

It is important to clarify, however, that justice in education does not imply absolute uniformity. Rather, it requires recognizing and responding to individual differences, enabling learners to benefit in accordance with their unique talents and capacities. In this context, particular attention must be paid to gifted and high-achieving students, ensuring that the pursuit of equality does not inadvertently result in the neglect of exceptional potential.

A recurring emphasis in the statements of Imam Khamenei (may his dignity be preserved) is the need to strengthen public education and to prevent the unchecked proliferation of costly private schools. Public schools should reach a level of academic and moral quality that inspires trust among families—so that attendance is a matter of choice, not merely a consequence of financial limitations.

This does not mean disregarding the innovations found in private educational models. Rather, it calls for a careful and balanced approach that allows for constructive learning from private initiatives, while ensuring that such practices do not compromise the integrity of the public education system or undermine its commitment to justice-based principles. (Khamenei, 12/2/1402).

#### **4-2-3. Government Stewardship in Education**

Education is a responsibility of the state, and the government is the custodian of the people's education and upbringing. Since politics is not separate from religion, in reality, religion itself also assumes responsibility for this matter. Thus, education has a sovereign nature, and ensuring its provision is one of the duties of the Islamic government. (Statements, 9/4/1386)

Based on the review and data mining of the Supreme Leader's statements regarding government stewardship in education, the primary basic codes were identified as follows, ordered by frequency: (Source: Research Findings)

1. The sovereign responsibility of the state in education
2. Opposition to outsourcing education

While some advocate for removing education from direct governmental oversight—citing reasons such as decentralization, budget concerns, and increased efficiency—Imam Khamenei (may his shadow be extended) firmly emphasizes that education must remain under state administration.

He warns against disorder and irregularities arising from actions such as

privatization of education, uncontrolled expansion of private schools, and the implementation of foreign frameworks like the 2030 Agenda for Sustainable Development.

It is noteworthy that while the Supreme Leader accepts privatization in other areas, such as certain sectors of the economy, his insistence on keeping education under direct government stewardship highlights the unique and distinguished role of this institution compared to other fields. (Statements, 12/2/1402)

#### **4-2-4. Meritocracy in Education**

Another key strategic orientation in the education system—related specifically to human resources—is the establishment of meritocracy, meaning that high-quality personnel should enter the education sector and managers should be selected whose main concern is the upbringing and training of revolutionary-minded individuals. (Statements, 17/2/1393)

Based on the review and data mining of the Supreme Leader's statements regarding meritocracy in education, the primary basic code identified is: (Source: Research Findings)

##### **1. Recruitment of high-quality personnel**

Transformation in any field requires motivated, committed, and competent human resources. Accordingly, managers appointed in the education system must be individuals who are dedicated to its goals, deeply concerned about its transformation, and capable of addressing its challenges with appropriate strategic orientations.

Otherwise, the presence of unqualified personnel will hinder the progress of the education system. (Statements, 11/6/1399)

#### **5. Conclusion**

Following a comprehensive review of the statements of Imam Khamenei (may his dignity be preserved), the initial coding process was conducted. At this stage, individual statements and concepts were identified and analyzed with a detailed, micro-level focus. Once the initial codes were established, they were refined through an integrative process in which similar items were merged, and succinct, representative phrases were assigned as secondary codes. These refined codes were then grouped into broader organizing categories, ultimately forming the foundation for the development of the overarching thematic structure.

According to the findings, all statements were categorized into three central and overarching themes titled:

**“The Importance and Status of Education,” “Major Issues in Education,” and “Strategic Orientations of Education.”**

Accordingly:

- For the first theme, the codes were placed under four organizing categories:

*“Necessity of Addressing Goals,” “Importance of Education in Human Development,” “Importance of Education in Social Development,” and “Importance of Education in Civilization Building.”*

- For the second theme, eight organizing categories were identified:

*“Dependency on the West,” “The Issue of Teachers,” “Outdated Nature of Education,” “Textbooks and Curriculum,” “Politicization of Education,” “Education Without Upbringing,” “Managerial Instability,” and “Routine-Driven Education.”*

- For the third theme, four organizing categories were presented:

*“Needs-Based Approach,” “Justice-Centered Approach,” “Government Stewardship,” and “Meritocracy in Education.”*

In total, 43 basic codes were derived from the Supreme Leader’s statements.

