

Role of Education in Employment opportunities for women in Iran as a important factor for the sustainability of the society

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Abstract:

Education plays an important role in a person's life because it allows for personal growth, enrichment, awareness of environment and opportunities for social-economic improvement. It is because of education, research and application that society has progressed the way it has and it is the lack of education that perhaps can be blamed for many dark spots of human history, particularly for women. Therefore, it is only logical to think that education would be available throughout the world, to all people, of all colors, economic backgrounds, gender and ethnicity in order to safeguard the future's wellbeing.

One of most important criteria for measuring development of one country is importance of the subject and validity women have. Whatever the effective and active attendance of women becomes more in the social affairs, the country develops more. It's clear that real importance is not apparent and effective and the attendance is not symbolic. As women are appreciated, they can undertake their main tasks, namely up bringing human and regenerating occupational opportunity that will be accomplished in the future society. Thus the recognition of women status and promoting their basis and the role of training has very important to develop occupational opportunity.

Many researchers have discovered that the road to education holds many traps and barriers. It depends much on the economy of a nation, and its religious and racial beliefs. In Iran for example, the role of education on women's life has affected their relationship with the other gender and their role in society. Most significantly, education after the Islamic Revolution has been used to promote the ideals of Islam, and to construct the ideals of motherhood and wifehood.

Keywords:

Education, Employment base, active population, Women participation

Introduction

Higher education is a process of imparting knowledge and skills to individuals and empowers them to;

Participate in development, decision making and democratic process. Effective education takes place when students are able to participate fully and benefit from that education.

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006, Hardman, Drew & Egan, 2005).

According to UN Convention on the Rights of Persons with

Barriers that limit a person's full participation include; negative attitude, discriminative policies and practices, and inaccessible environments as a result of these barriers, students are being excluded from accessing higher education. According to findings from a series of focused discussion groups from 12 countries carried out in late 2005 and early 2006, access to education was one the main concerns raised by these young people (Ncube & Macfadyen, 2006)

According to UNESCO (2005), inclusion as a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as a problem but as opportunity for enriching learning The aim of inclusive education is to remove the historical exclusion within and outside of the school through enactment or modification of legislation, policies and educational management practices in order to promote the reorganization of the educational systems and the acceptance of all students independently of their differences, (Rustemier, 2002)

Differences among students may be related to disability, gender, size, color or ethnicity and disability is just one of these differences and does not limit ones strengths and abilities.

Inclusive education recognizes that these differences are valuable and bring creativity and through them ideas are shared and experienced. In other words, inclusion is about transforming systems to be inclusive of everyone and not about inserting persons into existing structures (UNICEF, 2009). The authors, (Heward, 2006, Hardman et al, 2005)

State that effective inclusive education identifies barriers in education systems that hinder the participation of students come up with solutions. Inclusive education constitutes a paradigm based on the concept of human rights and social model that unites equality and difference as inseparable values and surpasses the formal quality model (Jonsson, 2001, P: 108).

The National Report on Women in Iran (1995) cited that Iranian female secondary school graduates now have the opportunity to further pursue their education at the university level in the fields benefiting their talents and abilities because many educational obstacles facing women have been removed. The increased opportunity for female students and faculty is related to different issues. According to the National Report on Women in Iran (1995), important factors such as establishing suitable facilities (such as educational environment segregated by gender) have promoted women's education in many fields. This combination has merged to produce desirable effects on the educational status of women in Iran. The impact of these factors has also been seen on religious beliefs, a noticeable point. Consequently, recent studies indicate a decline in statistical differences between the number of male and female students. The National Report on Women in Iran (1995) revealed that, nationally, academic female students' performance now stands five percent above that of male students.

Achievements of women in higher educational levels, and the number of female students in different fields, have increased noticeably in recent years, The National Report on Women in Iran (1995) indicated a comparison between academic years 1987-1988 and 1992-1993. The comparison shows the following achievements in women's graduation from universities in the span of those five years: 1) an increase of 119 percent in the number of graduates in social sciences and humanities; 2) a two-fold increase in graduates in basic sciences; 3) an increase of 230 percent in the number of graduates in agricultural and veterinary sciences; 4) an

increase of 70 percent in technical and engineering fields and medical sciences; and, 5) an increase of 246 percent in different fields of arts.

