

Social Justice and Educational Opportunities in Central Cities of Iran by GIS Case Study, Zahedan

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ABSTRACT

In this study, the educational opportunities in bordering and central city of Zahedan have been studied by the method of descriptive-analysis. With a short period of living in this city, there has been a non-equal social justice especially in educational opportunities among citizens and zones .The result of this article reveal that there is big difference in educational facilities among citizens and zone two is the best and zones one and two are deprived ones. Among under study indicators the most difference in educational opportunities among zones regarding the indicators of private educational centers and pre elementary is with coefficient of 1.82 and the least difference among indicators of kindergarten and pre elementary is with the coefficient of 0.72. Overall, the difference coefficient for all indicators is in high level which shows a severe non equality among educational centers in urban zones. Another result is that shows ,during recent decade, the trend of distribution of educational facilities in the city of Zahedan is going to no justice in the zone number two and severe non equality and so justice in zones which is a warning to urban authorities and educational planners.

Keywords: Social justice, Zahedan, Central Cities, education, Iran

INTRODUCTION

Most of development theories is related to cultural dimension and so talking on culture and tradition lead to social justice (Langeroudi 1380). Excluding to international laws , national social religion laws has been in high level of importance. (Nabi Zadeh 1385). Unfortunately educational development in bordering cities of Iran, which include minor religion groups like Arab, Kords, Baluch etc., due to central planning in capital, has been less attention comparing to other parts. Sistan and Baluchistan in southern part of Iran is also the same due to having border to Pakistan, non-development of culture, economy and early marriage of girls and etc. that has got the last level among provinces (Afrakhteh 2006). The city has grown, regarding to population, thirty times as many people as in the recent half century because of political centrality and the money of Oil . We have to consider the villagers to cities as well as Afghan refugees. Not controlled development

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has made problems for the city management to provide public services as well as making the management as a ineffective one toward city management in this globalization period.(Varesi and colleagues 1387) which has led to differences on social justice among people.

AREA OF CASE STUDY

Zahedan is the capital of Sistan and Baluchestan province which is located in northern part of Baluchestan on rather flat large desert . it is located on NE of 60 51 25 NW of 29 30 45 and the height above sea level is 1370 meters.(Afrakhte 1372 5)

Zahedan city which was a small weak village 70 years ago has to say thanks to England government who had a special attention to this strategically point that was looking for a suitable path to the center of Iran and India .Finally they choose Zahedan. The first sign of being as city was the rail station from Zahedan to Kuwait by English at the same time of World War One. Selecting this city was due to searches conducted by tourists and military people next to this city which gave it a great attention politically and geographically , that is was it came to attention of Central government of Iran and many groups like military ,employees , decision makers ones were sent to this area. Business started from this point between Iran and India. Iranian and Indian traders used to bring their goods from Kuwait to Zahedan and then to cities such as Mashad, Kerman, and Yazd and Traders started to build residential buildings and shops in order to sell their goods like employees.... Many of Hindus (Sikhs) were working on the rail station between Zahedan and Kuwaite as labor whom they also built residential buildings next to the rail ways. At this time immigration started .in a short period in the southern part of rail way , many residentiam buildings next to the lonely street of Zahedan , shops were also being built and so the first core of Zahedan was forming near to the rail way station. Zahedan which had a political military approach got a governmental office and then service trade approach in the next coming years.

OBJECTIVE

Distribution pattern in educational facilities and study of adjustment in the zones of Zahedan, study of trend of educational facility space in the recent decade.

MATERIAL AND METHOD

Kind of study is practical-developing and the research method is descriptive-analysis. The geographical area of study is the city of Zahedan and the statistic society is the three zones of municipality. Needed statistics has been obtained through library, documents and area. 10 collected indicators include kindergarten and pre elementary index in each zone, elementary index in each zone, guidance index in each zone, high school index in each zone , index of governmental schools in each zone , governmental colleges in each

zone , vocational training in each zone, private colleges and universities in each zone .The first step , according to educational facilities by the help of nonequivalent Muris of three zones of Zahedan. Then through deprived coefficient model (CV) the rate of educational facilities in each zone of Zahedan has been calculated. Also, Antropy coefficient has been used in order to knowing trend of educational facility distribution in the recent decade. Deprived coefficient has been calculated through....

ANALYSIS OF DATA

There is a big difference among educational facilities among zones of Zahedan to respond the first assumption. Muris developing indicator has been used. In the current study regarding to educational services collected data has been used. Muris development index coefficient is vibrating between 0 and 100, the more nearer to 100 the more facilities have been handed over. (Farhoudi, 1383). CV deprived coefficient index about educational facilities has been used to evaluate the difference level. Comparing the final mark and finally making levels of zones show that zone number two has absorbed most of educational centers and has got a big difference in compare of other zones which means a decline trend and not using the same facilities which becomes severe in suburbs. Overall we can say the zone number two as a best zone , zone number one as semi good and zone number three as a deprived regarding to educational facilities. CV deprived rate shows that the highest nonequivalent among zones regarding to private educational centers with the coefficient of 1.82 and the least difference among indexes on kindergarten and pre elementary is 0.72 . In general difference index for all under study indexes are in a high level which reveals a severe non equality in distribution of educational facilities in urban zones.

