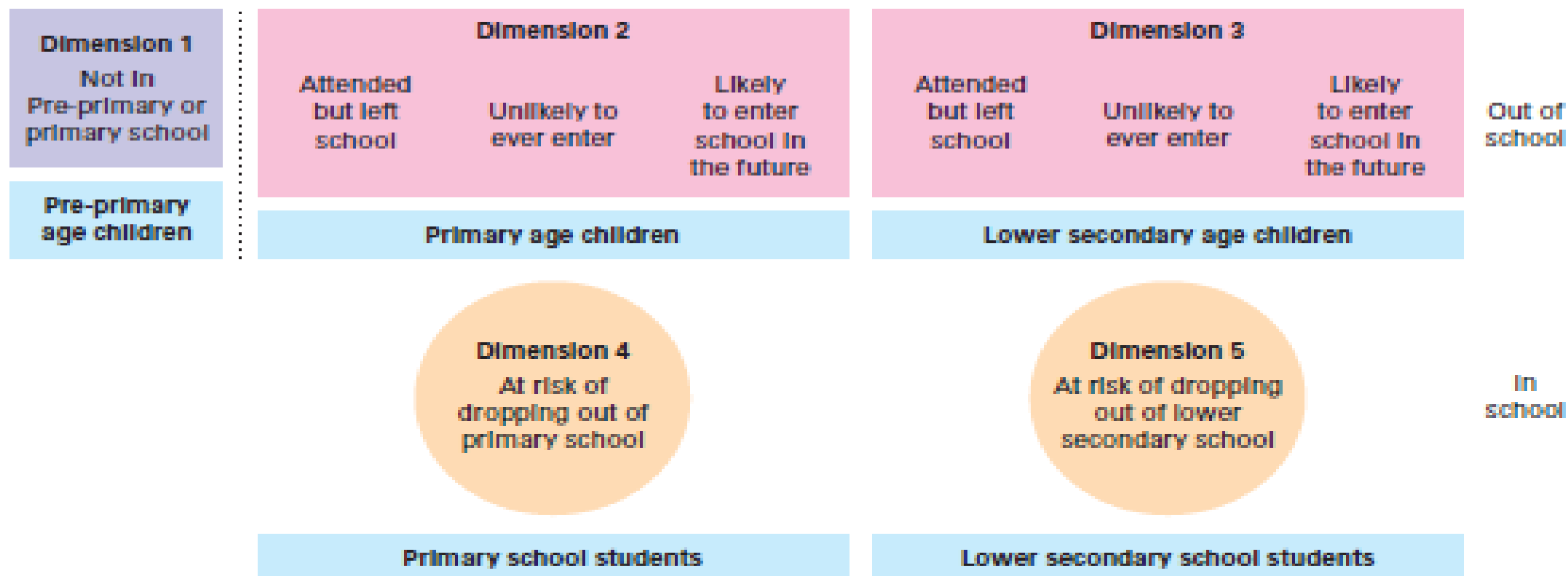


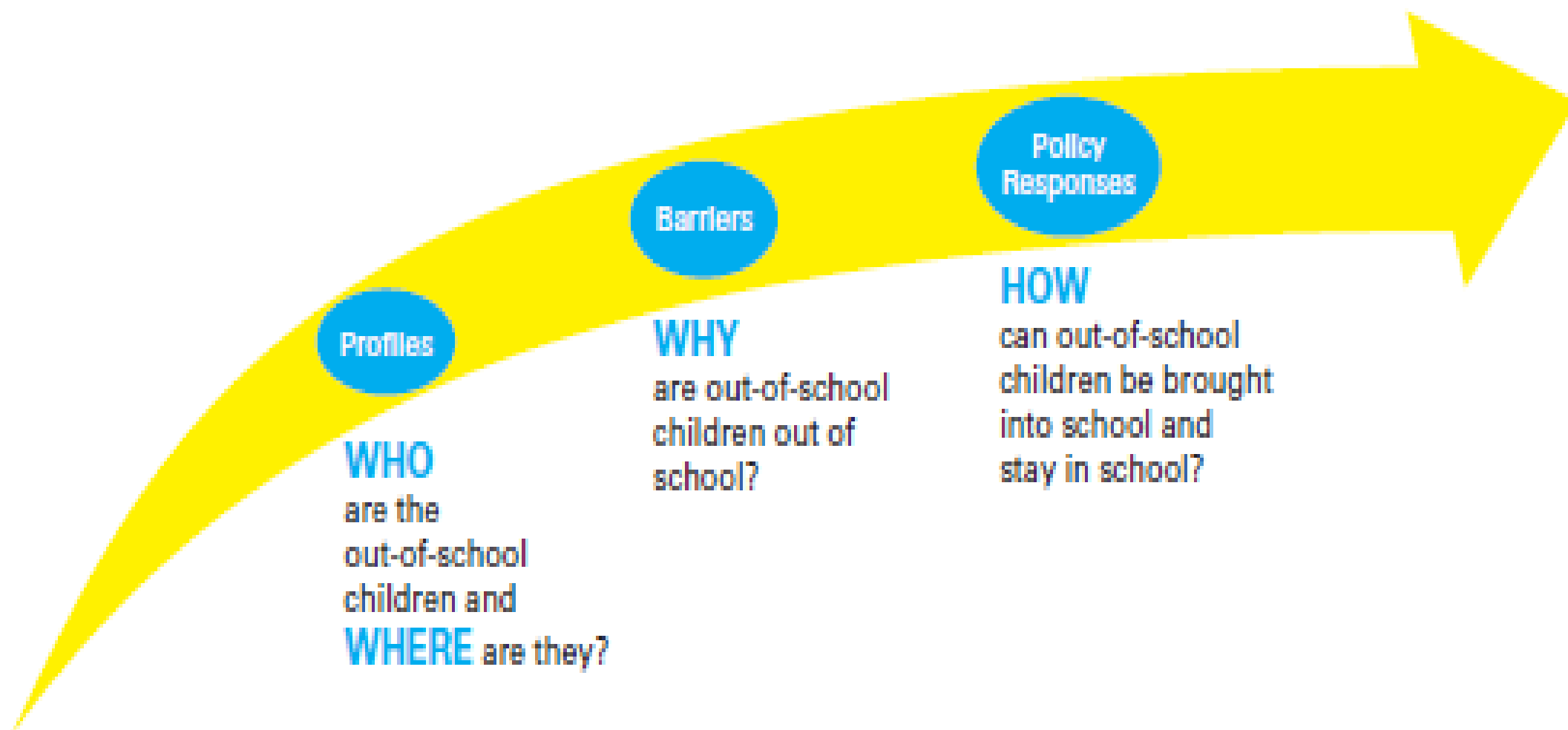
OOS Children
Policy and procedure
Iran's experience