The national Center for Education (1995), noted in their report that

Over the past two decades, (Iranian) women have made substantial educational progress. The large gaps between the education levels of women and men that were evident in the early 1970s have essentially disappeared for the younger generation. Although they still lag behind males in mathematics and science achievement, high school females on average outperform males in reading and writing, and take more credits in academic subjects. In addition, females are more likely than males to attend college after high school, and are as likely to graduate with a postsecondary degree.

Not only in the secondary education level, since the 1979 Islamic Revolution in Iran, but also the number of Iranian female students entering colleges and universities has rapidly increased. Additionally, the number of Iranian women professionally involved in higher education, either in administrative or faculty positions, has escalated noticeably.

The number of women graduating from universities and higher education institutions increased almost two-fold between 1987-1988 and 1992-1993. The number of women staff members at universities almost doubled during this same period. Among the 30,262 academics serving in the field in 1992-1993, about 18 percent were women. At present, 5.7 percent of professors, 16.5 percent of associate professors, 21.9 percent of assistant professors, and 36.9 percent of university instructors are women. A total of 2,220 women are staff members of faculties of medical sciences, which represents 18 percent of the total, (The National Report on Women in Iran, 1995).

Unemployment of women in management positions

Among great force of women w, no specialized and management positions have been engaged by selecting them. This belief is among women that they don't apply to effective

tasks and their ability and knowledge are not used. All of them believe that occupational capacity and mental potential are high then appointed ones. Women don't have an effective role in making a decision and compiling politics, but they are active to execute politics and decision of men. Objective implications of this insight in short term will be appear in the form of disinterestedness and disesteem against society 's affairs in long term is depression, uselessness and pessimism against compilers of politics and advisors of course of action in higher education .

Research's purpose

The aim of this research is to recognize women ' status and promote their basis to make occupational opportunity the level of participation in educational, research and executive activities is very low in Iran. In other words, recognition of the manner of using services by women and studying applying them in key position in the society and obtaining info based on reality of the level of participation in social political fields.

Research's method

in this research we try to follow research scientific method, for this purpose , firstly we should determine the problem , then after making clear our suppositions about the reason of making problem , we should seek regularly and systematically to gather data relating to these suppositions. We use various methods for taking data. At first, a questionnaire consists 54 questions have been prepared and studies for all women from four selected provinces in Iran. Moreover, second-hand resources of info such as statistics and present info in libraries, archives and other orgs and ministries are effective to complete the society.

Table (1) number and ratio of female members of parliament during six periods of deputation in post-Islamic evolution

Period	Number of women members of parliament	Ratio of women to men members of parliament
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First	4	1.85
Second	4	1.66
Third	4	1.6
Fourth	9	3.6
Fifth	14	5.5
Sixth	11	3.79

In election of Islamic urban and rural councils in February 1998, 97.86 men and 2.2 women are members of parliament. In this year, among women candidates in all countries, %10.8 ones of urban regions and % 6.4 rural regions are as members of Islamic council of urban and rural. (Center fir participation, 2000, p: 60)

Percentage of attending women in management jobs and also in the family as well as the parliament is related to economical development. In other words, whatever the social in equivalence is low; the development of country is higher. (Safari, 1994, p: 136)

Thoughts and behaviors of housekeeping women who work in the home are more traditional than those of working ones. Thus we conclude that regarding to the similarity of two studied groups, this difference at thoughts and minds of housekeeping and working women is due to social work places. (Jarallahi, 1992, p: 11)

Rural researches show that unless high share of women in manufacturing decision relating family affairs and by increasing this share, their country in making decision. The reason of this increment is manufacturing activity of women that is a home work and as a result no salary would be paid. In other words, whatever the level of social inequivalence in mentioned indexes is lower, development of country is higher. (Safari, 1994, p: 136)