The approximate frequency of emphasis for each code, as observed in the statements, was also recorded and listed accordingly.

It is important to note that the organizing categories were developed in a data-driven manner. In the first theme, they were ordered by conceptual importance, while in the second and third themes, they were ranked by the relative frequency of occurrence.

Additionally, the basic codes within each theme were prioritized based on the estimated frequency of reference, and this number was indicated alongside each code.

**Table 4: Categorization of Themes of "Educational Governance Based on the Statements of Imam Khamenei (may his shadow be extended)"**

Basic Codes	Organizing Categories	Overarching Theme
Specification of Goals (5)	Necessity of Addressing Goals	Goals and Status of Education
Transformation Based on Goals (3)		
Importance of Human Development (23)	Importance of Education in Human Development	
The Golden Twelve-Year Opportunity (7)		
Generation Training (5)		
Importance of Teachers’ Role in Education (4)		
Importance of Nurturing Elites (2)	Importance of Education in Social Development	
National Progress Dependent on Education (18)		
Education as the Foundation of the Country’s Future (13)		
Education as the Nation’s Most Important Task (5)		
Most Influential Connection with Society (5)	Importance of Education in Civilization Building	
Foundation for the New Islamic Civilization (4)		
Future Civilization-Builders (2)	The Issue of Dependency on the West	Major Issues in Education
Imported Nature of Education (14)		
The Issue of the 2030 Agenda (5)		
Westernization of Education (3)		
Confrontation with the International System of Domination (2)		

Basic Codes	Organizing Categories	Overarching Theme
The Issue of Teachers' Livelihood (5)	The Issue of Teachers	
The Issue of Teacher Training (3)		
The Issue of Teacher Shortage (3)		
Lack of Modernization in Education (9)	The Issue of the Outdated Nature of Education	
The Issue of Textbook Attractiveness (4)	The Issue of Textbooks and Curriculum	
The Issue of Memory-Based Learning (3)		
Political Exploitation of Education (3)	The Issue of Politicization of Education	
Political Exploitation of Youth (2)		
Partisan Perspectives in Education (2)		
The Issue of Eliminating the Upbringing Department (4)	The Issue of Education Without Upbringing	
Weakness of Upbringing Activities (2)		
Frequent Managerial Changes in Education (3)	The Issue of Managerial Instability in Education	
Breaking Free from Routine in Education (2)	The Issue of Routine-Driven Education	
Emphasis on Beneficial Knowledge (5)	Needs-Based Approach to Education	Strategic Orientations of Education

Basic Codes	Organizing Categories	Overarching Theme
Balanced Distribution Across Educational Disciplines (5)		
Practicality of Courses (3)		
University-Centrism Disease (3)		
Misalignment of Education with Needs (3)		
Transformation Based on Needs (3)		
Justice-Centered Perspective in Education (3)	Justice-Centered Approach to Education	
Equal Educational Opportunity (3)		
Non-Discrimination Concerning Gifted Students (3)		
Strengthening Public Schools (3)		
The Sovereign Responsibility of the State in Education (9)	Government Stewardship in Education	
Opposition to Outsourcing Education (2)		
Recruitment of High-Quality Personnel (3)	Meritocracy in Education	

Following the data mining and analysis conducted on the relevant codes and categories, a more precise cognitive analysis of educational governance based on the statements of Imam Khamenei can be presented.

