



CSR AS A BUSINESS STRATEGY AND COMMUNICATION PLAN

Studying Situation of Human Rights Training in Iran's Middle School Books

Aug 2009

**Prepared By:
CSR Development Center in Iran**

**Prepared For:
United Nations Human Rights
Office of High Commissioner for Human Rights**

Street Address:

No589, North Kargar Ave, Tehran, Iran

Mailing Address:

Web: www.csriran.com

Tel: +9821 88 63 32 36

Email: omidvar@csriran.com

Fax: +9821 88 63 32 36

Abstract:

Human Rights training position in Iran's secondary school books is examined in the present study. To do this, 5 books of Persian literature, Islamic culture, Social sciences, history and Arabic are the most important books in the field of comprehension of human concepts towards students, which are selected in secondary school level. The sample under study includes 15 secondary school books, in which 5 books were chosen from each level. Sampling was targeted and in the direction of the research's questions; the books were considered that expectations of human rights matters were presentable.

Study of the research analysis demonstrates that consideration of concepts and basic freedoms values, in accordance with human rights, was not followed well-balanced in investigated secondary school books. In the books, these values were considered in civics more than expectations, and Islamic culture, less than expectations.

By the examinations, it is observed that the books have meaningful differences about balanced consideration of valuable fields, thus according to importance of social, morale and economical valuable fields in Islam, it is necessary to be considered more and balance observed in respect to organizing principles of the concepts.

2- Introduction

Social Responsibilities Promotion Center of firms is a non-governmental, non-trading and non-political institution, which is registered in the framework of objectives and promotional issues and training of responsibility concept of the firms, in November 2006; and in the direction of popularization of the concept, interact cooperatively with international organizations, government, research centers, civic community, media and economical agencies. This center, as the first Iranian institution, has been joined to UN Global Compact, Social Responsibility Network gpn360 and Youths Association of Islamic Conference Organization.

2-1) the Center's Affirmed Issues:

The most important issues, affirmed in the center and are including in its main activities, are as follows:

Social responsibilities of business agencies

Corporation authority

Consumers' rights

Responsibility of the firm against shareholders and staffs

Responsibility of the firm against consumers

Firms and human rights' observance/ citizenship

Role of the firms in stable development

Role of the government in promotion of the firms' social responsibilities

Role of non-governmental organizations and media in promotion of the firms' social responsibilities

3- Methodology

The present study was done by concept analysis. In this process, evaluation of phenomenon in data concept's plan, which is the main research plan in concept analysis, was used. Data were described according to their frequency and quantities were obtained by computation of the frequency. So, in this study, normal distribution of frequencies about indexes and concepts is the criterion of comparison. It is assumed that indexes of the concepts are equally weighted. On the other hand, each concept, according to the number of indexes that demonstrate expansion of it, obtains its total weight from sum weights of

the indexes. But in the field of the books, normal distribution of sum of the indexes was considered according to the book's volume. Three indexes of human rights, considering resolution 49/184 of General Assembly and agreement with counselor, were determined and used as basis of concept analysis. To analyze information, descriptive and perceptive statistical methods were used. In descriptive part, tables and diagrams were used to describe frequencies of concepts and presented indexes.

4- Present Condition

Best way of implementing human right principles in today world, which is observing violation of it all around the world, is human right culture making between different nations. Human right training is the best, cheapest and more effective method for movement of the world towards implementation of human right laws. Existence cause of each training system is fulfillment of that system's objectives, and international documents of human right appoint hopeful objectives for human right training.

As importance of considering to human right training in schools and necessary attention to human right problems in schools' curriculum was accepted, a question raised here that if Education wants to train peoples in accordance with human rights and move according to this paradigm, it should considers which factors in secondary schools' curriculum and how is the present condition of the books in the field of human rights factors, according to basic freedom indexes, no discrimination and effective participation of all of the peoples in a free society? In other words, by acceptance of that training of men according to human rights has a main role in human and stable development of each country, what are the necessary trainings in this field for the students, and how is the present situation in this field?

4-1) Responsible Organizations of Education in Iran

In Iran, Education High Council Institution, as legislative organization, and Ministry of Education are as responsible executive basis of education in Iran. It should be said about High Council position that all of approved Acts, related to education in Iran, will be enforceable only after confirmation of the Council.

Study of objectives and functions of both organizations familiar us with general policies of the system in the field of education:

4-1-1) Education High Council and its policies and objectives

Education High Council is authority of general and average education policy making in the framework of general policies of the system and Substantive Laws, according to approved Act by Islamic Consultative Assembly (dated 21st of October, 2002), and it is responsible for determination of training policies, approval of curriculum and training programs, approval of training regulations, disciplines, evaluation of schools and so and provide appropriate conditions for implementation of policies and finally achieving objectives of educational system.

