CHAPTER III
IRANIAN STUDENTS STUDYING ABROAD

1.1 Introduction

In the previous chapter many factors that led to the great demand and necessity for higher education in Iran was discussed. The development and limitation of the existing higher educational facilities were also explained and it was concluded that only by trebling the existing facilities Iran may be able to cope up with the present demand for higher education in the country. As such an expansion is impossible to be done overnight in any country and specially for Iran where 60 to 70% of the applicants to the institutions of higher education with high school diplomas were left behind the doors. They either had to opt for compulsory military training or seek higher education outside Iran.

Although this phenomenon is a recent development i.e., starting from the beginning of the last decade and picking up momentum during the last four to five years, the Iranian student had gone abroad for getting special
education, their training abroad, started in Iran over 50 years ago when the Government took the initiative of having 100 scholars trained at its own expense abroad every year. These scholars were to receive training and education in subjects for which specialisation facilities were not available in Iran and in subjects useful for the country. This programme was to continue for at least six years.

The Government backing was further strengthened and promoted by the legislation pertaining to regulation for self supporting and Government sponsored students to receive higher education abroad, by the Iranian Parliament in 1928. Ever since the Iranian students have been going to Europe and America for their further studies. Even the female students had been going since 1930 when the first batch was sent to Europe for higher education.

The responsibility of sending students abroad was entrusted to the Ministry of Education and later to the Ministry of Science and Higher Education after it was established in 1948. The majority of the students were self supporting and therefore the Ministry had to act as a counselling and guiding agency to issue the students
passports and to handle other affairs such as testing their knowledge of English to evaluate their degrees, place them at institutions of higher education and so on.

In the beginning the majority of the students were attracted towards Europe, but later America became the star attraction and 60\% of the total outgoing students have been going to America. As the number of outgoing students kept on increasing and the host countries started restricting the number of foreign students, the Iranian students sought new avenues in other countries. The most popular centres of Education may be listed in the following order of priority:

France, Germany, England, America, Italy, Canada, Australia, Sweden, Belgium, India, Pakistan, Philippines.

The last six countries hardly had any Iranian student a decade ago. But now they had a large number of them.

In the beginning, the Iranian students were mainly attracted towards France, then Germany, followed by England, America and then the rest of the world. The latest attraction was towards India, Pakistan and the Philippines.
3.2. Reasons for choosing a country for education.

There are certain factors which induce a student to select a particular country for his further studies. Some of these factors are:

1. Financial standing and social status.
2. Second language at high school.
3. Academic achievement
4. Acquaintances and family background

1. **Financial standing and social status**: If a family is financially well off or has a high social status they generally tend to secure expensive education for their children. This researcher, acting as a student advisor, interviewed several students and parents. It was discovered that at least 80% wanted to go to the United States for further studies. Economically well-off students were wanting to go to the United States although their poor academic records would not enable them to secure a visa. They would even be prepared to study a year in England and then proceed to the States. Previously Asian countries were not favoured for further education.

Also, high ranking officials preferred to educate their children in American institutions. In both these
cases socio-economic standing was mainly responsible for such an attitude. In Iran, prestigious education is assumed to be available firstly in the United States and secondly in Europe, particularly in England. Therefore, most of the upper class students prefer to educate themselves in America and Europe. In spite of several restrictions, about 60% of the total outgoing Iranian students have gone to America and about 25% to other European countries, especially England. Only 15% to the Asian countries where education is supposed to be cheap.

2. Second language at High School: This is another factor influencing the selection of an educational centre for further studies. Students studying French as their second language at high school would generally prefer to go to France. But, nowadays English has become more popular. (Popularity of English is discussed in the last chapter).

3. Academic Achievement: This is another reason why students chose a particular country in preference to all others. Owing to the indiscriminate rush of foreign students into the America and European Universities, the respective Governments have introduced certain restrictions by which the best students were selected from within limited numbers that aspire to be accepted into higher educational
institutions. Most of these countries have regulations regarding academic record and financial guarantees for admission into their universities. e.g. an Iranian student seeking admission to the United States should have scored a total aggregate average of 13 marks out of 20 in his last three high school years without having failed or dropped out in any of the three years. He has also to furnish a financial guarantee to assure his educational expenditure for his study in the United States. As a result of such restrictions the number of students eligible for entry into the U.S. has been drastically cut down and therefore, educational achievement is the main criterion for obtaining student visa for the U.S. Of course, such restrictions in the case of U.S. is mainly imposed by the U.S. government and not by all universities and colleges, while in many other countries such restrictions are enforced by the universities alone or both the universities and the government.