Table 1; ranking and calculation of difference among urban zones of Zahedan considering educational indexes

Pre university	55	2	100	1	50	3	0.95
Private	55	2	100	1	2	3	1.1
Governmental colleges	100	1	77.77	2	47.2	3	0.73
Vocational training centers	100	1	0.34	2	0	3	0.84
Private colleges	0.21	2	62.2	2	3.1	3	0.8
Private colleges	0.21	2	100	1	0	3	1.82
Final overall index	61.64		72.69		29.81		
Final rank	2		1		3		
Source; calculation of authotrs							

Trend of finding of space educational service organizations of Zahedan city
 In this part of article, we plan to know the trend of space educational service distribution in Zahedan in the past and now by using Antropy coefficient index

((prediction of future situation according to current situation (Malek Hossini 1385)) as well as to see whether finding of space educational service organizations is going in a balanced way or not?

According to this model, if Antropy goes toward zero it will show more concentration and non-equality in distribution of services in city and if it goes toward one or more it will show more equivalent distribution in the city (Sudhira 2003) . It is noted that to avoid increasing the volume of this article we only use the coefficient in original years and statistics destination.

Table 2 ; Calculation of Antropy changes in three zones of Zahedan in 2008 and 1998

Zone	Year	1998			Year	2008		
	Share	pi	Lnpi	Pi.Lnpi	Share	pi	Lnpi	Pi.Lnpi
Zone 1	2.2	0.35	-1.05	-0.367	2.1	0.32	-1.13	-0.361
Zone 2	2.7	0.43	-0.84	-0.361	3.4	0.51	-0.67	-0.341
Zone 3	1.4	0.22	-1.51	-0.332	1.1	0.17	-1.77	-0.3
Total	6.3	100	-3.4	-1.06	6.6	100	-3.57	-1.002

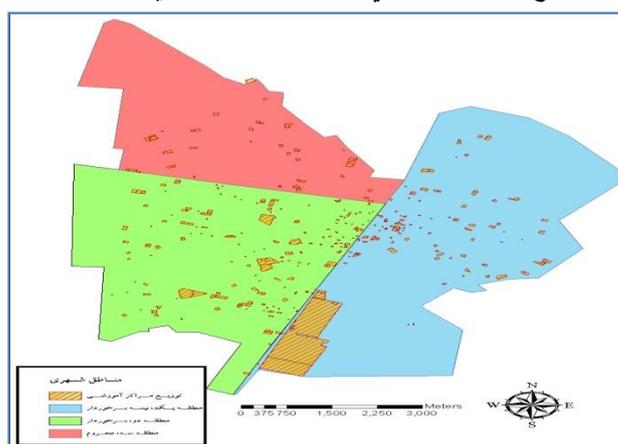
So , the second assumption of the study which reveals the nonequivalent development trend in finding of space educational service organizations of Zahedan city .Since the Antropy coefficient in the original year of calculated is $G=0.972$ and the destination year is $G=0.919$ which tells a big gap between of educational services among zones of Zahedan and if the trend goes the same(Coefficient Antropy , prediction of future situation according to current condition) the achievement to beginning of permanent development will disappear that is a warning to authorities and city planners to provide educational facilities.

