INTRODUCTION

This is a sociological study of children's welfare in Iran in the period between 1979-1989. This chapter explains the problem under investigation, objectives, methodology, approach, conceptual framework, data collection, duration of study, its scope and relevance and the unique features of the present study. Before going into the detail of the aspects outlined just above, it is better to have a brief account of Iran, which is known in ancient history as the Persian civilization. History talks of Assyrian and Egyptian civilizations which had laid the foundation of modern civilizations to some extent. This belt has witnessed the first ever liberation of slaves (Jews under Ram see II) the emergence of military power in Assyria, the invention of cuneiform writing in Sumeria, the codification of law by Hommurabi, and the rise and fall of Darius and the Xerxes, the great Persian emperors.

1. Ramse II was a very powerful Egyptian Emperor who belonged to the pharoeh dynasty. The Jews were treated as slaves during his time. In the beginning, it was not so. Moses, the prophet liberated them and set up the Kingdom of Israel.

This is testified by Egyptian history and the old testament of the Holy Bible; this fact is accepted by Jewish history and Islamic tradition.
1. Iran ranks sixteenth among the larger countries of the world, spanning an area of over 1,648,000 square kilometers; it is located in south-west Asia, in the middle east region. Its neighbours and the extent of their common frontiers are Azarbyjan, Turkmanestan, Kazakestan and Uzbekestan (2013 km) in the North, Afghanistan (945 km) and Pakistan (978 km) in the East, Turkey (486 km) and Iraq (1,609 km) in the West. The sea frontiers, in the south on the Persian Gulf and Oman sea are about 2,043 km and in the North, on the lush and rainy shores of the Caspian sea, about 657 km.

Administratively the country has 25 provinces, 227 districts, 497 cities, 595 towns and over 65,000 villages. The capital is Tehran and the country is constitutionally an Islamic Republic.


3. Now Azarbyjan is an independent country and it had been, previously, a part of the former Soviet Union.

4. The same is the case with this country also.

5. Now it is independent and earlier a part of the Soviet Union.

6. The same is the case with this country also.

Approximately, 90% of the country lies upon the Iranian plateau and thus, Justifies its designation as a mountainous country. Over half of the land is covered by mountains, quarter is desert and less than one fourth is arable land. The mountain takes the form of four ranges: Northern, Western, Southern and East-Central.

2. The provinces of Iran are as follows:

1. Ardebil 10. Isfahan 18. Markazi
8. Hormozgan 17. Loram

The official language and script is Persian and 99.6% of the population are Muslims (91% Shiite and 8.5% Sunni), 0.2% are Christians, 1.07% Zoroastrians and 0.05% Jewish.

Literacy rates have shown much improvement over the past 15 years. The ratio of the literate (among 6 years old and over) grew from 47.5% in 1976 to 74.4% in 1990. Urban and rural literacy rates in 1990 were 82.5% and 63.6% respectively. At present, 26 universities and 4 faculties


of medical sciences are engaged in the task of training medical and paramedical personnel. Numerous public universities and institutes of higher education enroll some 94000 students annually, to undertake study in various fields of science, technology, arts, social sciences, and law, etc.¹⁰ and to this must be added a comparable number of students enrolled in private universities.

Iran's monetary unit is the Rial at the new official exchange rate. Approximately 3000 rials is equal to the one US dollar.¹¹ Taxes and revenues from petroleum exports form the principal source of income for the government. Actual figures for 1987 expenditure show that about 43% of the budget has been spent on social services (i.e. public education, health, social security, and higher education). Budget allocation of other sections in 1987 were as follows:

1) The share of public education 18.6%
2) Social Security 15.8%,
3) Health and Nutrition 5.8%
4) Defence 15.3% and
5) Housing 2.4%


¹¹. Responser of the Central Bank of Iran. From July 1995 onwards till now, 3000 rials is equal to the one U.S. dollars.
According to the preliminary data of the 1991 health survey, Iran's population is estimated at about 58 million of which 56.6% are settled in urban areas and 43.4% live in rural areas. Sex wise ratio of the population is 105 and the average family has five persons. Iran's population has been 1,926,634 and 50 million in the consecutive censuses of 1956, 1966-1976 and 1986 respectively.