Again, academic achievement is the most important factor in securing admission for medicine and engineering courses in India and Pakistan, where the governments fix a particular quotas of seats in these subjects for the foreign students e.g. the government of India
has been offering five medical seats and 32 Engineering seats to the Iranian students on a competitive high school achievement. Only those students who have scored 16 and over out of 20 at their high school diploma can apply for these seats. But the seats are allotted to those students who have the highest percentage of marks in their high school diploma. For medical and engineering seats only high school diplomas in natural science and mathematics are eligible. Similar procedure is followed in Pakistan.

4. Acquaintances and family background: These are other factors that influence the choice of a country for the purpose of seeking higher education. e.g. students who are studying in a particular country try to help their friends and relatives seeking admission to higher education in their country. Acquaintances play a very important role in this connection. e.g. in 1970 the researcher having been educated in India returned to Iran as Students' Advisor in the Ministry of Science and Higher Education. There were hardly any Iranian students in India around that time. Because of his good social relationships in India he managed to place over a hundred Iranian students in different parts of India during the first year of his service. Later these
students who settled down in India recommended and helped their relations and friends to join the India Universities and in a short span of time there was a manifold increase in their number.

Besides the above discussed factors conditions such as the availability of subjects and recognition of a country for a particular course are the factors which induce a person to select a country for his further education. e.g. study of Hydrology in Sweden and Architecture in Italy are very popular among the Iranian students.

Yet another factor is the granting of scholarships and cultural exchange programs where-by the students have to study in the country of the sponsoring agency.

Whatever might have been the factor attracting the students to one particular country, it is a fact that Iranian students have to pursue their studies in one foreign country or another because of limited seats at home and as reported by the Minister of Science and Higher Education that about 50,000 Iranian students are studying in different parts of the world.

In order to have a picture of the situation and note
the problems regarding the students, it is worthwhile to give short country-wise comment at this stage. To begin with the United States which has the largest number of students from Iran.

3.3. **Iranian Students going to America**

Perhaps, the largest number of Iranian students in one signle country may be found in the United States, where, an estimated 25,000 students are reported to be either studying or in residence. This is inspite of the restrictions placed on the issuing of the student visas requiring the applicants to hold high school diplomas with aggregate average marks of 13 out of 20 and the graduates to hold a minimum point average of 2.5 out of 4, or a 'B' grade. They are further required to produce documentary evidence of their financial standing along with a letter of acceptance (I-20) from an accredited institution of higher education in the United States. As a result of this many of the applicants fail to qualify for a student visa. Nevertheless, an approximately 60% of the total number of the outgoing Iranian students have been able to go there for their further studies.

There are different categories of students who go to
the United States for further studies. They may be divided into three broad divisions:

1. Self supporting high school graduates and graduates.
2. Government sponsored graduates and post graduates.
3. Scholarship students.

1. Self supporting students: They form the majority and most of them are with high school diplomas who proceed to America in order to obtain a bachelor's degree. There are also self supporting graduates who go there for post graduate studies.

2. Government sponsored students: These are students who are sponsored by a particular Ministry or a government organisation to study abroad. They have to study courses recommended by their sponsoring agency. There is also another scheme under which the university teachers are sent abroad for training, research and specialisation. Under this scheme the teachers receive their full salary plus a full scholarship for a period of their study. This scheme has attracted many teachers from the institutions of higher education in Iran and has resulted in further shortage of trained teachers there. Scholars benefitted by this scheme are graduates or post graduates who go abroad
to receive either a post graduate, a Ph.D. degree or any specialised training.

3. Scholarship students: There are scholarship agencies such as the Pahlavi foundation, Albourz foundation and other charitable trusts in Iran which offer scholarships under certain conditions to the prospective students in Iran. There are also American and International foundations such as UNESCO, FULBRIGHT, American friends of the middle east who offer scholarships to the Iranian students to study in the United States. These scholarships are mainly offered for post graduate studies. There are also scholarships and freestudentships which are offered by different universities.

3.4 Incentives for higher education in America

There are several reasons for which the Iranian students prefer to pursue their further education in the United States. They may be put down in the following order:

1. Socio-economic importance attached to the American degrees.

2. Scientific and technical advancement of a country.

3. Democratised system of higher education in the United States.
4. Qualitative and quantitative opportunities of higher education in the United States.

5. Job opportunities in the States.

6. Free studentships and scholarships offered by some colleges and universities.

7. Facilities, orientations and encouragements offered by some guiding, counselling and placement agencies for the prospective students.