4-1-2) Ministry of Education

Ministry of Education is responsible for primary and high school education in Iran and is doing its work by establishment of governmental schools all around Iran and supervision on private schools. There are about 18 million students and 1/5 million teachers in Iran.

Pre-university courses divide to three categories in Iran:

- A- Primary schools, children of 7 to 12 years old are educating in them. (a five year course)
- B- Secondary schools, adolescences of 12 to 15 years old are educating in them. (a three year course)
- C- High school, youths of 15 to 18 years old are educating. (a three year course)

Studies and researches about human right training in Iran's schools are very little and limited to several articles in specialized magazines, several reports in human right research center and thesis, which are very limited in comparison with academic and journalist works in other countries. But, in recent years, after presentation of human right discussions, human right training is considered more in the country.

5- Disadvantages and Obstacles/Opportunities and Advancements

To examine human right training condition in secondary schools, as it was said, the sample includes 15 books of this level, which 5 books of Persian literature, Islamic culture, Social sciences, history and Arabic is the most important books in the field of comprehension of human concepts, were selected in order to considered human right training condition in the country together with emphasizing on basic freedoms, not discrimination and effective participation of all in a free society. Sampling was targeted and in the direction of the research's questions; the books were considered that expectations of human rights matters were presentable.

Table 1- Frequency of valuable human rights factors in the secondary schools' books (basic freedoms, not discrimination and effective and cooperative participation)

| | Frequency of valuable human rights factors in the secondary schools' books | Persian Literature | History | Social sciences | Arabic | Islamic culture |
|----------------|--|--------------------|---------|-----------------|--------|-----------------|
| Basic Freedoms | Freedom of Opinion | 1 | 1 | 7 | 0 | 2 |
| | Freedom of Speech | 1 | 0 | 4 | 0 | 0 |
| | Equality against Law | 1 | 0 | 1 | 1 | 3 |
| | Access to fair judgment | 1 | 0 | 0 | 1 | 1 |
| | Right to Exit | 0 | 1 | 0 | 0 | 0 |
| | Right of Security | 0 | 2 | 0 | 0 | 0 |
| | Religious Minorities Rights | 6 | 0 | 1 | 3 | 5 |
| Discrimination | Ethnic Minorities Rights | 10 | 2 | 1 | 0 | 1 |
| | Prevention from Racism and Consideration of Human Equality | 5 | 3 | 0 | 0 | 5 |
| | Equal Opportunities foe men and women | 5 | 3 | 2 | 0 | 0 |
| | Study of other parts of the world's culture | 0 | 4 | 2 | 0 | 0 |
| | Participation of People in making culture and human knowledge | 6 | 2 | 2 | 0 | 0 |

| | | | | | | |
|---------------|---|----|----|----|---|----|
| Participation | Wisdom-orientation | 9 | 4 | 0 | 0 | 0 |
| | Patriotism | 11 | 1 | 1 | 0 | 1 |
| | Legal-oriented | 0 | 0 | 7 | 0 | 1 |
| | Responsibilities | 0 | 0 | 8 | 0 | 0 |
| | Participation | 0 | 1 | 5 | 0 | 1 |
| | Criticism and Reprove | 0 | 0 | 6 | 0 | 1 |
| | Respect to variety and various votes and opinions | 0 | 0 | 4 | 0 | 0 |
| | Total | 56 | 24 | 51 | 5 | 21 |

5-1) Basic Freedom

In this part a question raised that according to the importance of these values in Constitutional Law, how much the books involved in training and comprehension of these concepts? Here we examined Freedom of Opinion, Freedom of Speech, Equality against Law, Access to fair judgment.

Unfortunately, considering basic freedoms was very low in the books and examination and introduction of these values are not considered as principle and effective rights to the students. Statistical studies demonstrate that between findings about basic freedoms, freedom of speech with 11 frequencies has the most presence in the books, and Right to Exit factor is not considered with 1 frequency. It should be mentioned that unfortunately as it is shown in table 2, these little findings are not distributed appropriately in various books and level of education, while in some books, like social training, we are dealing with an acceptable approach. In Islamic culture, as book of Moslem opinionative, there is no attention to basic freedoms. Then, we will separate statistical data, obtained in the books. Social training books have the most frequency with 13 cases and Arabic books have the least frequency with 2 cases.

