the country in 5 chapters from which 11 articles of the first chapter and two articles of the second chapter are ethics oriented and focus on the issue of supporting scientific researchers. These policies are largely in conformity with a significant portion of the provisions of the 1974 UNESCO Recommendation on the Status of Scientific Researchers.
  
2. The Comprehensive National Scientific Master Plan of Islamic Republic of Iran offers 11 major strategic roadmaps in favour of supporting the national scientific community. In this view, the Deputy Office for Research and Technology of the Ministry of Science, Research and Technology, the Presidential Office and relevant research institutions work to provide the facilities required for implementation of research projects through establishing an active and constructive relation with other national and international scientific and research communities, in order to set the grounds for an effective contribution of researchers. Against this background, the Islamic Republic of Iranian Ministry of Science, Research and Technology drew-up in 2012 a charter on the ethics of research, which was distributed among all national research and study institutes.
  
3. On the international issues dealt with in the 1974 Recommendation and concerns referred to therein, the Iranian National Commission for UNESCO has established national committees on bioethics and the ethics in science and technology. Additionally, international principles and guidelines referred to in international instruments in bioethics and ethics in science and technology are localized in the Iranian context and practically applied in national projects. These activities are currently undertaken by national research institutions by morals teachers, jurisprudents and law-makers in an attempt to further investigate the ethical and legal dimensions of modern technologies, especially in relation to methods concerning surrogacy and embryo donation.

On the theoretical and practical training of scientific researchers, in order to train professional researchers in modern biological scientific technologies, referred to in the 1974 Recommendation as an important objective to be pursued, there exist documented programmes for promoting and enhancing the knowledge of scientific staff and researchers. These programmes vary from organizing mid- and long-term workshops/training courses, enhancing professional and specialized training, strengthening relations with governmental and non-governmental organizations to meet educational needs, planning for the implementation of various seminars, etc.

A major strategic policy is to cultivate opportunities for scientific researchers to participate in the outlining of national scientific research and experimental development policy. Against this background, the Islamic Republic of Iran follows a policy of staffs’ career situation promotion from temporary to permanent, from instructor to assistant professor, and so on.



Another major policy concerns the importance attached to the promotion of the creative activities of scientific researchers in the national science policy on the basis of utmost respect for the autonomy and freedom of research necessary to scientific progress”<sup>25</sup>.

26. In addition, the submission states the following activities undertaken by the Iranian Ministry of Science, Research and Technology<sup>26</sup>.

“A. Supporting the material and moral rights of scientific researchers and enhancing their efficiency and job satisfaction: With a view to chapter two of the Fifth National Development Plan and considering the emphasis placed on the scientific status of the Islamic Republic of Iran in the region and the need to stabilize this position, the Deputy Office for Research and Technology of the Islamic Republic of Iranian Ministry of Science, Research and Technology has seen to revising its existing statutes, bylaws, instructions and style sheets to provide maximum support for national scientific researchers. Activities undertaken in this regard include:

1. Revising and modifying the bylaw encouraging production of scientific papers: This bylaw came into force in 2007. It aimed at encouraging university faculty members and scientific and research institutions to produce scientific papers. The bylaw was revised and modified on 22 November 2011, according to type of scientific paper and the database (web of knowledge) where the paper is featured in. As a result, methods for encouraging researchers were revised and modified and once again announced to universities and research institutions.
2. Bylaw for supporting doctoral students (grants for university students): This initiative is in place and implemented in cooperation with the Deputy Presidential Office for Science and Technology since 2009 for doctoral students (non-grant and non-employed). According to the Project, all related universities must allocate an amount of 50 000 000 Persian Rials to every obliged doctoral student. Up until now some 150 650 000 000 Persian Rials has been allocated to this purpose and distributed among universities by and from the budget of the Deputy Presidential Office for Science and Technology.
3. Revising and modifying the bylaw on sabbaticals: The bylaw on sabbaticals, which came into force on 21 September 2012 as well as its instructions for use, which was ratified on 24 August 2011 and distributed among universities and research institutions affiliated to the Islamic Republic of Iranian Ministry of Science, Research and Technology, on 29 August 2011 was revised and modified in an attempt to help further strengthen scientific and research cooperation among faculty members with other national and international universities and research institutions for an effective exchange of knowledge and experiences and knowledge enhancement and

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<sup>25</sup> Submission by the Permanent Delegation of the Islamic Republic of Iran to UNESCO (Ref.: 117-140/7 of 10 September 2012).

