**Strategies for Enhancing Technical and Vocational Training in Iran**

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**Abstract**

With the development of competition on placement and the significance of paying attention to technical and vocational training, revisions in teaching methods and the change in the old educational system are taken as important. The aim of the present study is to investigate problems of current educational system in Iran and to present some solutions for improving the process of technical and vocational training in order that individuals’ skill can be enhanced for their presence in occupational activities. The present study was conducted in one of the areas around Tehran City. Interviewees were selected from among those individuals who had passed the process of placement. These individuals belonged to two groups: those who had found jobs and those who sought jobs. Furthermore, in addition to investigation of placement barriers, the lack of skills with which individuals face at work is studied. The present study focuses on technical and vocational fields of study which are trained in state schools. After investigating questionnaires and consulting with experts and teachers, strategies for increasing occupational skills of the youth during their education, purposefulness of technical and professional textbooks, and the increase in international interactions for educational trainers were investigated.

**Keywords**: unemployment, technical and vocational training, employment.

Introduction

Technical and vocational training along with sustainable education have been presented for realizing ideals of human communities. With emphasis of international organizations, one of the factors of development and advancement of a society is paying attention to technical and vocational training which results in industrial development, increase in per capita income, and increase in individual satisfaction and empowerment for employment.

The technical and vocational training system, unlike the theoretical grade, provides conditions in which after their graduation, students enjoy more coordination with workplaces. At the present time, students’ tendencies towards theoretical fields of study are more than towards technical and vocational ones. This issue indicates the necessity of culture-building in this regard.

The skills acquisition process shows that even menial jobs, such as digging ditches or washing clothes, are executed more efficiently with time. In the informal economies, workers with low levels of education acquire most of their skills informally through interaction and observation both on and off the job. This means that certain people may acquire mastery in complex skills empirically, such as complex math through construction skills. Training and employment policies based on designations such as skilled, unskilled, or semi-skilled workers may be misguided. Labor studies instead must consider the actual hierarchy of skills to be mastered for execution of complex skills. (Abadzi, 2015).

According to the latest census, there are 867000 unemployed individuals in Iran who hold associate diploma to PhD among whom 505000 individuals hold MA/MSc and 708000 individuals hold associate diploma. In addition, the highest number of unemployed academics studied in arts and humanities, social sciences, business, law, and manufacturing engineering (The results of the labor force survey, 2011).

This issue indicates that although a lot of efforts has been exerted for improving technical and vocational training, no appropriate feedback has been received yet. The increase in the unemployed rate can impose material and spiritual costs and damages on Iran some of which may be irreparable. Research indicates that the tendency toward addiction among unemployed individuals is higher than employed ones.

To help solve this crisis, in addition to improve the status quo and job creation, it is required that some revisions be conducted in the educational system in order that graduates have better results in workplaces with spending less time for training. Accordingly, in the present study, after investigating the quality of education form the viewpoint of the youth and graduates, strategies for improving the quality of technical and vocational training are investigated.

**Necessity of paying attention to the technical and vocational system**

The issue of individuals’ employment and access to desired job are among the most fundamental needs of a society. Unemployment has been taken as a damaging social, economic, and cultural phenomenon and its elimination has been one of the main concerns f planners (Karbasi et al. 2008: 31).

According to the International Labour Organization (ILO), nearly 75 million young people are unemployed around the world, with a projected increase of more than 4 million between 2007 and 2016. At the same time, increasing numbers of young people are entering the labor market, meaning that 80 million jobs will be needed over the next years to restore pre-financial crisis levels of employment (Hannon 2012). Improvements in communications technology and increases in global competition are giving rise to outsourcing and contracting; the substitution of humans by technology is wiping out many routine “blue-collar” jobs in developed countries and is resulting in dramatic shifts in comparative advantage. (Abadzi, 2015).

According to the latest report of the Statistics Center of Iran from the census of 2011, more than three million and 100 thousand individuals are unemployed in Iran. From among this population, there are one million women and 2 million men. The report of the Statistics Center of Iran also indicates that the total number of higher education graduates in the country in 2011 has increased to 3 million and 612 thousand and 542 individuals compared to five years ago (the results of the labor force survey, 2011).

The skills gap seems evident in educational results. In many countries 15-year-olds are unable to apply in tests what they have learned (OECD, 2014). University surveys reflect a similar perspective; 68% of graduates in a Spanish sample expected difficulties in finding employment due to their lack of job preparation (Lombardía, 2014). Similarly in a U.S. poll, only 14% of recent graduates thought the university adequately prepared them for working life. By contrast, about 96% of college provosts reported that they adequately prepared students for the workplace (Friedman 2014; Lumina/Gallup, 2014).