The Problem

Our focus of study is day care services in Iran but its study will be incomplete without looking into Tehran School of Social Work and Community Welfare Centres. Therefore, first we are going to proceed to examine the Tehran School of Social Work which began in 1958. The objectives, curriculum and priorities were affected by the overall social needs formulated by the white revolution. In the beginning, giving one fifth of one's income to the poor was treated as a religious obligation which is derived from Islam.

The first organization of social service in the country was the red-lion and sun society. The Iranian counterpart

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12. The white revolution is a gradual effort to modernize Iran initiated by the Shah, it sought a lot of support in effecting land reform nationalization of natural resources, electoral reform and improvement of education, etc.
of the Red Cross was established in 1923, and it had 135 branches all over the country, providing flood, fire and earth quake relief and other charity operations.

With the increase of poverty, ill health, child neglect crime, addiction and other social problems, additional voluntary agencies were formed in the 1940's and 1950's. These constituted the Pahlavi Foundation for the protection of prisoners, the society for the protection of children, the Fardh-Pahlavi Charitable Foundation and the higher council of social welfare. The Pahlavi Foundation was formed in 1961 to support a programme of low-rent housing construction restaurants for workers, assistance to student hostels, scholarships and cultural projects. The society for the protection of prisoner consisted of help to needy people and prisoners and maintained workshop, recreation halls, tuberculosis centers and narcotics control centres for prisoners. The society for the protection of children operated an adaptive service and residential facilities for dependent children. It also gave milk and lunch for school children coming from low-income background. The Farah Pahlavi charitable foundation takes care of abandoned and orphaned children. The higher council of social welfare has been incorporated into the Ministry of Social Welfare. The creation of plan organization in 1948 was intended to direct
the economical and social development of Iranian Nation and stimulated passing a number of social welfare laws, under the administration of different government ministries. In the fifties, public and private organizations had developed a variety of social welfare programmes for different groups including orphans, beggars and vagrants and criminals. It also included programs and schemes in rural community development, labour welfare, and welfare services in hospital clinics. As a matter of fact, academically untrained social welfare personnel carried out the services; it also witnessed lack of accountability, low salary and prestige.

It was in this context that various governmental agencies and voluntary organizations took help from the International Labour Office (I.L.O) and other branch of union to examine and recommend for social policies and services. The United Nation team led by Mr. Arthur in 1955, made influential evaluation. His team recommended for the establishment of school of social work to train qualified people to carry out social services in Iran.
Before going into detail of Tehran School of Social Work, here a chart depicting the hierarchy of other two services under it, is given below:

Tehran School of Social Work
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Community Welfare Organization
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Day-care Services

In 1958, Miss Setareh Farman Farmaeian presented a specific programme to implement this initial studies. The Iranian government accepted the plan and appointed Miss Farman Farmaian as the Director of the Tehran School of Social work. The Board of directors was constituted in the summer of 1958 with the minister of Imperial Court serving as chairman, link between the school and the government. The higher council of education of the ministry of education on July 15, 1958 gave an official order approved educational status of the Tehran School of Social work. The social work school was a new development in Iran and therefore, advertisements were given in the news papers for entry of students to this school. No one knew, at that time, about the exact nature of courses and their prospects. As such, the first academic year began in October 1958, with twenty

13. Miss Setareh Farman Farmaeian was an Iranian Social Welfare adviser to government of Iraq she was one of the architects of Tehran School of Social Work.
students. The school offered courses on case work, group work, community organization, and personality and the mental hygiene, family-structure, rural welfare, statistics and research, medical information, sanitation, nutrition and English. In 1960, the Iranian school of social work was accepted for membership in the national association of school of social work in recognition of the quality courses.