Figure 1.3 The Five Dimensions of Exclusion Model

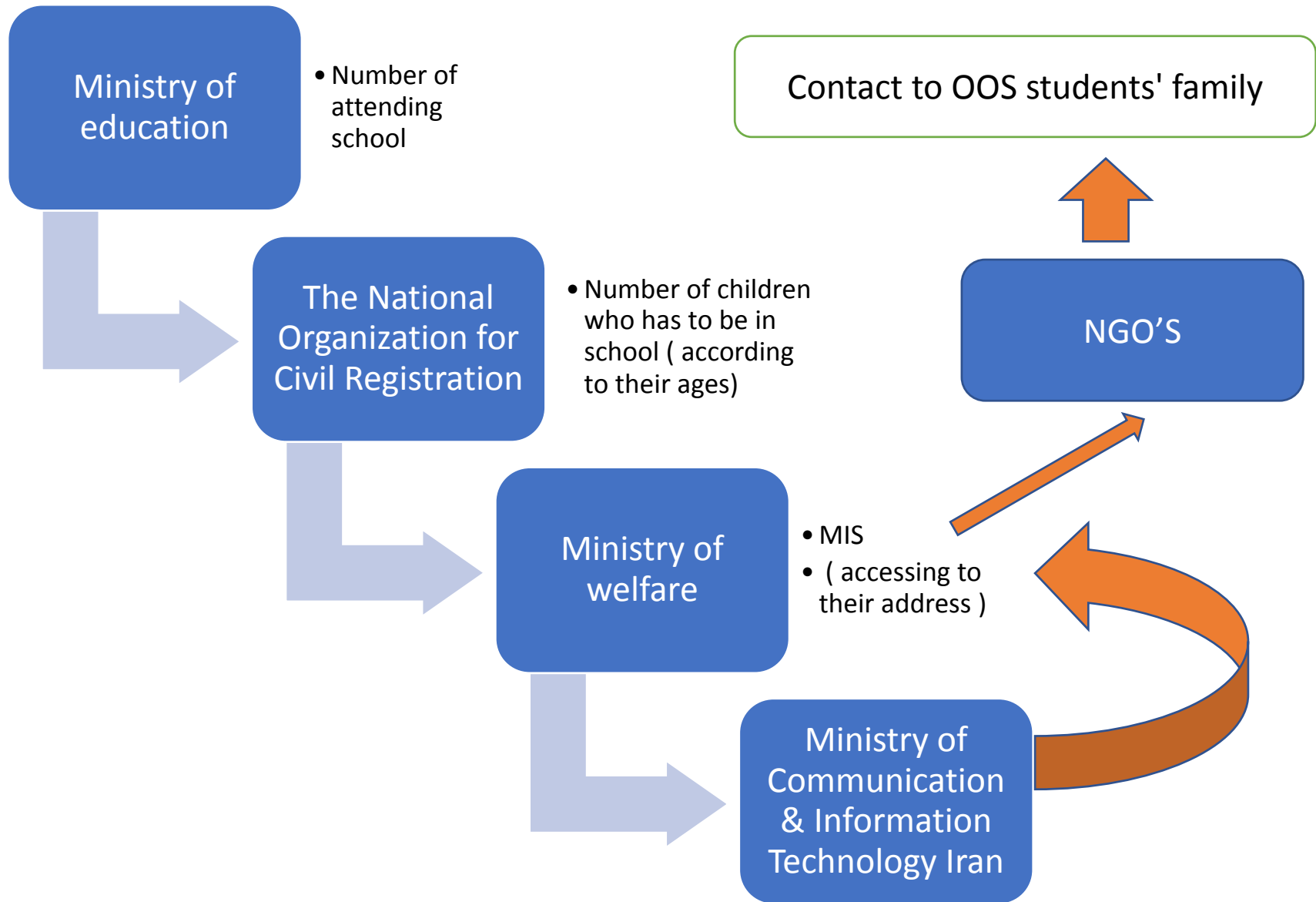


Source: UNICEF and UNESCO-UIS, 2011.

Figure 1.2 Links between profiles, barriers and policy responses to education exclusion



Source: UNICEF and UIS, 2013.