To achieve this, it is essential to fully understand both the goals (desired state) and the challenges (current state) of the education system, and then to seek appropriate methods for achieving transformation. These methods, at the operational level, must be guided by the macro-strategic directions articulated by Imam Khamenei and addressed in this study.

In summary, the Supreme Leader's statements were categorized into three overarching themes in this research:

**the Goals and Status of Education, the Major Issues of Education, and the Strategic Orientations of Education.**

These thematic categories can provide valuable insights both for education officials and for stakeholders concerned with educational reform.

**A brief overview of each overarching theme is as follows:**

1. Theme of the Goals and Status of Education:

After emphasizing the necessity of addressing educational goals, the importance and objectives of education were discussed in three dimensions: **human development, social development, and civilization building.**

The connection between educational goals and these three dimensions highlights that the intended objectives of the national education system are aligned with the broader objectives of the Islamic Revolution and its five-stage realization process:

*Islamic Revolution → Islamic System → Islamic Government → Islamic Society → Islamic Civilization.*

The foundation for achieving this process is human development, which is one of the emphasized goals of Imam Khamenei for the education system.

2. Theme of the Major Issues of Education:

After outlining the desired state and identifying the aspirations to be achieved by the education system, the research addressed the current situation and the major issues emphasized in the statements of Imam Khamenei.

These issues, in order of frequency, include:

**Dependency on the West, the Issue of Teachers, the Outdated Nature of Education, the Issue of Textbooks and Curriculum, Politicization of Education, Education Without Upbringing, Managerial Instability in Education, and Routine-Driven Education.**

Referring to these as “issues” implies that they are problematic or complex matters requiring solutions, as they impede the organization's ability to achieve its goals (Faghihipour et al., 2021). Therefore, if solutions are not found for these challenges, the education system will inevitably face difficulties in achieving its designated objectives.

### 3. Theme of the Strategic Orientations of Education:

After assessing the desired and current states, the macro-oriented strategic directions outlined in the Supreme Leader's statements were extracted to guide the education system towards its goals. These four main strategic directions are:

#### **Needs-Based Approach to Education, Justice-Centered Approach to Education, Government Stewardship in Education, and Meritocracy in Education.**

According to the Supreme Leader's statements, when the strategic directions are clearly defined, it becomes possible to create a comprehensive roadmap that enables proper prioritization and prevents contradictory and redundant actions.

From the totality of these findings, it can be concluded that from the perspective of the Supreme Leader, the educational system must be based on:

- Islamic principles,
- The training of committed and competent human resources,
- Intellectual and scientific independence,
- Resistance against imported models.

The findings of this study are significant from two perspectives:

- **Theoretical:**  
It offers a systematic framework for educational governance based on the discourse of the Islamic Revolution, which can serve as a foundation for future research.
- **Practical:**  
The proposed framework can act as a roadmap for policymakers and senior managers in the field of education.

#### **Based on the findings, the following recommendations are proposed:**

1. Formulation of a strategic document based on the identified three overarching themes.

2. Revision of the teacher training system with an emphasis on meritocracy.
3. Designing a monitoring and evaluation system based on the indicators derived from this study.

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**Analyzing the Causes and Impacts of Automotive Production  
Growth under the 13th Administration of the Islamic Republic of  
Iran with Emphasis on the Dimensions of the Resistance Economy  
using the system dynamics method**

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**Abstract**

“This article examines the reasons for and effects of the growth in automobile production during the Thirteenth Government of Iran, with an emphasis on the dimensions of the Resistance Economy. The Iranian automotive industry witnessed a significant increase in the production of passenger cars and commercial vehicles during this period, stemming from overcoming the production shortage crisis. This research identifies the factors influencing this growth by using official statistics and analyzing economic policies. The results indicate that an inward-looking approach to production, the development of cooperation with aligned countries in the supply of parts and technology, and a focus on developing new products have played a key role in improving the situation of the automotive industry. These factors, within the framework of the principles of the Resistance Economy, have led to a reduction in dependence on foreign countries, strengthening domestic production, and increasing the competitiveness of the automotive industry, and can be used as a model for other industries as well.”