On request, the United Nations has sent a total of 8 consultants and advisers for helping in curriculum planning and the Fulbright Commission has sent consultants for the same purposes. In 1962-63 academic year, the diploma programme achieved enough integrity and stability to permit the school to start as second higher level of training. In 1963, the school again reviewed its academic programme with the advice and counsel of Eileen Blackey, then Dean of the UCLA School of Social Work and Dr. Katherine A. Kendall, Secretary General of the international Association of Schools of Social Work. In 1970, the higher council approved the school proposal to offer a two year M.S.W. curriculum in social work, teaching, research and administration.

The school started in 1958 with one room in a dark basement given by the ministry of labour. After some time the school shifted to two rooms upstairs in the same
The School opened in 1958 and graduated its first class two years later.

Graduates of two-year diploma course

Graduates of baccalaureate program

Students enrolled in Master's program

GROWTH OF THE STUDENT BODY
building and within six months, the school shifted to a rented house which did not have enough class rooms. In 1962, the army was asked to build temporary class rooms, which were of very old model. In 1963, another building was built and the family planning Association annex was opened in 1968. The community welfare centre was also housed on campus after its incorporation in 1970.

The School of Social work, throughout its history, has faced a lack of Text book and other materials; Persian students did not understand, in detail, the Western text books and a few case records because they created a number of problems in terms of the cultural interpretations of behavior.

The chart depicting the increase of number of student is given below.

Community Welfare Centre

In 1962, an unusual spring flood left many people homeless in JeVadieh, a sub urban in South West of Tehran which consisted of low-income workers who had migrated to the city from rural areas. At the request of the government officials, students of Social work went to Jevadieh to help the flood victims. Besides this, people in the Tehran community contributed funds and volunteer services to help in child care, feeding and making shelter; on a temporary
basis, provision of day-care facilities for children without families or whose families were unable to care, became a necessity during period of resettlement. It was in this context that a garden day-care programme was established by school accommodating all the children. Following resettlement, a study of family situation clarified the necessity for establishing more day-care services. Community welfare centres carried out a number of functions like daycare, family planning programmes, literary, teaching handicrafts, and youth programmes etc. Since the focus of attention here is day-care, we will discuss only day-care programmes.

Day Care

This is the study of day-care services and its impact among the people. Day care services originated as part of social necessity and historical development. It has served as a nucleus of the community welfare centre programme from the beginning because it is a necessity in certain areas where many women work, and also many women were attracted to the day-care service. Women became familiar with the various programmes carried out by community welfare centres. They got a chance to observe the care the child received at home. When the mother is actively involved in the programme offered by the centre, they enrol the children during the
programme. This day-care centre has been redesigned to train women in courage and liberate the women who want to work. As Iran is getting industrialized, more and more women want to work and it was in this situation that day-care programme is designed to help the social development of children in order to group as individuals, as community leaders and as citizens of the Nation.

Day-care services form the basis of education, personality development and moulding of character. This institution is a stepping stone for future careers. They also constitute an important aspect in the mental and physical development of the children. Day-care services also function as a relief for the working mothers. There is direct link between day-care services and the Iranian family system. Whether rich or poor all children in day-care services are treated equal. Therefore, a kind of social feeling develops among the children during this period. The behavior of the teachers in this centre creates a great impact on the children. Today one cannot look at the individual development as well as educational planning in the absence of day-care services. They have become so indispensable that the country cannot survive without them.
Objectives

1) To Examine whether day-care services still have the same facilities and services which they had before revolution or improved them after revolution.

2) To investigate the influence of day-care on the development of personality of children with more emphasis on socialization, and temperament etc.

3) To find out whether they have been able to solve children's problems or family problems.

4) To examine whether the day care services could mould the character of children to an extent that they become mature enough to solve their problems in future independently.