Table 2)

| Frequency of valuable Basic Freedoms in the secondary schools' books | Persian Literature | History | Social sciences | Arabic | Islamic culture | Total |
|--|--------------------|---------|-----------------|--------|-----------------|-------|
| Freedom of Speech | 1 | 1 | 7 | 0 | 2 | 11 |
| Freedom of Opinion | 1 | 0 | 4 | 0 | 0 | 5 |
| Right of Security | 1 | 0 | 1 | 1 | 3 | 6 |
| Equality against Law | 0 | 2 | 1 | 0 | 0 | 3 |
| Access to fair judgment | 1 | 0 | 0 | 1 | 1 | 3 |
| Right to Exit | 0 | 1 | 0 | 0 | 0 | 1 |
| Total | 4 | 4 | 13 | 2 | 6 | 29 |

A- Right of Freedom of Speech

It is clear that in the field of freedom of speech in the books and its significance, despite attentions of Constitutional Law and Islam to these cases, general spaces of the books with a unilateral viewpoint and far from variety of thoughts, move towards a direction, in

which student does not know freedom of speech as a value, but does not adequately dare to present his thoughts. It could be said that, in spite of all of these inattentions, freedom of speech between basic freedoms' values has the most frequency with 11 cases.

B- Freedom of Opinion

The second value that we studied is right of freedom of opinion as the supplement of freedom of speech. Despite its importance in international resources, Islam and I.R. of Iran's Constitutional Law, there is not enough attention to it in the school books. Although, in the field of quantity, freedom of opinion is considered less than freedom of speech and this value directs 5 cases in comparison with other values of basic freedoms. But, about quality, it is more important, and by study of these contexts, the student will be familiar with significance and concept of freedom of opinion. But, inattention to this in other books and especially Islamic culture book should be considered more.

C- Equality against Law

The third value is right of equality against law. It inclines 6 cases, and does not include values that are not under consideration of school books.

D- Right of Security

Constitutional Law refers to right of security, but in school books there is less attention to it. In fact, this value in Iran's academic concepts is vague and is disregarded.

E- Access to Fair Judgment

Although, access to fair judgments is formally recognized in Islam and I.R. of Iran's Constitutional Law, there is no adequate attention to the contents of school books in this field.

F- Right of Exit

Unfortunately, there is no reference to vilification of massacre of Iranian by Mongols and Feiziye tragedy during Pahlavi time, except in history. While in Islam, violation of this right is including in the greatest sins.

5-2) Value of not discrimination

Not discrimination is the most important factor in human rights, which is included in Iran's school books and is under the most considerations. There are various cases of discrimination or not discrimination between different classes of peoples in the books, which are in some books more apparent and in some weaker.

On the other hand, Iran's school books in the field of ethnic and religious discriminations and biases against women have various situations. Here, ethnic minorities have the best position. In different books and in various kinds, there is an emphasis on equality of the peoples' rights, including Turk, Lor, Kord and so on. But in the field of other minorities, there is inattentions and according to this, any kind of flaw should be removed in I.R of Iran's regime.

As it is presented in the following table, considered factors are dividable in three main and one sub groups. In the first group, with regard to women rights with two factors of equal opportunities for men and women, observance to women rights and rights of minorities together with three factors of rights of religious minorities, rights of ethics, reflection of ethnic, race and religious variety, and avoidance of racism were considered. And the other two factors of study of other peoples' culture and participation of peoples in knowledge

and human culture making were focused. Persian literature books with 23 cases have the highest, and Arabic books with 3 cases have the least frequency.

| Frequency of factors of not discrimination value in the books of secondary schools | Persian literature | History | Social Training | Arabic | Islamic culture | Total |
|--|--------------------|---------|-----------------|--------|-----------------|-------|
| Equal opportunities for men and women | 5 | 3 | 2 | 0 | 0 | 10 |
| Considering rights of religious minorities | 6 | 0 | 1 | 3 | 5 | 10 |
| Considering ethnic minorities | 10 | 2 | 1 | 0 | 1 | 14 |
| Avoidance of racism and considering equality of peoples | 5 | 3 | 0 | 0 | 5 | 13 |
| Study of other cultures of peoples in the world | 0 | 4 | 2 | 0 | 0 | 6 |
| Participation of peoples in knowledge and human culture making | 6 | 2 | 0 | 0 | 0 | 10 |
| Sum of the factors | 32 | 14 | 6 | 3 | 11 | 63 |

A- Ethnic Minorities:

Studied school books show that consideration of the rights of minorities has almost appropriate position in the books. Although, most of references are in Persian literature books, they are decisively call Iranian races like countrymen and compatriots and include them as a unique nation. Moreover, there is no direct reference to them in other books, there is no breach that is cause of confidence.

B- Religious Minorities:

Unfortunately, studies do not demonstrate good results in the field of not discrimination for religious minorities. In spite of that school books refer to Iranian minorities in some cases, they include that being Iranian is equal to being Moslem; and may call %90 of the cases with Iran and Iranian words, in addition suffixes of Islamic, Moslem or one of their derivatives were used. Most of the references to religious minorities in the school books include introduction of them and their existence in the country. This may results, student of the minorities think that being Iranian is not important and just Iranian Moslems have rights of living in this country, and causes some classes separate from Iranian society. The school books could demonstrate variety of ethics, cultures and religious in Iran admissibly, but could not observe rights of the minorities very well.