**Keywords:** Iran Automotive Industry, Resilience Economy, Thirteenth Government (of Iran), Production Growth, System Dynamics.

## Introduction

The automotive industry stands as one of Iran's most strategic and pivotal sectors, having experienced various peaks and troughs throughout its history. A portion of its successes and shortcomings can be attributed to the internal strategies and actions of automakers, while another significant portion stems from governmental interventions in these companies—referred to as "industrial policy." Analyzing these policies is crucial for extracting key lessons and incorporating them into future policymaking by state officials. (Siamak, Mohammad, Ebrahim, & Seyeed Abulfazl, 2025)

As a cornerstone industry in Iran, the automotive sector plays a central role in employment, gross domestic product (GDP), and technological advancement. Following a period of stagnation between 2018 and 2020, production began an upward trajectory at the onset of the 13th government in 2021. This paper adopts an analytical approach, utilizing system dynamics methodology, to examine the industrial policies implemented to boost automotive production and their subsequent impact on the national economy.

## 1. Theoretical Foundations and Research Background

### 1-1. Theoretical Foundations

The automotive industry holds significant economic importance, accounting for approximately 3.5% to 4% of global GDP, making it a strategic sector in many countries. In 2019, it represented nearly 10% of global trade (Bart & Dmitry, 2022). In the Islamic Republic of Iran, the automotive industry is also a key strategic sector. Over the past decade, it has contributed to around 6% of total industrial employment (Vice President of Infrastructure Research and Production Affairs, Majlis Research Center, 2015). Currently, it supports approximately 1.9 million direct and indirect jobs, reinforcing its strategic significance Mohammadreza, Shahab, Mahdi & ,Manuchehr (2021). As such, the automotive industry is considered Iran's second-largest industrial sector after oil (Reza, Nima, Amirhushang, Manuchehr & ,Saeed, 1401). The 13th government of the Islamic Republic of Iran, led by President Hojatolislam Seyyed Ebrahim Raisi, assumed office in August 2021 under the slogan "*A People's Government, A Strong Iran.*" Its key priorities included addressing economic challenges, combating corruption, and improving public welfare. Major policies and challenges during this period included:

- The elimination of preferential exchange rates.
- Efforts to revive the JCPOA (Joint Comprehensive Plan of Action).

- Strengthening relations with neighboring and non-Western countries.
- Combating inflation and unemployment.

President Raisi's tenure was abruptly cut short by his martyrdom in May 2024, leaving his administration's policies partially unimplemented.

One of the most significant developments under the 13th government was the issuance of an eight-point presidential decree on March 2, 2022, following an unannounced inspection of Iran Khodro's production line. This decree outlined the government's governance model for the automotive industry, as follows:

## **2. Key Directives of the Eight-Point Decree**

### **1. Production Expansion**

- A minimum 50% increase in vehicle production in 2022 compared to 2021.
- Introduction of at least one new "economy car" with modern design.
- Discontinuation of three outdated models and replacement with three new high-quality vehicles.

### **2. Technological Advancement**

- Promotion of electric, connected, and autonomous vehicles.
- Leveraging defense and aerospace technologies and knowledge-based companies for industry transformation.

### **3. Inventory Clearance & Parts Supply**

- Immediate clearance of warehoused vehicles meeting standards within two months.
- Ensuring timely supply of spare parts.

### **4. Market Competition & Export Growth**

- Removal of legal barriers to vehicle imports within three months.
- Increasing exports of vehicles and parts to improve the export-to-import ratio.

### **5. Sales Transparency & Consumer Rights**

- Phasing out lottery-based sales in favor of direct, transparent sales.
- Ensuring immediate delivery of pre-sold vehicles upon full payment.

- Banning non-transparent vehicle allocations to government/private entities.