5) To study the impact child care services have created on the discipline and the social behavior of the children and their influence over other family members.

6) To look into the kind of skill and creative aspects that they have developed in the child as a result of the education of day care services.

Methodology

Methodology is an important aspect of any research. Theorists have followed various methods such as inductive, Scientific and detective etc. Method is one particular way in which knowledge is acquired through a scientific process.
Scientific knowledge is different from knowledge derived from casual observation, intuition, belief or common sense. When we say that scientific knowledge is empirical we mean that it is based on observation and experience. Induction is the process of reasoning from specific observation to general principle or theory. The researcher objectively observes the phenomena of interest and records these observations.

In the case of present study, we have followed three important methods to extract correct information from the respondents. These three important methods are: case method, observation and interview method. Each method will be discussed here in detail.

Case Method

In social theories, this method has been followed mainly by Machiavelli. We have collected cases which include both boys and girls. Though the focus has been given on a particular case who has undergone studies in day-care services, enough attention is paid to collect information on the family composition of the case. Apart from this, analysis is made to establish the linkages between the day-care services and the concerned family. Responsibility of the head of the family and its impact on the case is also analysed to establish more authenticity for
the particular case. The relationship between various members of the family is also taken into consideration while collecting data on a particular case. In every case, the family composition is included for a detailed analysis. In the first case, Minoo's father died in the battle-field and that fact is recorded and given importance to understand whether this fact has made any impact on the child's education, in the social behavior, and in her psychological make up. The size of the family is emphasised to examine the interrelationship between the family size and the child's education and future plan. In some cases, the family size is quite large where the child finds it difficult to study well. In one or two cases, the child feels neglected and therefore, he cannot study well and plan for the future.

In the application of the case method, care is taken to record the habit of the father to establish a kind of relationship between the case and him. In a few cases the father is opium addicted and the boy is psychologically affected. It is not one factor that shapes the individual character of the child but it is multiple factors that play the role in shaping the destiny of a child. Case method has been adopted for a minute analysis of the particular case from psychological stand point.
Case Study Design

The case study design is non experimental because the researcher has still control over the events under investigation. A single case study may be used for explanatory purposes and multiple case studies are more likely to have an explanatory power than single case study. The present study consists of twenty one cases which are used for comparative analysis. These twenty one cases have been taken from four community welfare centres which are all located in south of Tehran. These areas are chosen because most of the community welfare centres are located here. This is the special reason for choosing these four community welfare centres. Jevadieh and Vali-Asr community welfare centre were the oldest with a lot of experience in the field and they were established by Tehran school of social work. These two community welfare centres are located in the middle of the south of Tehran. Shahid Jareh-dar community welfare centre is one of the latest established by Iranian women association. This is located in the eastern part of south of Tehran. Shahid ordikhani community welfare centre is also one of the latest established by voluntary organizations. It is located in the western part of southern Tehran. That is why these four community welfare centres, while choosing the area of study
have been taken up. Two things in the area are taken into consideration:

1. The regional representation that is East, West Middle and South of Tehran are represented.

2. Representation is also given to each of the centres.

There are approximately 35 community welfare centres in south of Tehran and we have chosen only four, because these four represent all the thirty five in terms of location, and elements. Sampling is a subset of a large population. The issue of sampling arises when a researcher talks measurements on a subset of those observations covered by the hypothesis to be tested.

Only 21 cases have been selected as they were the only cases found appropriate and suitable because, at the time of collection of data, south of Tehran witnessed a kind of confusion caused by migration of the people from south of Tehran to other places. It was very difficult to find out who they were and where they were living in south of Tehran. War between Iran and Iraq may be one of the reasons for this. Apart from this, there were social and economic situations. Due to these difficulties in the collection of data, I could collect information only on 21 cases which are under investigation here. These 21 cases also represent various issues and problems and they also represent the general trend and behavior of the Iranian families.