Therefore, the necessity of doing research and revisions in training methods is felt more than ever. These instances indicate that educational stages have not provide necessary preparedness for placement of students yet. All over the world, a lot of studies have been conducted for increasing productivity of education. For example, The World Bank has financed extensive analytical work from the perspective of economics and labor studies in most countries (see, for example, Riboud et al. 2007; Fasih 2008; Wang 2012). The World Bank has a core strategy for bridging the skills gap, called STEPS (Banerji et al. 2010). It has also conducted extensive surveys of entrepreneurship training (World Bank 2013b; Valerio et al. 2014). UNESCO journals have published relevant articles.

Education is the main element of each country and if this system is designed and developed appropriately, the future of that country can be prosperous. In the present article, it has been tried that the reasons for insufficiency of educational system of Iran can be investigated and after analyzing this issue, some solutions and strategies can be presented for increasing efficiency of technical and vocational schools in Iran.

**Investigation of the history of technical and vocational training in Iran**

In Iran, until the time of the Safavid, vocational training had been conducted mostly in the master-apprentice form and in workshops and factories (Marjani, 1994). At the time of Qajar, the first school, Dar ul-Funun, was constructed by the government in the modern style. The school was founded in 1849 in Tehran and because the decision was that each and every technique be trained there, it was called Dar ul-Funun or House of All Techniques (Vakilian, 2009). Setting up Dar ul-Funun by Amir Kabir is considered the beginning of a new scientific movement in Iran and is taken as the most impotent scientific and cultural measures in the history of education in this country (Sarkar Arani, 2003).

The Iranian-German School was the first technical schools after Dar ul-Funun which is considered as Iranian Technical Academy set up in 1943 (Vakilian, 2009). The first state vocational school called School of Fine Arts which was headed by Kamal-ol-molk in Iran was set up firstly in 1910 (Gharabgian, 1946). After that, different vocational schools were set up in Iran.

In 1995, regarding the changes in the educational system and development of curricula in the technical and vocational training branch in the form of continuous associate diploma (five years), holders of technical and vocational training diploma can directly continue their education according to regulations and appropriate to their own academic records without any need to pass the pre-university period. Technical and vocational training academies has increased to 180 ones (Moddaresi, 2012).

**Investigation of conducted research on technical and vocational training**

To enhance technical and vocational training, some suggestions have been presented by different researchers. Some of the most applied suggestions are investigated as follows:

Paying attention to needs of a society for determining the degree of accepting different fields of study: Steven states about the determination of the number of graduates for different fields of study that responsiveness to the needs of individuals and the labour market, including anticipation of skills needs. Particular attention should be paid to the needs of small and medium sized enterprises (Steven, 2015). This tripartite model of flexibility, updated skills and employability is expected to eliminate restricted access, skills mismatches, and weak work-to-school linkages (Wang, 2012).

Regarding the needs of a country and planning for it as well as informing about these fields of studies in the society for increasing motivation and tendency towards these fields of study, in addition to job creation, make the country needless of the experts in specific fields.

Proper consultation before selection of fields of study: Although in Western societies, employers expect that new employees will have more knowledge, more skills, and will be more intrinsically motivated than employees were two decades ago (Bailey, Hughes, & Moore, 2004), vocational education does not fulfil these expectations. There are indeed serious doubts about the motivation and the level of knowledge and skills students have (Boutin et al., 2009; Billett, 2009).

It is wise, however, to note McGivney’s (1996) assertion that there are tensions between the need to provide accurate information and impartial advice on the one hand, and the pressure to achieve student enrolment targets on the other. Without management support for a policy of effective pre-course counselling, inappropriate enrolment will continue (Craig McInnis et al., 2000).

Holgate (1994) suggests that programmes should be differentiated according to the different needs they are designed to address and the different teaching approaches required. It is better that based on what students have been trained in lower levels of education and specialized courses of each field of study their talents should be identified. Talent, motivation, and the needs of a society to different fields are three angles constructing the guidance of students towards selection of fields of study.

Matching the educational system with modern sciences: The examination system and pedagogy must also change to reflect soft skills, teamwork, leadership and communication (Wang 2012:27). Students should work in groups at school so that they can easily integrate into teams at work. Employers should be substantially engaged in training, but learners must have realistic expectations about the market and develop self-learning skills to make themselves desirable to employers (Wang 2012:47-48). Workers and specialists who are familiar with modern sciences and applied skills can do higher quality tasks in shorter period of time.