<sup>26</sup> Activity Report on The Status of Promoting and Enhancing Support of National Researchers both Financially and Morally (in the Framework of the 1974 Recommendation on the Status of Scientific Researchers and implementation of this Recommendation), Iranian Ministry of Science, Research and Technology, 16 July 2012.

generation. Once back from a sabbatical, users are required to have at least one scientific paper prepared and published in a recognized national or international journal.

4. Developing a bylaw on grants allocation (grants to faculty members):  
The Grants-to-Faculty-Members Allocation Bylaw was revised and ratified on 18 September 2011 and subsequently announced and distributed among universities and research institutions affiliated to the Ministry of Science, Research and Technology. This was done to enable an optimum use of research budgetary allocations, improve the quality of knowledge generation and encourage faculty members to better conduct research activities and to enhance their efficiency.
5. Contributing to the preparation and revision of the bylaw on promoting the status of faculty members:  
In the recent bylaw on promoting the status of faculty members, which is ratified and announced on 22 February 2011 and entered into force on 23 August 2011, special attention has been attached to and emphasis is put on practical initiatives that are required by the society and industry. This is mainly to redirect contributions of faculty members and research projects towards meeting societal needs.
6. Issuing temporary agreements for establishing 132 centres of excellence for promoting the state-of-the-art in science and technology in view of the potentials and relative competencies of the Country by region.
7. Entering into force policies for specializing scientific journals and allocating a budget of 3680 million Persian Rials to 92 scientific journals.
8. Allocating a budget of 130 million Persian Rials to support two science competitions in the framework of a programme for interaction between and distribution of science and technology.
9. Organizing an annual festival in commemoration of pioneering national researchers and technopreneurs.

B. Exchange of information and scientific findings and research achievements of national researchers with other national and international specialists working in research centres for the purpose of exchanging and circulating outcomes of research activities and knowledge and information:

1. Organizing the Research and Technology Week Exhibition in order to disseminate and share annual findings of the national scientific community in the field of research and technology to national and international audiences.
2. Allocating an amount of 4080 million Persian Rials as financial aid to 122 national and international conferences in the framework of the programme for interaction between and distribution of science and technology.

C. Short- and long-term training programmes for staffs and specialist researchers:

1. Drafting and ratifying a bylaw on offering short-term research opportunities by sending doctoral students studying in Islamic Republic of Iran to attend specialized courses either within or abroad and participate in international scientific seminars.

D. Adapting international principles and guidelines in bioethics and science and technology to the national context:

1. Establishing a specialized committee of ethics of research on 13 August 2011. A code of ethics for research was later drafted and approved and disseminated among universities and research and training institutions on 22 February 2012.
2. Drafting and approving a guideline for investigating malpractices in research in which framework some 10 cases of scientific malpractice have been investigated and submitted to relevant universities for a final decision and judgment”.

27. Iranian scientists from the United Nations Industrial Development Organization (UNIDO) International Center on Nanotechnology, created in Tehran in December 2012, took part in the international conference on Emerging Ethical Issues in Science and Technology (Bratislava, Slovakia, 27-29 May 2013), organized by UNESCO in co-operation with the Slovak National Commission for UNESCO and UNIDO as follow-up to the 8th Ordinary Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST). Dr. Saeed Sarkar, Secretary-General of Iran Nanotechnology Initiative Council, made presentation on “Nanotechnology in Iran: Policies, Strategies and Achievements”, Professor Beitollahi from the Iran Nanotechnology Initiative Council spoke on “Nanotechnology in Iran: Standardization, Safety and Ethical Issues”. Iranian specialist from also took part in the debates on nanotechnologies that are being utilized in water treatment.