1. Socio-economic importance attached to the American degrees: The Iranians attach great importance to American degrees. Graduates from American institutions receive a higher salary and social recognition. The reason for this is perhaps due to the difficult and expensive education in the United States, plus the scientific and technical development of the country. Such importance induces the Iranians to pursue higher education in America and if they succeed in doing so they feel highly satisfied and privileged. America returned graduates are preferred in every walk of life and even in matrimonial matters in Iran.

2. Scientific and technological advancement of America: This is another factor attracting Iranian students there. There is no doubt countries advanced in technology can
provide better training for their students. The latest methods in teaching and training is said to be available in the States, owing to intensive researches, educational innovations and better methods and media. It is understood that professional courses such as engineering and medicine are highly advanced in America, and knowledge in these fields are more efficiently imparted with the help of latest techniques.

3. Democratized educational opportunities in the United States: Stressing much on the concept of democratization with regard to the educational system may mean standardization of education plus equality of opportunity in obtaining it. As a result of a shift in social attitude, modernization, and educational antecedents, America has attained this objective to some extent. However limited this achievement may be, it is highly appreciable in the case of America where the institutions of higher education have been posed with a racial crisis ever since 1917. Even today, in some of the old application forms, a column pertaining to the racial origin can be observed. Some institutions resist the admissions of the Negroes and Asians although such malpractices are legally banned.
Inspite of all this education in the United States does not pose many problems for the Iranians.

4. Qualitative and quantitative opportunities for higher education in America: The United States has about 4,000 institutions of higher education in its 50 states. These institutions are either private, public or belonging to religious or charitable institutions and they have different standards. Admissions and educational expenses at these institutions depend on their standard, e.g. the top American Universities like the University of California at Berkeley, Harvard University and Massachusetts Institute of Technology are considered to be very prestigious and expensive. The yearly tuition fees in such universities may be more than the total expenditure of a student in Texas Agricultural and Mechanical University. Admissions into universities of high standard requires an exceptional educational achievement plus a score of at least 500 % at the TOEFL. There are also sub-standard institutions which do not bother much about academic records and admissions are easily available there, although many of them are private and money making institutions who regard more students as more business. Thus the Iranian students going to the States have a free choice on their subjects according to the size of their pockets their school grades
and their interest. Therefore, many students prefer to educate themselves in America.

5. Job opportunities in the United States: Before the disengagement of the Americans from Korea, jobs were freely available to foreign students. But thereafter the students were restricted from working even during the summer vacation. Although a ban has been imposed on foreign students taking up jobs, it has not been strictly enforced by all states. The students would thus take up part-time jobs whenever they could. There are also cases where Iranians have married Americans and settled down in that country.

Though the standard of living is high in America, there are ample opportunities for the students to earn a part of their expenses. Some states like Texas, Illinois and some parts of California have jobs freely available to the foreign students, especially during the summer vacations. This is another incentive for the Iranian students to study in America.

6. Freestudentships and scholarships offered by some colleges and universities: American Universities often offer freestudentships and scholarships and have exchange
programs which attract eligible Iranian students.

7. Facilities, orientation and encouragement offered by some guiding, counselling and placement agencies for all the prospective students in Iran:

These agencies are:

1. American Friends of the Middle East.
2. Iran-American society.
4. Abraham Lincon Library.
5. American workshops.
6. Counselling Department of Student Affairs, Ministry of Science and Higher Education.
7. Representatives of the institutions of higher education from America.
8. Private translation and placement bureaus in Iran.

All these agencies in one way or another encouraged the Iranian students to get admissions for education in United States. Here, are the functions of three of the most important above mentioned agencies which helped the Iranian students placement in the United States.
1. **Department of Student Affairs of the Ministry of Science and Higher Education in Iran**: This Department is one of the branches of the State organisation for student affairs and deals with the Iranian students abroad or intending to go abroad for further education. At this Department there is a library of catalogues from various institutions of higher education all over the world with over half dozen experts each specialised for a particular country. They interview the students, answer their queries, furnish them with information of education abroad and finally choose a university or college according to the calibre and need of the prospective students. This library maintains a list of accredited institutions of higher education in the United States as well as other parts of the world. They keep in constant correspondence with these institutions particularly with the United States. They have their admission requirements and recommended the students for placement. Sometimes, an institution of higher education abroad may empower this Department to enroll students on its behalf. A few American institutions have even sent their representatives to this Department for selecting and enrolling students for their institutions.

This Department holds English language test and only those students who pass it are eligible to receive student
services and to go abroad for further studies. This is an Iranian Government organisation. This researcher was the chief of this Department.

2. American Friends of the Middle East: This is another counselling and placement institution which has almost similar nature and functions as that of the Department of Student Affairs with the exception that it charges for its services and does not have any governmental status. Admissions received by this organisation are subject to the approval of the Department of Student Affairs. It does not conduct any English language test but it enrolls the students for the TOEFL examination which is held in Iran.