C- Women Rights:

In the field of women rights, Iran's school books show a condition that is now dominant in this country. A twofold part that is still passing from traditional perspectives to modern perspectives about women; Iranian society could not still reach to an accurate definition about women positions in the community, so school books could not decide in this matter. On the other hand, in various sections they try to focus on women's role inside houses and limited them to their homes, and/or in different situations, confined effective role of the

family to fathers; while it is not possible to ignore women's attendance in various social fields.

6- Approaches and Recommendations:

A- Iranian training policy regulators are more serious in policy makings in education about not discrimination and consider it as one of main concepts in the school books.

B- Considering that there is no reference, in the school books, to the rights of security or encouraging of the students to maintain it, it should be included in the books; and several planning should be done for explanation of needs of security for students.

C- Religious minorities rights should be considered, and work seriously on the rights of minorities, particularly Shiite and Sunnite. (In a way that includes all of races and followers of the religious in the presence of society, and the society in the presence of itself).

D- Some of the concepts were followed in the books more than expectations and some less. It is suggested that concepts of human rights, training of peace, equality training, and effective participation were more considered.

E- International approaches such as compile of related conventions and observation of international committees on the countries' education system should be provided in order that human rights values were institutionalized.

7- Conclusions:

According to the observations, it is concluding that:

A- Consideration of concepts and values of human rights are not follow balanced in the secondary schools books. In the books, there is an attention to these values more than expectations in Persian literature and less in Arabic books.

B- There is a meaningful difference between the school books from the viewpoint of valuable fields, so it is necessary they were considered more according to the significance of social moral values in Islam, and with regard to organizing principles of the contents, balancing was observed.

NGO profile

Introduction

- 1- CSR-DC is a non-governmental, non-commercial organization that promotes responsible business and corporate responsibility in Iran. The center is the first Iranian member of UN Global Compact, Board Member of Islamic Conference Youth Forum for Dialogue and Cooperation and member of GPN360. With the vision of "Improvement of Responsible Business Practices in Iran", our approach is: "To raise awareness and provide useful resources for corporate responsibility through cooperation with all stakeholders."

Objectives

- 2- Raising awareness on responsible business to public policy arena, business sector, and civil society organizations.
- 3- Capacity building through internationally recognized training, world class development and educational programs.
- 4- Becoming the market leader in providing corporate responsibility consultancy, research and educational services in Iran.

How does CSR Iran engage companies?

- 5- CSR Iran has launched an Iranian Roadmap for a sustainable and competitive enterprise. This Roadmap serves as a set of goals and strategies to integrate corporate responsibility in daily business practices. The Iranian Roadmap for Businesses includes key points on: integrating CSR across business functions, respect for human rights, developing employees, preserving the environment and engaging with stakeholders.

Center's Current Activities:

| Activity | Time/Duration | Partners | Project Manager | Description |
|---|----------------------------------|--|--------------------|---|
| CSR situational Research | Feb 09-July 09 | CSR-Turkey | Alireza Omidvar | A comparative research to identify the situation of CSR, current practices and trends. |
| Country CSR Tours Visits | Sep 09 (Turkey) Oct 09 (Iran) | CSR Turkey | Alireza Omidvar | Two events in the countries to present the results of the research and also transfer of knowledge between partner companies. |
| CSR Showcase | Sep 09 | OMV, Interested Private Companies | Salme Jalayer | Presentation of CSR best practice activities of NGOs, Companies, and International Organizations and Multi National Companies and exchange of ideas and experiences roundtables. |
| Launching Course : "Corporate Responsibility" | Since Mar 09 | Sharif University of Technology | Alireza Omidvar | First Corporate Responsibility MBA course in Iran |
| Research Advisory | Since Dec 08 | Alzahra University Tehran Azad University Sharif University of Technology | Alireza Omidvar | Topics : Effects of Firm's Corporate Social Responsibility practices on its Customer Behavior Analyzing effectiveness of CSR activities on Firms' competitive advantage Analyzing effects of corporate governance, as the means of board to control management on market value of the firms (Defended) |
| CSR training Courses | | Rail Niroo, Golrang, Pars Khodro, etc | Alireza Omidvar | |
| CSR and Privatization under Article 44 | Feb 09 to Jun 09 | Parliament Research Centre (www.majlis.ir) | Tahereh Kharestani | This research highlights benefits of implementing CSR activities for Government and business sector and position of CSR after privatization |

Feedback¹

We welcome your expert views, opinions and comments on any of the statements, conclusions and recommendations of the report.

For any further queries on this report please contact the main author, Sepideh Sadatifar, CSR-DC Tel: 0098-912-371-5768 Email: sepidehsr@yahoo.com



¹ - Authors of this report: Sepideh Sadatifar, Katayoon Raeesi, Alireza Omidvar