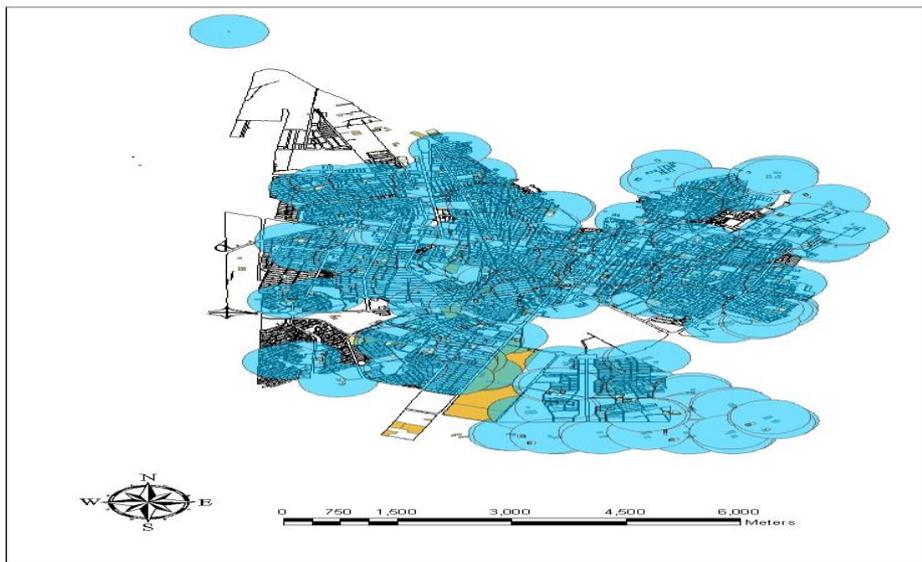
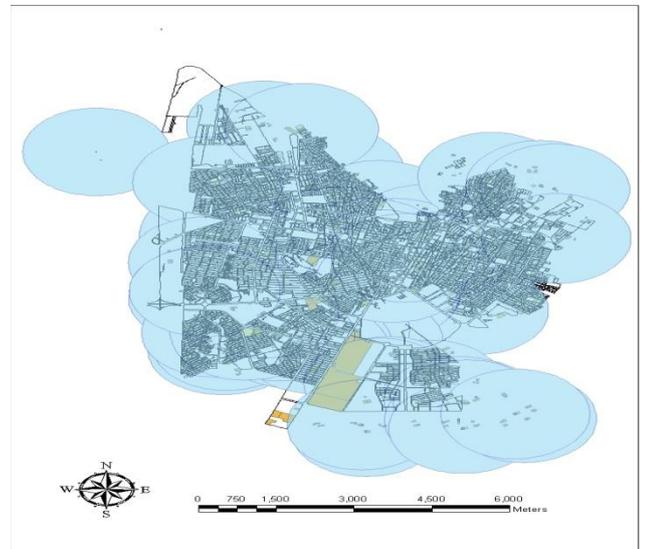
Space justice and location of centers in relation with accessibility distance. In many cities planning, an index based on a defined specific diameter (half diameter) is considered as dividing the city in relation with educational centers. Since this index is a critical one in selecting the locations, it is used for educational centers. Gaps in performance level can be defined in each area by evaluating the density of population in different areas and potential of educational centers based on accessibility diameter (half diameter).

Distribution of space of educational centers has been assessed with diameter performance which means less than 400 meters. A research of Buffer in the software of

GIS has been used. Best variant opportunities in choosing schools for students and their parents has been provided in area number 1 due to high density and eventually suitable accessibility. However in northeastern areas like Babayan and behind the salt factory , a big gap of accessibility to educational centers can be seen because first ; educational center distribution pattern is in a way which suburbs- including poor people are low educated and have more people in need of education so it needs more educational centers –have got less educational centers. Second; More expenses should be spent due to far location from downtown and eventually educational centers and that is sometimes difficult and somehow impossible for economically poor people. Low quality of education in these areas causes unemployment, social disorders etc. so city planners should consider the educational centers as important one since it is the base any development and planning if they want to take a decent step in permanent city development .According to author’s opinion, they have to take short term and active planning steps for justice of space and take medium and longer term steps in longer terms. As we mentioned above this justice in educational space is a fundamental factor in elementary schools since it is a critical period. This research has been done in guidance schools according to 600 meters scale which it shows a fairly suitable situation and no considerable educational center is out of the accessible diameter (half diameter). A high concentration and covering performance can be seen in the areas of one and two in compare of area 3. That is because 80 percent of guidance schools have been located in area number 2. . There is almost a good situation like guidance schools for high schools and vocational trainings based on 800 meter scale. The same as guidance schools, A high concentration and covering performance can be seen in the areas of one and two in compare of area 3 and That is because 80 percent of guidance schools have been located in area number 2. Covering performance of high school and vocational training is more seen in city center ,Khayyam Blvd. and Daneshgah St. which is a place for rich people to live in which it gives a good opportunities for students .Research on localizing educational centers in Zahedan indicates that suburbs are in poor condition of education despite high dense population.

نقشه شماره 1: نحوه توزیع مراکز آموزشی و میزان برخورداری هر یک از مناطق شهری زاهدان





CONCLUSION

In city planning, the things can help the urban justice are justice in planning for justice service concentration in different zones. This issue on educational facilities as it has fundamental role in development and increasing Human resources and finally permanent development is an important one. On the first step, this article has shown a big difference among Zahedan zones regarding educational facilities which reveals a severe non equality in distribution of educational facilities in the zones. It seems by increasing development of Zahedan city non equality is also increasing. Also in the recent decades the trend of finding of space educational service organizations in Zahedan is going on not balanced level and centralization in zone number two and severe non equality and so gap of social justice in the zones. This can be serious warning to city planners and educational centers. Deprived people and suburb citizens of Zahedan shows the needs and social demands of them which will need a great deal of attention in city planning, distribution of public facilities especially in the field of education in order to establish justice to achieve permanent city development

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