3. Iran-American society: This society mainly deals with the orientation, teaching and testing of English language in Iran. It conducts daily English classes to which a large number of Iranian students are enrolled. They tutor the students appearing for the TOEFL. They also maintain a library and conduct occasional social gatherings and entertainment programs.

Apart from the aforesaid incentives that stand out as a main distinctive feature is the decisive superiority of the United States in the economic, scientific and technological spheres that attracts most of the foreign students.
3.5 **Problems of Brain Drain in America**

The indiscriminate influx of the Iranian students into America poses a serious problem to the Iranian society as a result of brain drain. Many of the students are reluctant to return to Iran after completing their education. The Iranian as well as the American governments have been trying to minimise this problem. But their efforts have not yielded fruit as yet. The Iranian government has been offering the students abroad incentives such as job opportunities, free import of cars etc. On the other hand the government has been imposing certain restrictions such as obtaining a financial guarantee from outgoing students to return home on completion of their education. So the problem of expensive education, high standard of living, diversified culture and distance has acted as a negative incentive for the Iranian students in the United States. The number of Iranian students in that country has reached a saturation point, as a result of which many restrictions have been imposed on the students planning to study there. Inspite of all the flow of Iranian students there still continues.

The problem of brain drain was voiced by the Iranian government when the Shahenshah said at the 7th Conference...
for the Evaluation of the "Educational Revolution"

"Large number of Iranian doctors are spread out in Germany, America and perhaps other countries. Some are willing to come back but are hesitant to come, but some wish to return. But the fact as pointed out before is that the statistics show that 80% of the medical graduates from Pahlavi and probably Tehran University go to America immediately after their graduation. I believe, Tehran University had estimated five to six million rials¹ per medical student, expenses for which are paid from our government budget, so that as soon as the student is graduated he should go into the service of a foreign country."

This shows the extent of brain drain problem in Iran. Owing to the nature of his profession, the researcher had been in touch with students returning from abroad and discovered from them that they found it difficult to acclimatize themselves in Iran.

There are two categories of students who have settled down abroad. One is the group that had been abroad for a long time and settled down there, by obtaining the green card, a job etc. The second group comprises of doctors and engineers gone abroad for specialisation and who are now reluctant to return to Iran. Chart 3.1
<table>
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<th>Year</th>
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<th>Female</th>
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<td>65</td>
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<tr>
<td>1987</td>
<td>150</td>
<td>80</td>
<td>230</td>
</tr>
</tbody>
</table>

Number of Iranian students with post graduate degree returned to Iran from abroad.

The chart shows the distribution of students by year and gender from 1987 to 1992.
Number of Iranian students going abroad from 1968-1973. (Only those who have gone with students passport.)

Total: 11581.

Chart 2-2
and 3.2 show the number of students gone abroad and the number returned in the same year. It is seen that the number of students returned is over twenty five percent less than the number of students gone abroad.

The problem of brain drain in Iran is an accepted fact which is not fully remedied, inspite of many incentives offered by the government and private organisations. Monetary incentives are not very attractive. Although many Iranians are attracted by it, and have returned to Iran they soon express their dissatisfaction because of the socio-cultural differences.

On the other hand the returning students have given birth to a new class of society in Iran, and a micro study of this society will reveal that its members are more sophisticated, class concious and claim to be more cultured than the rest of the Iranians. It has also led to a great amount of mixed breeding, since many of the Iranians have married Americans and settled them down in Iran. This group has a club of its own, and have their own segregated social gatherings and entertainment.
They also have their own public school in Tehran which is the most expensive school in Iran. Study will also reveal that the cultural contact of Irano-America has had a one-sided effect i.e. many Iranian professors and teachers are teaching in the universities of the United States and Germany. Similarly, many Iranian doctors are employed in these countries. "The number of Iranian instructors in Germany and America is not less than the number of instructors in Tehran University."

Thus there is no doubt that there are a large number of Iranian doctors, engineers and instructors in the United States.

3.6 Iranian Students in United Kingdom:

Next to the United States, England has accommodated the largest number of Iranian students, for the purpose of higher education. The number of Iranian students at the University and school level is said to be nearly 10,000. The system of education in this country is quite different from the rest of the world, as it enables to siphon the most brilliant students for the best courses. The G.C.E. 'A' and 'O' levels pose a big hurdle for the
entry into the university system. As seen from the
attached clipping, there is a great controversy going
on in England as regards the validity and appropriat­
ions of this system. Some people feel that the 'O' level
is too simple to be followed by the rigorous 'A' level
courses, and the belief is largely supported.