Thoughts and behaviors of rural housekeeping women show that unless relatively high share in manufacturing works, they have negligible role in manufacturing decisions that are relating to the affairs, but increasing the share of making decision of women don't lead to increase their country. The reason is manufacturing activity of women is from home tasks and as a result, they don't receive a salary. They are form non-paid home workers. But in rural

environments as she receives as same as a worker, the power of making decision is increasing. (Mashhoor, 1976, p: 47)

Although the share of rural women with independent income is not as same as their activities, the tendency to reach the autonomy lead them to move , in the manner % 50 women from Yazd and % 28 women from Azerbaijan- west have a salary. Getting independent income doesn't cause to separate women from human, but this salary spends to obtain life costs and train the children. (Shaditalab, 1997, p: 191)

Women and higher education in Iran

Important and effective factor to exploit appropriately material and mental resources and basically cultural, economical development is depending scientific knowledge and capacity of human force. Universities and centers of higher education in every country are best scientific place to train human force with scientific abilities and self confidence. Higher education is one of present new thoughts and solutions. Higher education is one of present fields to train specialized human forces. These days in specialized organization are one kind of investment and it is applied through economical, social, cultural and national development. Naturally, women and men working in same position have equal rights. Evidence shows that after Islamic revolution, educated Muslim women have proper position to make a decision. In this way, accessibility those to different educational levels have increased and it's most important indexes of promoting women in the society .all precise evaluations in the past and present have put the base of statistical indexes. If the opportunity women to try accompanying men or even getting ahead of them , they would be successful by removing employment family barriers and this trend is ever-increasing and to plays a sensitive role in all scientific levels. In education, according to recognize acquiring knowledge and the necessity of science for every one either man or woman, social laws cannot make obvious barriers to take the science. Practically, women encounter limitations that they don't believe before. It's clear that quality and quantity of development of participation and attending women politics to make smooth this path. Whatever quality and quantity of their country is higher, the society takes useful and positive effects. Thus in massive politics such as 5 year programs of development, government attention to women and statistics show that attending women in medical centers,

the numbers of female students is increasing in universities as in the year 2000 more than % 80 medical sciences students. It's necessary to mention that from 73357 students, 346342 persons (47.22%) are women. Also statistics of women students in the year 1999 presented 39.7% female students. Moreover, all female students and their marriage during g studying so many barriers are acceptable and proper. Recognizing effective factors on falling women's status is based on the technology and the sciences to plan the future life. Women leave labor market with own desire. But it's not acceptable for developing country that suffers the lack of specialized human force. Different scientific levels of men and women's job and income is not only for Iran, but also for all countries, especially developed countries, in all countries by increasing scientific level , attending women in the society is decreasing. It seems that main reasons of isolation of women are gender position in the society. It's hoped that Iranian women can show their capacities by clear image of the status women in industrial society to promote scientific level. (Ellis, p 183)

Table (2) number of educated women in universities and higher education centers, 2002- 2006

Percentage of change number of female educated students against previous years	Number	Year
11.12	55090	2002
14.15	62855	2003
4.3	65485	2004
13.82	74536	2005
17.11	82856	2006
12.8	69057	Average

The center Statistical Yearbook of Iran, the years 1956 to 2006

Above table show the level of changing in numbers women in universities since 2002-2006. Average annual change % 12.08 is highest positive changes in the years 2005-2009 and % 17.11 is lowest change in the years 2003-2004 with % 4.13.

Another social factor that is very important is education. The first school that was special for girls was built around 86 years ago and the data gathered in 1922 show that the number of girls and boys who registered at schools had been 7239 and 35000 respectively. (Bina, 2002) This numbers clearly show the girls retardation that year. In 1965, the percentage of educated men and women had been 22 and 7/3 respectively. In 1991, this number for men and women reached to 81 and 67 respectively. (Ghiasi, 2000)

Although, the level of women education has had a significant increase, daringly, we can say that its increase in recent 10 years is not comparable with 63 years ago. But the number of educated women has been always less than educated men. In 1956, 1 percent of rural population had been educated that reached to 54% in 1991. (Bina, 2002, P: 78) It is a development but we must remember that 64 % of rural women are still uneducated. But the number of educated men has been always more than women. In 1991, just 50 % of rural women have been educated. (Ghiasi, 2000)

Nowadays, around 15 % of rural girls do not go to school when they are 6 to 9 year old. (Bina, 2002)

Although, this number, in comparison with previous years, is very small, but warns us about another generation of uneducated mothers. Women need have an education higher than a primary level to have an active social participation in society.