وزارت تعاون، کار و رفاه اجتماعی



سامانه شناسایی کودکان خارج از
مدرسه

نام کاربری

رمز عبور

مرا به خاطر بسپار

ورود

انصراف

در صورت داشتن هرگونه سوالی از طریق پتل
به واحد مربوطه پیام دهید

دسترسی به سامانه فقط از طریق مرورگرهای
زیر امکان پذیر است

دانلود مرورگر 32 بیتی

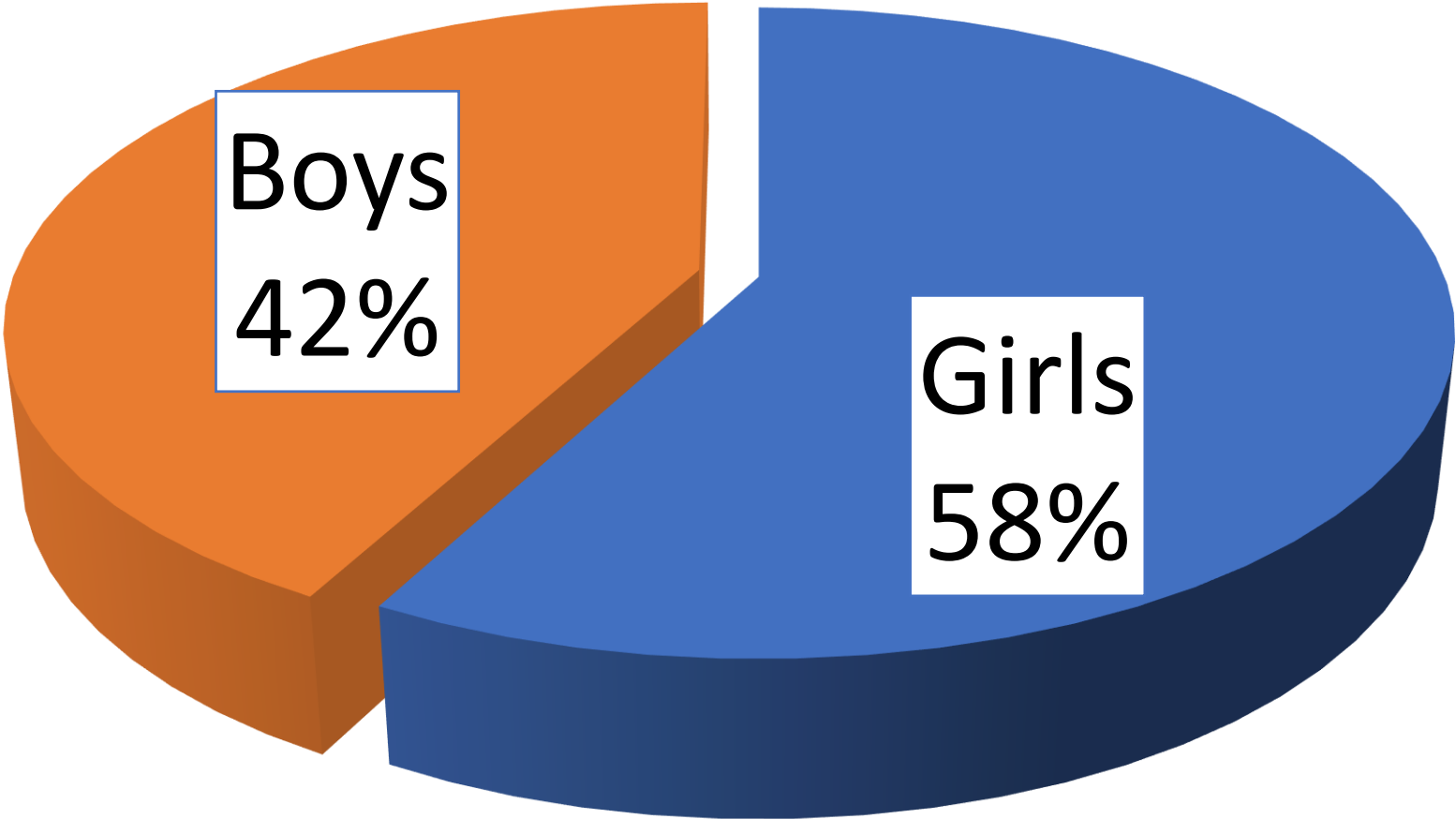
دانلود مرورگر 64 بیتی

172000(2012)