From the Iranian point of view 'A' level courses
are considered as a major obstacle in their pursuit of
higher education in England. The Iranian twelve year
high school diploma is recognised as five G.C.E.'O'
level by the Matriculation board, the Department of
Education and Science and the local educational authori­
ties. Therefore, a student with a high school diploma
has to take three G.C.E.'A' levels for admission to a
good university, that is completed after three years.
E.g. if a student wants to take up engineering he has
to pass three G.C.E.'A' levels in Applied and Pure
mathematics, Physics and Chemistry and also an 'O'­
level in the English language. Most of the students
going there have a limited knowledge of the English
language. Therefore, taking up 'A' levels in sciences
becomes next to impossible. Most of them prefer to take
science subjects which are predominately practicals and
does not require much knowledge of English. Inspite of it very few of them manage to get through before three or four years. Most of them feel dejected and give up the idea of pursuing a degree and opt for a diploma or a professional course.

Fortunately, there are a wide range of courses available to the students who fail to take up the highly esteemed university degree courses. There are a number of polytechnics, technical colleges, professional institutions, guilds, and associations which impart the necessary knowledge in over 2,000 professional lines. The courses range from a couple of weeks to two to three years in duration and the extra requirements range from the knowledge of reading and writing to a couple of G.C.E.'A' levels. The timings could be from one or two hours a week like sandwich courses to full time lectures. Most important, after the degree courses is the 'Higher National Diploma' in different subjects and the time entailed is from one to three years, full or part time.

For the professional courses, there are nine Regional Advisory Councils for further education in England, all voluntarily established and financed by
Higher Education is taken normally to include all forms of education beyond high school level, with the exception of full time secondary school education beyond that age. In Wales the work is done by the Welsh-Joint Education Committee through four sub-committees - three dealing with technical, agricultural and art education and one with higher education.

The Council, with the help of Industrial representatives, ascertain and advise the local educational authorities and the establishments of further education on the basis of the need of technical, commercial, agricultural, art and other higher educational courses.

Till the end of 1974 the condition of the Iranian students in that country was alarming. Language problems, social problems, sudden inflation and rise in the standard of living and difficult access into the institutions of higher education destroyed the moral of a great number of students. Many indulged in social evils and vices. There was very little academic counselling for the Iranian students in that country. Many of them did not have proper information about the alternative courses that were available to them. It can be said for certain
that 80 out of 100 students with high school diplomas had gone to England with the idea of taking up three G.C.E. 'A' level subjects and one G.C.E. 'O' level. When they found that passing 'A' levels with good grades was beyond their capacity, they were dejected. The parents in Iran were alarmed at this development and in turn attracted the attention of the Iranian government. The government decided to set up a students Advisory Council in London and the Ministry of Labour offered 700 full scholarships every year to the students who could undertake to study a course of two years ordinary National Diploma in Technology and return to Iran to work as technicians on the completion of their courses. The idea was highly welcomed by the students, especially by those who had failed to find their way into the universities. In April, 1975, the researcher was commissioned to study the results of this project in England and report for further recommendations. He spent a month in England interviewing students who had been benefitted by this project. The student advisor in London and some of the heads of the related institutions were also interviewed. Finally it became clear that the introduction of such a project had brought some fruitful results.
In addition, in the academic field one could easily appreciate the social, moral, economic and political benefits that these projects had brought out for the students. Being highly impressed by this project the researcher made the following recommendations in his report.

1. That the number of students benefitted by this project should be at least doubled every year.

2. That the attendance and progress of the students are properly investigated and duly encouraged.

3. In view of the fact that Iran was facing an acute shortage of manpower, the ordinary national diploma obtained through this project be recognised as equivalent to a post high school diploma as a special case in Iran. Temporarily, hundreds of Iranian students who were stranded in England should be encouraged to take up this course and fill the shortage of manpower in the shortest possible time.

Most of these recommendations were implemented except of the recognition of the ordinary National Diploma. The overall situation in England however, was not very
bright for the Iranian students, and which also drew comment from the local newspapers on their sorry plight. As a consequence the Iranian government began to officially discourage further exodus of students to England. The repercussions of this move was seen in the fact that while the number of students going to the United Kingdom was steadily declining the number of students returning into Iran increased steeply.

In spite of all these problems, the Iranian students continue to go to England for studies at all levels of education, and the engineering and science degrees of England are held in very high esteem in Iran. Even the higher National Diplomas from England have proved to be highly useful and the students holding these diplomas are efficient in their respective lines. The quality of education received in England is considered as one of the best in Iran. To some extent persons holding degrees from this country have proved it to be so.

