General Information and Educational Attainment

- Population (2018): 82.4 Million
- Population by age group (2018): 0-24 years: 38.3 % / 25-54 years: 48.9 % / 55 and older: 12.9 %
- Population aged 15-24 years (2018): 11.7 million
- Illiteracy rate (2016): 13 % of population older than 15
- Primary school enrolment ratio (2015): 99.3 %
- Secondary school (2015)
  - Secondary school enrolment ratio: 72.5 %
  - Secondary school graduation ration: 94.4 %
- Vocational education enrolment ratio (2015): 19 % per age cohort
- Tertiary education enrolment ratio (2015): 52 % per age cohort
- Expenditure on education (2016): 3.4 % of GDP
- Languages: Persian (Farsi), widely spoken foreign language: English

Asylum applicants in the EU Member States

- Asylum applications in 2017: ca. 17,300 first time applicants (2016: 40,200)
- EU countries with the most asylum applications in 2017: Germany (50 %), UK (18 %), Greece (7 %)
- Asylum recognition rate in 2017: 54 % (2016: 53 %)

Education System

- History: Education system has existed in its present form since the Islamic Revolution
- Structure: education system organised centrally
- State training programs: After the first 8 years of compulsory schooling, initial training can be completed either at technical secondary schools or vocational schools (duration: 3 years, state schools) or at institutes for technical training (TVTO) (duration: 3 qualification levels, 1-18 months per level, state and private institutes). 60% of training at TVTO institutes is practical (e. g. in learning workshops), while training at vocational schools is more theoretically oriented and also leads to university entrance qualification. Further education at technical colleges or institutes for applied science and technology possible (duration: 2 years)
- No. of training occupations: 5,000 occupation standards defined by the TVTO
Further information available in the country profile Iran at www.bq-portal.de

Particularities of the Education System

- The Iranian education system is characterised by high school attendance rates and a low illiteracy rate in regional comparison. The illiteracy rate in Iran has decreased dramatically over the past four decades.
- The educational participation of men and women is almost equally high at all levels of education, from pre-school to university education. However, women are clearly underrepresented on the formal labour market.
- Academic education has traditionally enjoyed a very high social standing in Iran and is coupled with a high participation rate at the tertiary level. Since the mid-1990s, however, more attention has been paid to vocational training programmes.
- There are still discrepancies between the training courses, the education standards and the needs of the job market.
- After the sanctions against Iran the education system has a big modernisation need.
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Recognition in Germany - Example from Practice

“I’ve achieved my aim!”

Iranian-born Amir Hossein left his home country and fled to Germany in 2014. In November 2015, he obtained recognition of his engineering degree.

In his home country of Iran, 36-year old Amir Hossein Welk was his own boss and earned good money. He had completed a degree in Electrical Engineering at the Islamic Azad University and, after a long period as an inspector and project manager, he had gone on to set up his own company. When Amir fled his home country in 2014, he was forced to leave everything behind and make a completely fresh start in Germany. “It was hard to begin a new life here because of the language, because of the work and because everything is different to my home country. I had no idea how things work here.”

Amir needed to overcome several hurdles. Alongside the language, the main challenges he faced were the lack of any professional prospects and the financial situation. But he set about making a success of things. Amir learned German with the help of his wife and reached level B1. He passed his driving test and found a job in the production department of a wine company. However, he never lost sight of his actual goal. “The most important thing for me was to get a job as an engineer in Germany.”

At the Job Centre in Cochem, Amir learned that in order to achieve his aim he would need to obtain recognition of his higher education qualification. The advisor at the Job Centre put him in touch with the Rhineland Palatinate Chamber of Engineers. In April 2015, he submitted an application for recognition of his engineering degree to the chamber. Amir funded the costs of the procedure himself. “200 euro is a lot of money if you’re not earning much, but you need to save up. It’s all worthwhile if you are able to gain recognition.” On 5 November 2015, Amir received recognition as an engineer.

All his efforts had paid off. “My university qualification was checked, and then I was given full recognition. I didn’t need to do continuing training or anything like that.” Despite this, Amir took part in a four week engineering training course in 2016. This was financed by the Rhineland Palatinate IQ Network and staged in conjunction with the Rhineland Palatinate Chamber of Engineers and the Academy of Engineers, the project partner of the IQ Network. This turned out to be a fortuitous move. Amir emerged as the best participant in the course and also met his current boss at the closing event.

Since February 2017, Amir Hossein Welk has been working as an engineer at a firm specialising in the planning of technical building equipment. “I’m happy to have found this job, and I don’t mind the 270-kilometre round-trip commute to the office,” says Amir, who has also just become a father.

Further success stories at www.anerkennung-in-deutschland.de/en
Find out how you can support your employees in the recognition process in Germany at www.bq-portal.de

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Source: UNESCO, GTAI, BAMF, Destatis