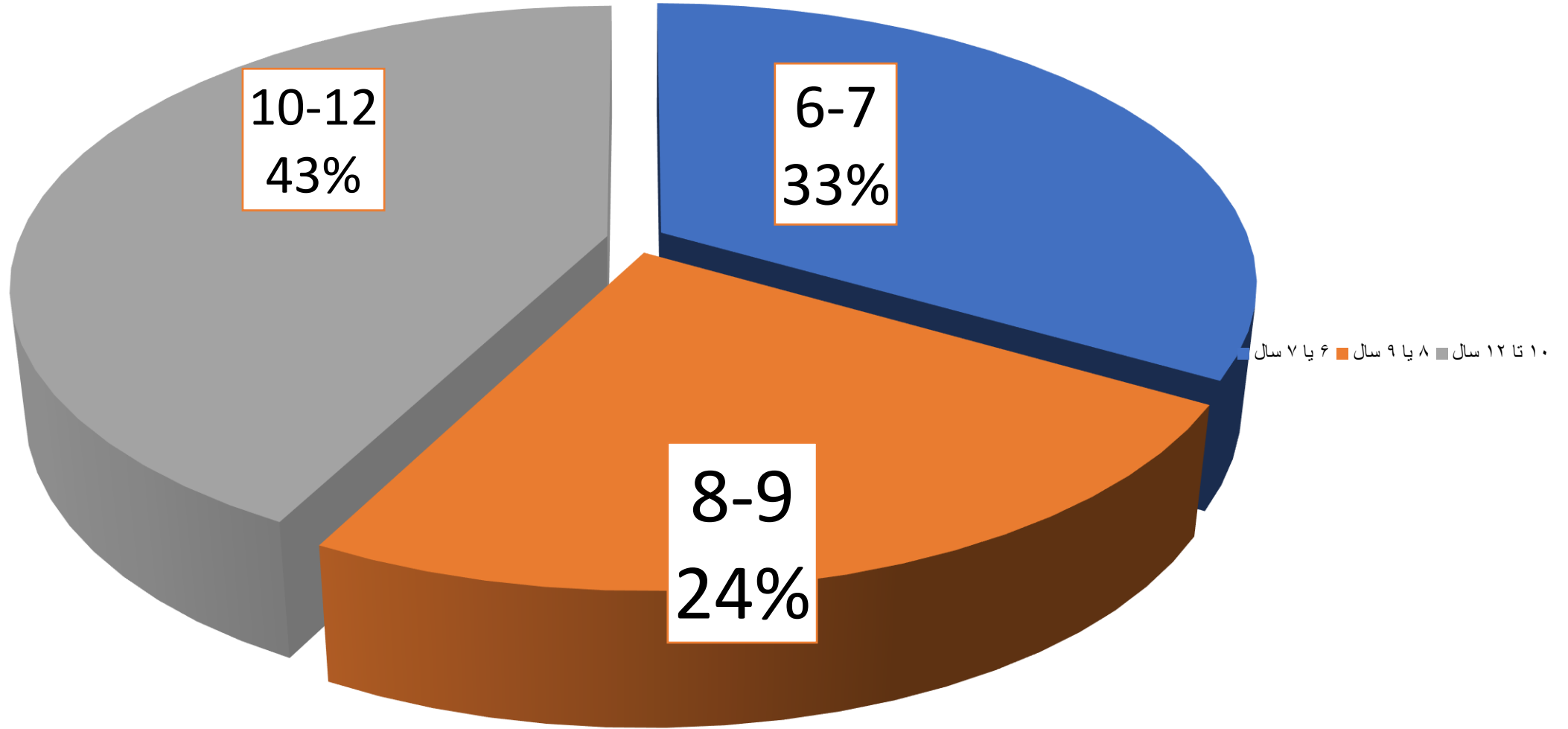
56000

Students
with
disabilities

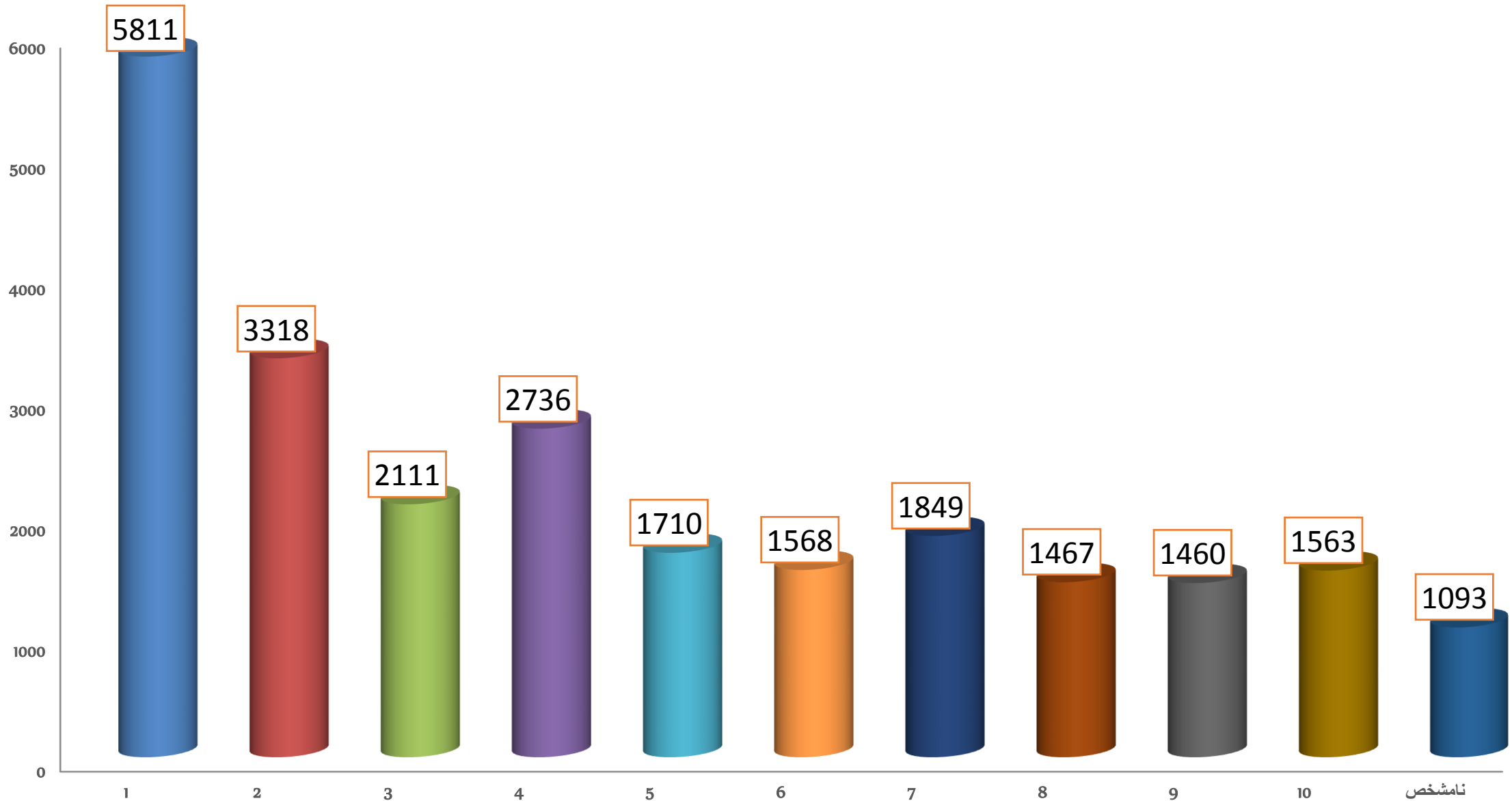
Gender



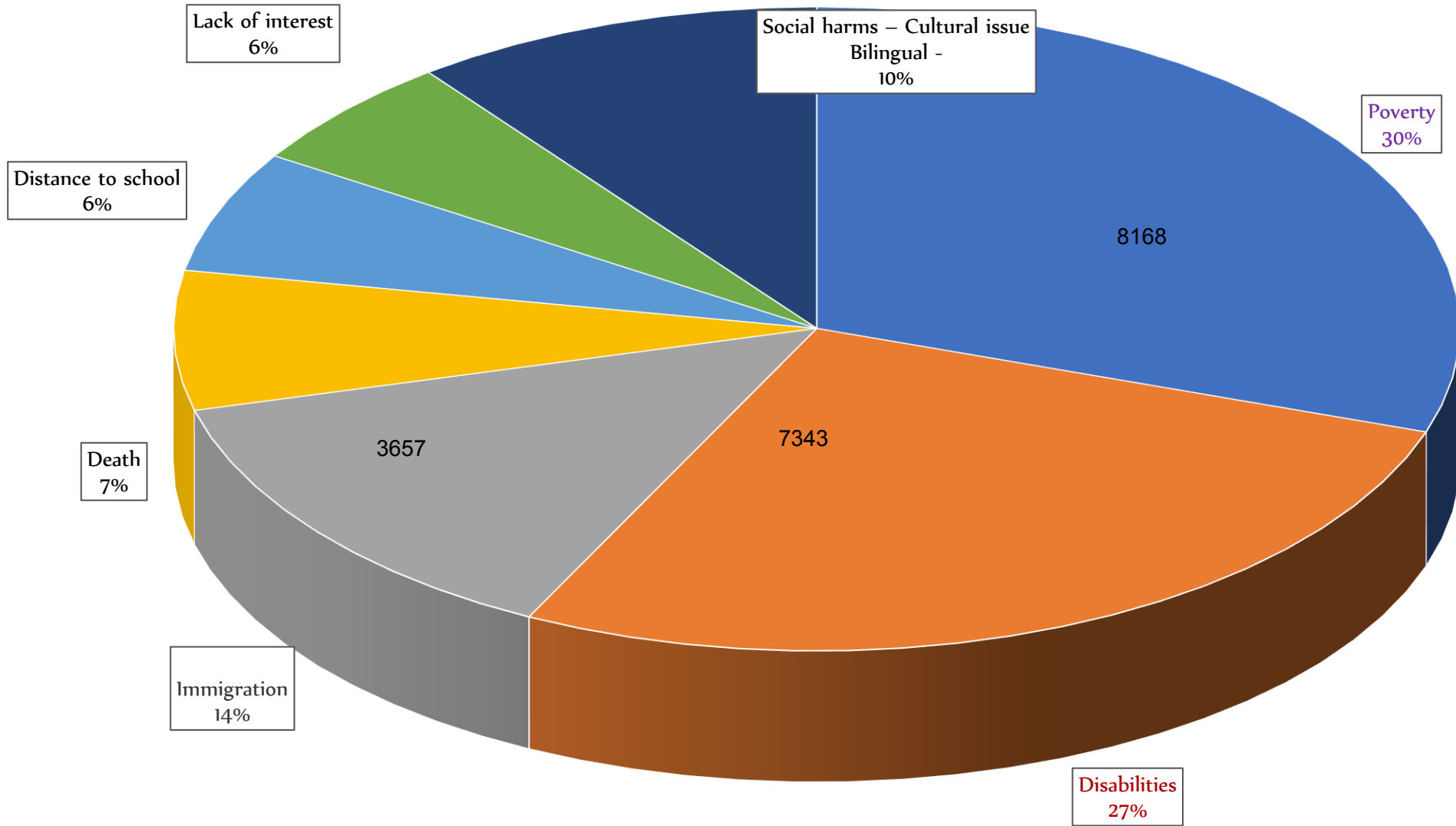
AGES