3.7 Iranian Students in Other Countries:

Besides England and America, Iranian students are found in large number in France, Germany, Italy, Canada,
Switzerland, Australia, India, Pakistan and Bangladesh. Of late, however the number of Iranian students going to these countries is restricted because of the unsatiable demand for higher education which exists in those very countries. The said countries find it difficult to cater to their own national needs.

France: France was the earliest patroniser of the Iranian students and many early Iranian scholars received their higher education in France. Even today, the Iranian educational system is dominated by the French system of education and most of our aged professors are well versed in the French language. French was more patronised in Iran than English. Even now French is taught as a second language in most of the Iranian schools and colleges.

As the demand for higher education, particularly in professional courses increased in France, the universities could not cope with the great demand of national and foreign students. Therefore, a qualifying examination was introduced for these students seeking admission into professional courses such as engineering and medicine. This is one of the countries which does not discriminate between its own and foreign students in the matter of
selecting courses of study. A foreign student can appear for the test and compete with French students for such tests and if qualified would secure admission. The above facts were disclosed by Shahnaz Mohamedian Iranian student studying in France 1976.

The procedure for proceeding into France is relatively simple. A student can secure admission from a language school in France and go there without any formalities. After the completion of the French language course he may appear for the qualifying test for professional seats or enroll for the subjects that are available without tests. Qualifying tests for professional courses are very difficult and an Iranian student with his limited knowledge of French language does not stand a good chance. Therefore, the number of Iranian students going to France has diminished particularly because the Iranian students are mostly attracted by professional courses. Another reason for the diminishing number of students going to France is that nowadays a greater number of students take English as their second language in High School rather than French. The English language has greater demand than French in Iran and the facilities for the study of English is more easily available.
One of the reasons for attraction of the Iranian students towards France may be the homely atmosphere which they enjoy over there, and the cordial relationship that exists between the Iranian and the French governments. Joint economic ventures and trade relations between the two countries have also been additional factors.

### 3.7 Iranian Students in Germany:

The Federal Republic of Germany and neighbouring Austria has absorbed Iranian students to a great extent, and many of them have settled down there after their studies. There has existed a very cordial relationship between Iran and Germany as a result of which Iranian students have always been welcomed and many have availed of educational facilities in that country.

The German universities are financed by the State government and therefore, there is not much centralised regulations for admission of foreign students even the universities did not have much autonomy until a decade ago. As a result of the open method of admission the universities got crowded during the 1960's. Therefore,
an admission reform was introduced to regulate the admissions, which however, failed to stem the flow of the German and foreign students into the universities. A distinction between liberal and professional education became necessary and technical colleges called "Hakshulay" were intensively set up to train the professionals. On the whole, the system of education in Germany was very well tuned to the needs of the country.

Until a few years ago the Iranian students could obtain an easy entrance to their desired courses in the German Universities. Later, restrictions were introduced because the universities found it difficult to cope with the national demands. Now, the admission formalities for the Iranian students is almost similar to the French system with the exception that the students should have scored an aggregate average marks of 14/20 at his high school graduation in Iran in order to be eligible to participate in the qualifying tests for the professional courses. This condition has somewhat curtailed the number of students going to Germany thereafter.

Germany used to be one of the old venues of education for the Iranian students. But many of the students
have already settled down there after their studies.
They also include Iranian doctors and engineers who
are badly needed at home.

3.8 Iranian Students in Italy:

Italian architecture had a dominating appeal to
the Iranian students for several years. It was commonly believed that students should go to Italy to study architecture only. This flooding of the Iranian students remained unnoticed until 1975 when the attention of the authorities was drawn thereto. Some restrictions on admission of Iranian students were then imposed. Admissions into any Italian university was qualified by the condition that a total average of 16 out of 20 marks at high school graduation was required. As a result of this the number of Iranian students going to Italy began to diminish. In order to ease the problem the Italian government has introduced a cultural and language centre in Tehran which deals with student enrolments orientations and language courses with the help of their Embassy. This has produced a beneficial result in that the students going to Italy now manage to have proper orientation and placement through this centre, and every year there is a fixed quote of Iranian students
who are enrolled at Italian Universities through this centre.

3. The Iranian Students in Canada:

Canada may be called a country of multicultures but with a lack of uniformity in the system of higher education. Inherited education as in many other countries, Canada is a hybrid of British institutions which modified and adopted the American practice.

Each state is autonomous with regard to education and so is the case with universities and colleges. The high school course comprises eleven to thirteen years of schooling. In some states admission to universities are given after thirteen years of schooling while in others it may be eleven or twelve years. In the latter the minimum university program is 3 to 5 years.