#### 6. **Fleet Modernization**

- Annual replacement of 20,000 outdated commercial vehicles (trucks, buses, etc.) with higher-quality alternatives.

#### 7. **Quality & Safety Improvements**

- Ban on low-quality parts in vehicle assembly.
- Mandatory 3-year/60,000 km warranty for all new vehicles.

#### 8. **Privatization of State-Owned Automakers**

- Transferring management of Iran Khodro and Saipa to the private sector within six months. (Iran Chamber of Commerce, 2021).

Although not all directives were fully implemented, this decree reshaped Iran's automotive governance, with lasting policy impacts.

### 3. **Research Background**

Despite extensive literature reviews, no prior studies specifically evaluating the industrial policies of Iran's 12th government (2017–2021) in the automotive sector were identified.

### 4. **Research Method**

**Research Methodology** This research was conducted in a descriptive-analytical manner using secondary data. Statistical information was collected and analyzed from sources such as the International Automobile Association (OICA) website, the Ministry of Interior, and the Parliamentary Research Center. Analysis of policy documents in the field of resistance economy was also used.

The Iranian automotive industry can be considered a large and complex system, encompassing social, economic, and technical subsystems. Analyzing the growth factors of private automakers and their impact on the resilience of the national economy cannot be conducted solely through an economic, technical, or social lens. Instead, we require a methodology capable of comprehensively analyzing socio-technical systems while accounting for their inherent complexities.

System Dynamics (SD), with its claim to identify the fundamental structures driving social, economic, and technical behaviors, has attracted researchers across disciplines (Hamidreza و Siamak, 2021). Thus, SD

provides a holistic framework to address the multidimensional nature of this problem.

## 5. Why System Dynamics?

### 1. Causal Modeling Framework:

- Captures linear and nonlinear relationships between variables.
- Analyzes endogenous behaviors of key factors.
- Supports policy design and decision-making in managerial contexts.

### 2. Policy Simulation & Feedback:

- Enables simulation-based testing of policies.
- Provides policymakers with feedback loops to assess policy impacts efficiently (Alireza, Yahya, Jalali Manesh, Sadeghieh, 2020).
- Identifies policy weaknesses and suggests improvements.

## 6. Application in This Study

This paper employs System Dynamics to:

- Evaluate macro-level automotive policies under the 13th government, focusing on:
  - Pricing mechanisms
  - Growth of private automakers
  - Economic resilience
- Propose data-driven policy recommendations for optimization.

## 7. Data Collection

- **Document Analysis:** Review of industrial reports, governmental decrees, and academic literature.
- **Expert Interviews:** 12 semi-structured interviews with industry experts (see Table X for participant profiles).

**Table 1. Interviewee Profiles**

No.	Position	Years of Industry Experience
1	Former Minister of Industry, Mine & Trade	20 years
2	Former CEO of Saipa Company	24 years
3	Strategy Manager at Iran Khodro Company	15 years
4	Strategy Manager at Saipa Company	15 years
5	Researcher at Parliament Research Center	5 years
6	Automotive Director at Ministry of Industry	20 years
7	Faculty Member, Automotive Engineering Dept.	20 years
8	Chairman of Homogeneous Parts Manufacturers Association	30 years
9	CEO of an Auto Parts Manufacturing Company	25 years
10	Former Automotive Director at Ministry of Industry	30 years
11	Automotive Industry Expert	5 years
12	Mid-level Manager at an Automaker	10 years

## 8. Research Findings Analysis

The Iranian automotive industry has a history spanning nearly six decades, with its formal activities beginning in the 1960s through the assembly of foreign vehicles. The first domestically produced vehicle, the "Peykan," was manufactured by Iran National (now Iran Khodro). During the 1980s and 1990s, despite the imposed war and sanctions, vehicle production continued through assembly operations. The 2000s witnessed production growth, development of domestic brands like Samand and Tiba, and increased exports. However, from the late 2010s, the industry faced declining production due to sanctions, currency fluctuations, and structural challenges. The 13th government implemented new policies to revive the industry, with observable impacts across various sectors.

