



# Iran

## General information and level of education

- Number of residents (2016): 80.5 million
- Age structure: 0-24 years (2016): 40 %/ 25-54 years: 48 %/ 55 and older: 12%
- Population aged 15-24: 13.3 million (around 1,330,000 persons per age cohort)
- Illiteracy rate (2016): 13 % of persons older than 15 years
- Rate of enrolment (2015): 99 % of an age cohort
- Proportion in secondary education (2015): 80 % of an age cohort
- Proportion in government-run vocational training: (2015): 19 % of an age cohort
- Proportion of graduates (2015): 52 % of an age cohort
- Expenditure on education (2015): 3.1 % of the GDP
- Languages: Persian (Farsi), commonly spoken foreign languages: English

## Immigration and integration in Germany

- Immigration in 2013: approx. 6,900 persons
- Final asylum applications in 2016: 26,872 applications
- Protection rate in 2015: 60%, adjusted protection ratio: 90%
- Iranian population in 2015: 72,500 (2010: 51,000)
- Iranian employees with social security insurance benefits in 2015: 15,184 (2010: 11,722)
- Unemployed Iranian job-seekers in 2016: 26,144 (2010: 21,500)
- Applications for recognition of the vocational qualification 04/2012 - 12/2015: 891 applications
- The most frequent profession in the recognition process: doctor

## Education system

- **History:** The educational system exists in its current form since the Islamic Revolution
- **Structure:** centralised education system
- **Vocational training courses:** After the first 8 years of compulsory education, initial training can take place either at technical high schools or vocational schools (duration: 3 years, government-run schools) or at institutes for technical training (TVTO) (duration: 3 qualification levels, per level 1-18 Months, government-run and private institutes). Training at TVTO institutes is 60% practical (e.g. in learning workshops), while vocational training is rather theoretical and also leads to higher education entrance qualification. Further education at technical vocational schools or institutes for applied science and technology possible (duration: 2 years)
- **Number of vocational training careers:** 5,000 career standards were defined by the TVTO
- **Further information** is available on the Country profile of Iran at [www.bq-portal.de](http://www.bq-portal.de)

**Would you be willing to employ refugees in your company? Information about this is available at [www.kofa.de/fluechtlinge](http://www.kofa.de/fluechtlinge)**

## BQ-Portal Practical example

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## "Opportunity seized – perfect employee found"



Hartmut Henning, automotive master, already has over 40 years of professional experience and has been working during these years with all kinds of motor vehicles. "You have to love this profession and continue to educate yourself to be up-to-date," says Henning. This is exactly what he expects of his employees. When Hossein Moshadaeh Gohari introduced himself to him during a job interview, he quickly realized the potential of the Iranian Automotive Mechatronics Engineer and supported him in the recognition process.

Hossein Moshadaeh Gohari was born and raised in Iran. He first completed there three years of technical secondary school and then attended for two years, a technical vocational school. Thus, he had a broad, especially theoretical, knowledge in the field of automotive mechatronics. He obtained the practical skills, mostly through his work at workshops contracted by Peugeot, Toyota and Hyundai, in Iran. Therefore, in Germany, also, it was his top priority to work as an automotive mechatronics engineer, again. On his own he began to personally represent the car repair shops in the area and to distribute his application documents - as well as the motor-vehicle manufacturer Monika Henning.

Vehicle Master Hartmut Henning has long been looking for a suitable employee for his small business. Thanks to his decades of professional experience, he is able to offer a wide range of technical services for all types of motor vehicles. Therefore, he wanted to be supported by a specialist who also has a very broad knowledge and skills. Therefore, the application documents and the versatile professional CV of Mr. Gohari immediately aroused the interest of the master automotive mechanic. In order to get to know the Iranian specialist a little more, he offered him a two-week internship. The Iranian's German skills soon improved, and Hartmut Henning immediately hired him after the two weeks: "Hossein Gohari has all the qualities and knowledge I always wanted from a colleague."

Already during the internship, Hartmut Henning inquired about a possibility for the recognition of the Iranian vocational qualifications of Mr. Gohari. For the master automotive mechanic, it was important to have an official confirmation that the qualifications of his coworker are fully equivalent to the German requirements for an automotive mechatronics engineer. Therefore, he learned more about the recognition process, researched the contact persons and wrote a detailed report to Mr. Gohari. The Iranian then independently submitted his application for the recognition procedure at the Düsseldorf Chamber of Crafts. The process went without complications, and Mr. Gohari received the full recognition of his Iranian professional qualifications. Hartmut Hennig summarizes: "I would fully recommend the recognition procedure to any company that has employees or applicants with foreign professional qualifications." The master automotive mechanic (Mr. Henning) is absolutely satisfied with his new specialist and therefore supports him in his next step, which is now possible after the recognition: the training as a master automotive mechanic.

**You may learn about how you as a company can support the recognition process at [www.bq-portal.de](http://www.bq-portal.de)**

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Sources: UNESCO, GTAI, BAMF etc.