Again, in some states the French system of higher education is followed while, in others, it may either be the American or the British system. The language of instruction also differs e.g. in Quebec the language of instruction in five major universities is French and in three it is English. While in most other states it is
English, however, in Ontario there are two bilingual institutions: Haurentian University and University of Ottawa. In the same way secondary school graduation leads to issue graduation diplomas or honour graduate diploma.18

Because of the existing demand for professional courses and the restrictions of certain states to enroll the resident students the chances of foreign students in securing professional seats in Canada are very bleak. Admissions to liberal courses such as Arts, Science and many other disciplines are easily available. But most of the universities with English medium insist that the students from non-English speaking countries should have a score of at least 500 at the TOEFL. As a foreign language English proves difficult for the Iranian students. Even the French speaking colleges have some kind of entrance examinations for language called C.E.G.P. meaning college education general progress.

Admission to medical and engineering studies is extremely difficult and Iranian students do not stand any chance for these courses. There are two or three
junior colleges where admissions are easily available but most of them do not lead to an academic degree or admission into the universities. These colleges are officed by the system of colleges of Applied Arts and Technology. In Quebec entry to the university is through the C.E.C.P. which includes two years academic profession (entered after grade II) and three year vocational programme. There are 67 degree awarding and 192 other institutions of higher education in Canada.  

Inspite of difficult entries into the suitable courses and language problem, there are about a thousand Iranian students studying in Canada as was disclosed by Dr. Gecely Watson of Educational Planning University of Toronto. He was kind enough to furnish the necessary information about higher education in Canada.

3.16 Iranian Students in Australia:

Australia with a population of 1,36,42,800 has 18 universities and 15400 students at these universities (1976). Education is the responsibility of each of its six states. Although this continent is very far from Iran and though there are restrictions on the admission of foreign students, Iranian students are already studying
The system of enrolment is regulated by the cultural department of the Australian Embassy in Tehran. Their admission policy as was observed by the researcher during the year 1975 laid down that the students who had obtained an aggregate average of 14 out of 20 marks at their high school finals could appear for a language test set by them in Tehran and those who passed were to be given the admission forms. Their enrolment in Tehran used to begin in the month of May every year as stated by Miss White in charge students as Australian Embassy in Tehran. This method of selection enabled them to accept academically brighter students who were proficient in the English language. However, as most of the Iranian students were not proficient in English, very few of them managed to get admission. Thus, Australia and the other countries have some limitations and restrictions in their intake of Iranian students.

3.17 Iranian Students in Pakistan:

Pakistan is another country where the Iranian students pursue their further studies quite fruitfully. There are over two thousand students studying at the
universities of Karachi, Sind, Islamabad, Punjab, Layal-pour and West Pakistan Engineering University.

Enrollment system of Iranian students in Pakistan is very well organised and all the seats are allotted through the joint board of the government of both countries concerned. Every year about five seats in medicine and about fifty seats in Engineering and limited number in other disciplines offered through the Ministry of Education of the Pakistan government to the Foreign Ministry of Iran and the students are recommended by the Department of Student Affairs of the Ministry of Science and Higher Education of Iran.

The problems faced by the Iranian students in Pakistan may be very much similar to the problems of the Iranian students in India. Food, language, health and social problems are almost the same. Academically, a greater percentage of the Iranian students in Pakistan are studying engineering and medical courses as compared to those in India. This does not mean that the number of engineering and medical students in Pakistan is more than that in India. Unstable political situation has been a great cause of academic losses to Iranian students in
Pakistan.

Besides, the above mentioned countries there are Iranian students studying in Switzerland, where education and living is considered the most expensive in the world and only those in high strata of society can afford to study there. There was an American University in Switzerland where many Iranian students used to study, but because it was not an accredited institution there was a controversy regarding the recognition of its degrees and therefore, many students left it. American universities were established in Lebanon, France and England also.  

Iranian students are found in other countries such as Japan, Sweden, Denmark, Netherland, Belgium, Ceylone, Philippines and Bangladesh, where the number is not very high. But the demand for higher education is so great in Iran and the economic conditions so favourable that any country which opens the door of its institutions of higher education to the Iranian students reaches the saturation point within a short time. In this research it will be observed that there has been a sudden rush of the
Iranian students towards the Indian institutions of higher education and that this rush resulted in various problems. Of course, this will be discussed in detail in the next chapter. By referring to it here the purpose is to mention that at the time of starting this research in 1976, Philippines was hardly known to the Iranian students. Only a group of religiously motivated Iranian students studied in that country. But now, it is reported that the number of Iranian students has reached the mark of well over 400 in 1978. So, the rush towards Philippines is the most recent development.