Prior to the 13th government, despite challenges including parts sanctions and lack of emphasis on indigenous knowledge, the automotive industry had become so stagnant that annual production fell below one million units. Two chronic issues in the domestic automotive market between 2018-2021 - production below one million units and incomplete vehicles - had disrupted the industry.

According to documented reports from the Ministry of Industry, Mine and Trade, production remained below one million units for four consecutive years (2018-2021), while the number of incomplete vehicles

increased. This led to accumulated demand over four years, creating a supply-demand gap and subsequent price increases in the market.

In the first year of the 13th government, Martyr Ayatollah Raisi issued an eight-point directive to "improve the country's automotive industry status" by empowering the sector and neutralizing sanctions. The directive emphasized:

1. Quality production increases and introduction of economy vehicles
2. Discontinuation of outdated models
3. Parts supply and immediate clearance of warehoused vehicles
4. Enhanced competitiveness and elimination of monopoly concerns
5. Price adjustments and production capacity increases to meet market demand

In the initial phase, through inter-organizational coordination and regulatory oversight, over 26,000 incomplete vehicles in storage lots were completed and rapidly cleared to market after receiving necessary parts.

Subsequently, with emphasis on manufacturer empowerment and supervision, domestic automakers and their supply chains produced 1,348,000 vehicles in 2022, representing 40% growth compared to 2021 - an unprecedented production increase during the 13th government's first year. This achievement gave Iran the highest automotive production growth rate among the world's top 20 automakers in 2022.

Production-oriented policies led to a 42% increase in vehicle deliveries, reaching 1,325,000 units in 2022. Furthermore, production stabilization enabled implementation of an innovative plan to eliminate lottery systems and allocate vehicles to all applicants through a prioritized, transparent integrated platform, successfully ending years of random vehicle allocation practices.

Production reached 1,338,856 units in 2023, with corresponding 42% growth in deliveries (approximately 1,325,000 units), leading to increased production and market competition while achieving market equilibrium (Irna Agency , 2024).

## **9. Vehicle Production Trend (2019-2024)**

According to statistics published by the Ministry of Industry, Mine and Trade, Iran's automotive production figures are as follows:

**Table 2: Iran’s Automobile Production Trend (Solar Year)**

Year	Number of Cars Produced	Growth Percentage
1398	832,000	14-
1399	992,000	19+
1400	964,000	2-
1401	1,236,000	28+
1402	1,338,000	8+
1403 (11 Months)	1,181,474	4-

Ministry of Industry, Mines and Trade, (2024).

These statistics indicate a continuous growth in automobile production under the 13th government, which occurred after a severe decline in the years 1398 and 1399 (Solar Calendar). Furthermore, according to the latest ranking published by OICA in 2025, Iran has ranked 16th globally with the production of over 1,077,839 vehicles in 2024. This is significant, as Iran was ranked 20th globally in 2019, and a four-place climb demonstrates remarkable progress in the country’s automotive industry.

The chart below shows Iran’s automobile production trend from 2018 to 2024:

**Table 3: Automobile production trend in Iran (year)**

Year	Number of cars produced	Growth percentage
2018	1.095.526	-27
2019	821.060	-25
2020	880.997	+7
2021	894.298	+1
2022	1.064.215	+20
2023	1.089.827	+3
2024	1.077.839	-1

(OICA, 2025)

**10. Causal Loop Diagram Analysis: Drivers of Automobile Production Growth in Iran (13th Government Era)**

The provided Causal Loop Diagram (CLD) illustrates the interconnected factors and feedback loops driving the growth of automobile production in Iran, particularly during the 13th government’s tenure. This diagram, a foundational tool in System Dynamics, helps to visualize the complex