Many girls, unlike boys, still do not register at school (15% of rural and 7% of urban girls). Only 9% of all the girls who have registered at high school and 23% of the girls who have registered at secondary school are rural. In 1976 and 1992, respectively, just 30% and 28% of all the university students were girls. So, it can be said that, nearly, no change has been taken place in the number of girls. That gathered data show that the number students in agricultural and veterinary fields at ingenious level is less than one percent and at BA is around 5/5% and at MA and PhD is 4%. (Amini, A, 2001, P: 22)

The number of girls graduated from technical school and university in the technical and industrial fields that are essential for industrial society, are about 23% and 3/7% respectively. (Bina, 2002)

In the second development program, the Plan Organization had suggested that some especial policy should be adopted in order to decrease rural women deprivation.

Another social factor is marriage. The statistic show that in 1991, 2/2% of 10 to 14 year old has married. (Ghiasi, 2000) , After 1976 and notably in recent years the number of girls who marry in their 10 to 14 year old has had a significant increase. Before these girls can finish their education, must take the role of a mother. An issue that is worth noting is that from 25 marriages that take place in these ages, one has been led to divorce. According to statistic, around 50% of girls get marry before 19. (Bina, 2002)

Certainly, these women by marrying at an early age not only increase the vulnerability of family but also cannot be mothers who can motivate their children to develop

According to UNESCO statistics, adult literacy rates in Iran (age 15 and over) have increased from 63.2 percent (72.2 male and 54 female) in 1990 to 76 percent (83 male and 68.9 female) in 2000, pointing to significant progress in female literacy over the last decade. One witness's further gender equality when literacy rates for Iranian youth are taken into consideration. The youth literacy rates (age 15 to 24) have increased from 86.3 percent (91.7 male and 80.8 female) to 93.8 percent (96.2 male and 91.3 female) during the 1990-2000 period (UNESCO, 2002, P: 218).

Looking at gross enrollment ratio in early childhood care and education for children age 3 and above, one witness a shift from a GPI of 0.95 in 1990-1991, showing a disparity in favor of boys, to a GPI of 1.06 in 1999-2000, indicating a disparity in favor of girls. The same trend is expected at the higher education level. According to the Ministry of Science, Research, and Technology, there was an increase in the percentage of women enrolled in public universities from 27.3 percent in 1990 to 44.1 percent in 1999 (Ghiasi, 2000, P: 16) The study of various educational indicators, including access to early childhood care and education, participation in primary, secondary, and higher education, and adult literacy rates, points to considerable progress made towards gender equality in Iran over the last decade.

The most significant progress has been made at the primary education level, where the gender parity index (GPI: ratio between girls' and boys' rates) in the gross enrollment ratio went from 0.90 in 1990-1991 to 0.96 in 1999-2000, and the secondary education level, where the GPI went from 0.73 to 0.92 during the same period (UNESCO, 2002, P: 242)

The ideal female citizen in the Islamic Republic of Iran the New Muslim Woman is the product of the coexistence of tradition and modernity. She is thus faced with a paradox (Mehran, 2003, P: 269).