Education in the Philippines is very much similar to India with the exception that admission to professional courses are not so restrictive as it is in India. Education is equally cheap and the standard of living is comparatively low.

The influx of Iranian students into the Asian countries such as India, Pakistan, the Philippines is more as a substitute to the lack of educational facilities at home, rather than financial limitations. There is, of course, a very vast gap between the educational expenses of a foreign student per year in different countries of the world, e.g. the total expenses for a foreign student in
India is estimated to be about Rs. 5,000 per year which includes lodging, boarding, tuition fees, text books and so on, while, the same student will have to spend about Rs. 38,856 per year in England, and about Rs. 52,500 in the U.S. (in 1978).

Per student expenses in Iran is very high. Chart 3.3 shows the per student expenses in Iran in 1973-74.
Approximate per student expenditure subject wise division for the academic year 1973-74.

Chart 3-3
Thus the gap of educational expenses between the countries differs very much. This difference may not be attributed to the high standard of living only. Perhaps, it may be attributed to the distinction that is made between a local and foreign student and also to the differences in tuition fees and because in America many of institutions are profit making.

The statement can be clarified by the following figures:

**TABLE 3.1**

<table>
<thead>
<tr>
<th>Expenses of higher education in different countries</th>
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<tr>
<td>Tuition fees</td>
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<tr>
<td>Books</td>
</tr>
<tr>
<td>Laboratory fees</td>
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<tr>
<td>Lodging and Boarding</td>
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<td>Vacation period expenses</td>
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</tr>
<tr>
<td>University fees</td>
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<tr>
<td>Other expenses</td>
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As shown in the table in the United States, the sum total of tuition fees charged to a foreign student does not indicate that their institutions of education are non-profit making institutions of education. The amount of tuition fees per year is much more than the total expenses of a student in an academic year in India. This shows that though the standard of living is high, the tuition fees are much higher than in any other part of the world. But the amount of tuition fees charged is not uniform throughout the United States. According to the researcher's experience the tuition fees range from $850 to $4,000 per term. In 1975, Henderson County Junior College in Texas used to charge $452 per term which seemed to be the lowest in that state while one of the universities in California charges around $4,000 per academic year as tuition fees. Again in England, the tuition fees of £416 is charged from the foreign students.
while the local students pay a very nominal fee, which shows that they discriminate between a foreign and a local student in charging fees. In India, on the other hand there are not such distinctions between a foreign and local student with regard to any educational facility, except that the foreign students are limited to a fixed quota of medical and engineering seats, while the Indian students have only to compete for the other seats. Again, some private institutions charge capitation fees from students for medical and engineering seats, but in these institutions there are some distinctions between a foreign and an Indian student.

3.12 Foreign Student in Iran:

Although there is great shortage of seats for the Iranian students at home, it was reported that there were 466 foreign students from 44 countries studying at different institutions of higher education of Iran during the academic year 1974-'75.
While the total percentage of Iranian students studying medicine was only 11.06% during the same academic year. It is not exactly known what is the reason for such a high percentage of seats that are offered in medicine to foreign students. It may be due to the cultural exchange programs that exist between Iran and other friendly countries, where the seats are offered on a reciprocal basis, e.g. India and Pakistan are offering five medical seats each to the Iranian students every year. Thus, 21 medical seats are offered to Pakistani students. Apart from the cultural exchange programmes, some of these students are the children of foreign nationals residing in Iran.

In this chapter, it is observed that the Iranian students started studying abroad since 1926. Thus, their search for education abroad is not a recent phenomenon. This movement for education abroad is more than half a century old. But the reason for the present efforts towards higher education abroad is entirely different from the earlier one. In those days Iranians had to go abroad because of the non-availability of suitable courses and training facilities. Nowadays, under the changed circumstances the situation is different as
the Iranian students have to go abroad because of the fact that the existing institutions of higher education in Iran cannot provide sufficient accommodation to absorb them on her own soil.

On the other hand because of the improved socio-economic situation, the Iranians can afford large sums of money in pursuing higher education abroad. It should be pointed out here in general terms the majority of the Iranian students going abroad are the representatives of socio-economically better off families, particularly those going to the United States and the European countries are of outstanding socio-economic background.

In the process, it is observed of late that a large number of Iranian students have turned their attention towards the Indian institutions of higher education. Their sudden influx into the Indian universities have given rise to many socio- psychological problems bringing about a new dimension in the Indo-Iranian relationship. The study of these problems along with the incentives of Iranian students in India will be the topic of the next chapter and the prime factor of this research work.
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