### **III. RECOMMENDATIONS**

#### **Right to education**

28. In the Report of the working group on the Universal Periodic Review of 15 February 2010<sup>27</sup>, the following recommendations were made to the Islamic Republic of Iran regarding education:

- The recommendations listed below enjoy the support of the Islamic Republic of Iran:
- *A - 18. Continue to provide and improve human rights education and training for judicial and law enforcement officials (Pakistan);*
- *A - 19. Continue to include human rights in school curriculums (Sudan);*
- *A - 22. Continue to implement measures aimed at further promoting and protecting children’s rights, and intensify efforts to ensure further opportunities for access to higher education (Qatar);*
- *A - 51. Continue its policy of promoting and protecting all rights of the members of recognized religious minorities, as an important step to provide cultural diversity in*

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<sup>27</sup><http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G10/120/56/PDF/G1012056.pdf?OpenElement>

*society and create opportunities for those minorities to preserve their identities; and, to that end, further ensure their political representation and promote their greater involvement in the planning and implementation of various projects aimed at providing financial assistance for their educational and cultural needs (Armenia);*

- *A - 60. Step up efforts to enhance the participation of women in all spheres of socio-economic life, in keeping with the progress made in women's education (Bangladesh);*
- *A - 63. Continue to take measures to increase access for its population to health and education services (Cuba);*
- *A - 64. Continue to make progress in education and health care, with a particular focus on women and girl children (Bangladesh);*
- *A - 65. Continue its efforts to provide health, education and social assistance services in rural areas (Kuwait);*
- *A - 69. Continue efforts to reduce poverty and limit disparities in education and income (Zimbabwe);*
- *A - 70. Pursue its endeavours to guarantee basic education for all citizens (Lebanon);*
- *A - 71. Continue efforts to develop education, particularly in the rural parts of the country, with the participation of the private and public sectors and nongovernmental organizations, with a view to reducing poverty through employment opportunities and the strengthening of human resources (Kyrgyzstan);*
- *A - 72. Continue its efforts to provide educational facilities for students with special educational needs (Sri Lanka);*
- *A - 73. Continue its innovative programmes to eradicate illiteracy, and continue its initiatives to spread education at all levels and throughout the country (China);*
- *A - 74. Continue to implement its literacy plan at the national level to achieve the full elimination of illiteracy (Plurinational State of Bolivia);*
- *A - 75. Sustain its designed programmes aimed at the availability and affordability of higher education (Syrian Arab Republic);*
- *A - 98. Share with other countries, in particular multicultural countries, its experiences in the strengthening of education (Tajikistan).*

29. The recommendation below did not enjoy the support of the Islamic Republic of Iran that considered it inconsistent with the Institution-Building text and/or with internationally recognized human rights, or not in conformity with its existing laws, pledges and commitments:

- *R - 27. Adopt and implement efficient policies aimed at eliminating gender based violence, combating traditional stereotypes through targeted human rights educational campaigns, and guaranteeing for victims access to justice and rehabilitation (Slovakia).*

30. Analysis: Within the framework of the 5th Consultation of Member States on the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (covering the period 2005-2008), the Islamic Republic of Iran reported and provided examples of how it tries to integrate concepts of Peace and Co-existence Education in school curricula and textbooks, but these are not very detailed or substantial, and the Islamic Republic of Iran could be encouraged to continue to enrich its curricula.

Specific Recommendations on the right to education for the UPR 2<sup>nd</sup> cycle:

31. The Islamic Republic of Iran is encouraged to continue to submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments, especially for the Convention against Discrimination in Education.
32. The Islamic Republic of Iran is encouraged to take steps to improve actions about discrimination in education, especially to raise upward restrictions on the access to university education.
33. The Islamic Republic of Iran is encouraged to increase its efforts to combat unemployment through a better alignment between education and labour markets. Moreover, the Islamic Republic of Iran could be encouraged to improve the quality of vocational education, with special attention to the centralized public training centres.

**Freedom of opinion and expression**

34. The Islamic Republic of Iran is encouraged to review existing laws including the Press Law 1991/2000 to ensure that freedom of expression is protected and promoted.
35. The Islamic Republic of Iran is encouraged to introduce a freedom of information law that is in accordance with international standards.
36. The Islamic Republic of Iran is recommended to decriminalize defamation and place it within the civil code that is in accordance with international standards.
37. The Islamic Republic of Iran is encouraged to decriminalize blasphemy in line with international standards.
38. UNESCO recommends the development of self-regulatory mechanisms of the media.
39. The Islamic Republic of Iran must ensure that journalists are able to work in a safe and free environment and that crimes, committed against journalists, including killings, are investigated swiftly and thoroughly.