An analysis of the trend in education from 1990 to 2000 points to increased gender equality at the primary and secondary school level. The trend in access to primary education in terms of gross intake rate (GIR) shows a gender parity index of 0.98 in 1990-19991 and 1 in 1999-2000, indicating parity between sexes in that year. The net intake rate (NIR) in primary education in 1999-2000 was a total of 38.4, with a male rate of 38.7 and female rate of 38, pointing to a GPI of 0.98 (UNESCO, 2002, P: 234)

We are not the guardians of women to give them something by force or take it away from them. We are only preparing the ground for women to recognize their rights and capabilities, and acknowledge their own merits. Once they have done that, they will reach their rightful position in society. And the first prerequisite is to increase women's knowledge and education, (La'li, 1999, P: 239)

Yet another indicator of the internal efficiency of the education system is the percentage of repeaters. The repetition rate in primary education in Iran is lower for girls in Grades 1 through 5. In 1999-2000, the male repetition rate in Grade 1 was 10.2 compared to 7.9 female; 7.6 male and 4.7 female in Grade 2; 5.4 male and 2.9 female in Grade 3; 6.1 male and 3.1 female in Grade 4; and 4.1 male and 2 female in Grade 5 (UNESCO, 2002, P: 266)

The dual role and responsibility of the post-revolutionary woman is clearly reflected in the Constitution of the Islamic Republic of Iran. The latter "considers women's employment and their social and economic activities to be very meaningful and conducive to social well-being" while, at the same time, emphasizing the role of the woman "as a mother and her significance in maintaining strong family bonds and affectionate relationships. (Women's Bureau, 1997, P: 58).

According to the enumeration in 1986, the proportion of men to women is 105%. Regarding the equal number of men and women, it is expected that both men and women enjoy the same social services and have the same opportunities for economical participation. But the statistics show that men activity is much more than women economical activity. This difference, regarding the kind of their job, is clearly shown in their employment statistics. For example, among 1054000 people who have scientific and specialized jobs, just 243000 of them are women while the number of men reaches to 719000. Also, at the high ranking official and administrative level, while the number of women is 2000, the number of men at these levels is 43000. With a brief glance at conditions of women education, you can clearly understand this issue. (Mohammadi, 2002, P: 82).

Table (3) the number and proportion of the educated people who are 6 and more year old between 1976 and 1986

	1976				1986			
	Men & Women		Woman		Men & Women		Woman	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	12877075	9/47	4679088	5/35	23913195	8/61	9835299	1/52
Urban	8628239	5/65	3482846	6/55	15506666	1/73	6741941	4/65
Rural	4248836	5/30	1196242	3/17	8406529	0/48	3093358	0/36

The Statistics Centre of Iran (2002). The Statistical Yearbook of Iran (1956-1996)

Although, in years between 1976 and 1986, the number of educated women increased and from 35/5% educated women in 1976 reached to 52/1% in 1986, but on the one hand, the level of educated men is still in a lower position and on the other hand, in 1986, the number of the rustic women who were educated was at the lowest level (36%). Despite of an increase in

the level of education in the mentioned period, the number of educated women in urban areas has been more than rural areas in 1976 that was because of the emigration of villagers to the cities and not because of the lack of equipment for education in villages.

On the other part, the increase in the number of educated people has been more in those less than 15 year old ones and the rate of education in adulthood has had a little increase. Considering the effect of higher education for women on decreasing the births, we must prepare the situations for them to continue their learning and be efficient in country` s economic expansion.

Conclusions

One of the most important motivations that make women to work out of house is making money to support their family and if the men` s income was enough to support their family, women have not a strong tendency to work.

First, women mention many factors as the blocks to progress in their employment that contrary to public opinion is not richness or lack of interest or little education but the main reason is the children existence in family because women are forced to sacrifice and stay at home and take care of their children. Second, for some women, not a single factor, but a combination of some factors prevents them from working out of house. We hope that by adopting suitable strategies, women can progress and develop their opportunities to have economic activity.

The universities are not aware that their institutions are discriminative against students with differences including physical, intellectual, sensory, ethnic, or emotional. HE institutions to become sensitive and responsive to the diverse context of students conditions (Anittos et al , 2008, P: 27)

Higher education has a responsibility to restructure its programmers to include; provision of assistive Devices, accommodation of academic flexibility, supporting aids and services, modification of the classroom environment, sign language interpreters and note takers among others. Higher education policy should recognize and appreciates differences among students