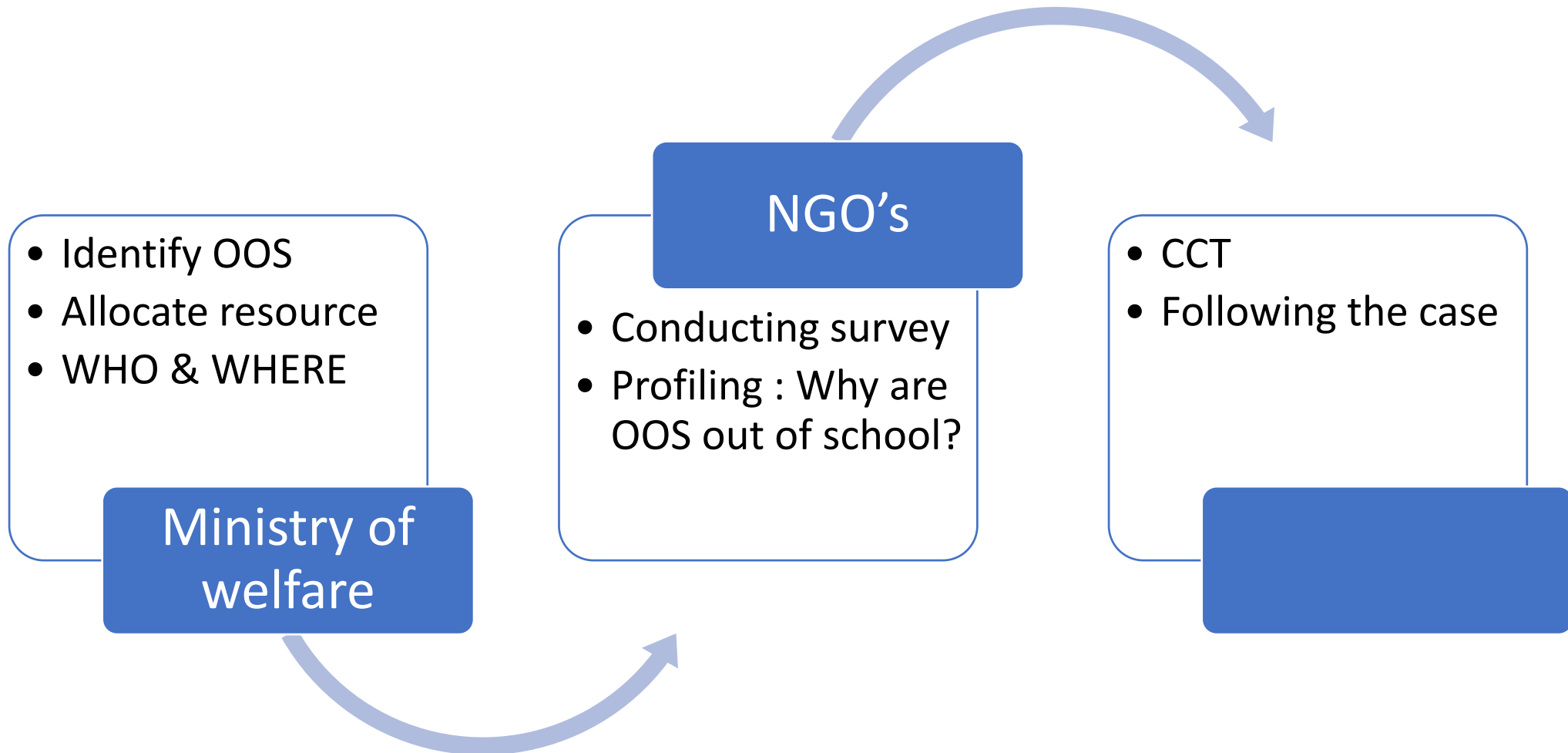
OOS BASED ON DECILE INCOME

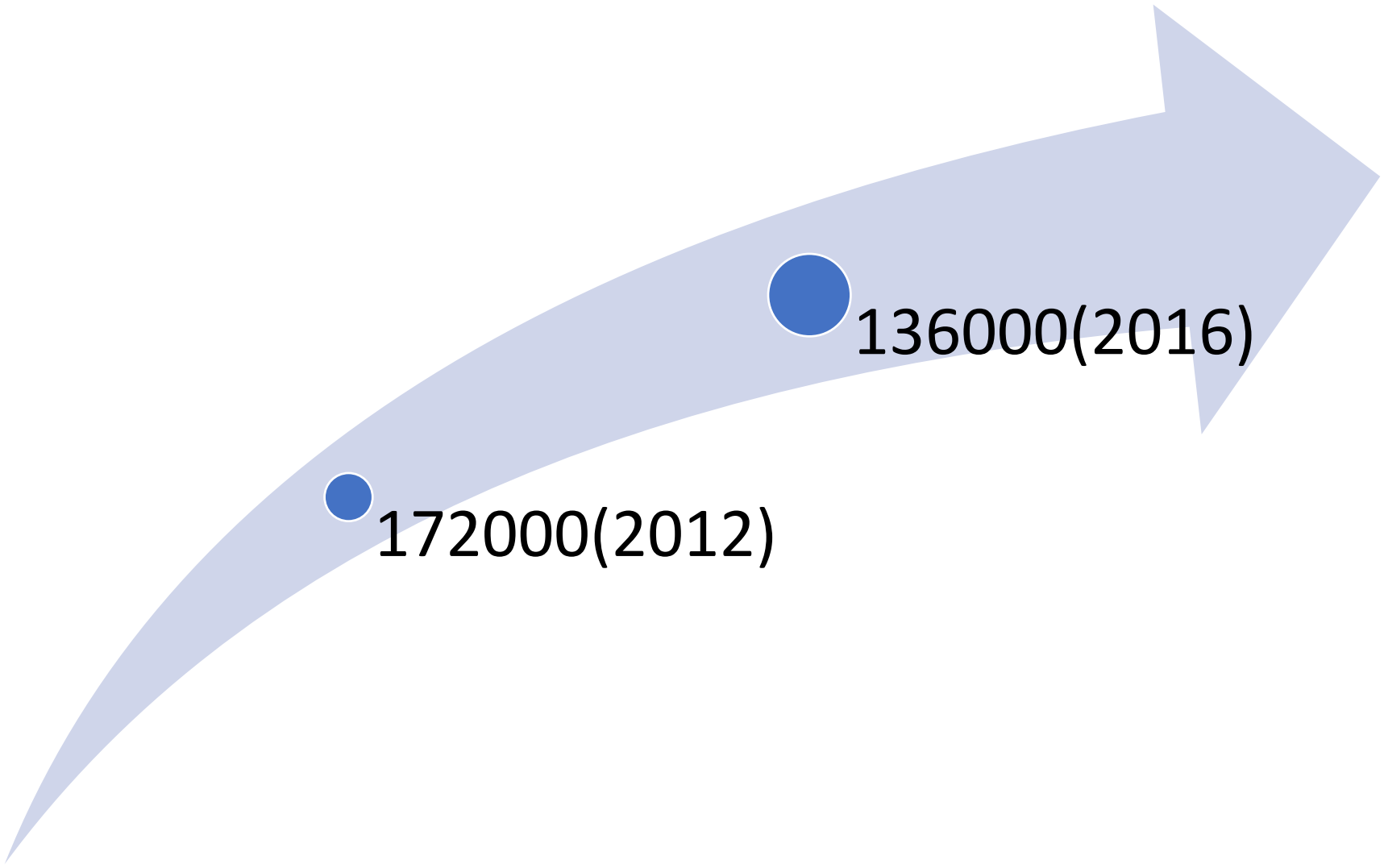


Cause



Policy respond





172000(2012)

136000(2016)

Conclusion

1- **Poverty and child labour** reinforce each other and are associated with lower school attendance.

Policy responses : Conditional cash transfer (Targeting the poorest family) – Ministry of welfare (social protection program)

2- **Social norms and traditions** can be considered as barriers for girls' education in some region.

3- **Students with Disabilities** : Social welfare organization