Some documents also distinguish between vocational skills and core skills (or general skills). The latter are cognitive/problem solving, social, communication, personal behavioral/ethical, learning (ILO 2007). One striking distinction pertains to cognitive and physical skills. People performing the latter are often considered non-professional, routine, unskilled (see Aedo et al. 2013). References to complex skills use the terms “21st century” skills, “catalytic” skills, or “new basic” skills. To perform them, workers ought to possess the “4Cs”: creativity, critical thinking, communication, and collaboration (Akyeampong, 2014).

Familiarity with employment conditions in workplaces: social relations is the most striking characteristic in connection with the engagement of youth and the labor market which enhance their self-confidence. In addition, conditions should be provided in order that they can be familiar with the specific culture of their fields of study (Craig McInnis, et al., 2000). Apprenticeships with duration appropriate to each field of study in case when the relationship of students with school environment is kept, increases their confidence for presence in the domain of professional activities.

Increase in the relationship between schools, entrepreneurs and universities: this analysis consequently suggests that school-mediated employer engagement contains within it potential resource to enable smoother navigations from the teenage classroom to the adult workplace. As a series of recent studies note, school to work transitions have become longer, more fractured and more complex over the last generation (OECD, 2010; Tomlinson, 2013). These ‘trustworthy reciprocal social relations’ (Raffo & Reeves, 2000) are key to both enhancing young people’s self-confidence and giving them the ‘weak ties’ needed to progress. Other positive impacts include preparedness for work, developing job and work skills, improving work-based competencies, attitudes and behaviors, enhanced employability and higher initial wage rates (Department for Children, Schools and Families of UK).

According to McInnis et al. (2000), links between schools and VET and HE institutions can serve to:

* Promote career opportunities for young people;
* Promote familiarity with the teaching and lifestyle in tertiary institutions;
* Encourage clearer expectations about the nature, purpose and practices of higher education institutions;
* Introduce young people to specific disciplinary cultures; and
* Provide faculty members with opportunities to explore better links between their teaching and the teaching that takes place in secondary schools.

Presentation of careers and guidance for selecting fields of study to school students are as follows (Barwood, 1989):

* More diverse learning approaches;
* More collaborative learning approaches;
* A focus on the teaching/learning of underlying concepts; considered use of technology; and the rethinking of assessment methods and procedures.

**Questionnaire-based data collection**

To investigate the degree of effectiveness of education on the placement procedure and professional life, a questionnaire was developed from individuals who had started this procedure. The main objective of the questionnaire was answering these two questions:

* Is the existing educational process advantageous?
* Which problems are available for graduates for their placement and their professional lives?

The sample was selected from among families of students of a technical and vocational training school in which the researcher teaches. The sample size included 100 participants who were selected in order that the research questions can be answered and hope to employment can be investigated among them. If individuals who have relationship with them have appropriate professional lives, these the participants’ motivation for education will be higher.

1. Participants were asked about their familiarity with fields of study which they had selected. Only 76% of them declared that they had been aware of educational principles and working situation of their fields of study before selecting them. This rate indicates that efforts exerted by education for making students familiar with specialized fields is not sufficient.

In answering this question that to select fields of study, participants have had the most references to which resources, it was obtained that from among four mentioned resources by interviewees including friends, relatives, school counselors, and graduates of fields, books and public media, friends and relatives as well as graduates respectively had the highest effects in individuals’ selection of fields of study. In addition, they were asked that they considered their fields of study appropriate to their talents? 22% of the participants declared that their fields of study were not compatible with their talents and potentialities.

Therefore, the degree of consultation provided in schools by counselors is not sufficient. Moreover, regarding the degree of the effect of relatives on selecting fields of study, the familiarity of the society with fields of conservatories.

1. 70% of the participatns considered the degree of relationship between trainings of technical and vocational training conservatiries appropeirate. To achieve the favorable states, interactions between the degree of their familiar with contemporary experts of their fields increases in order that more coordination can be achieved.
2. Participants were asked about the degree of their familiarity with contemporary experts of their fields of study. 73% of them were unfamiliar with the experts. 27% of them who were familiar with them were asked to name the experts and only 5% of the participants could name some of the Iranian entrepreneurs and experts. This issue indicates that trainings of the TV and Radio Organization and educational books are not sufficient for students’ modeling.
3. 51% of the participants declared that materials presented in their education are not consistent with modern sciences. This issue requires the revision of textbooks in very close periods in order that presented materials can be compatible with modern sciences being evolved.

37% of the participants declared that they needed the completion of skills in training centers for professional preparedness. In answering this question that they had need to complete which skills more than others, they stated the following cases: related theoretical courses, related practical courses, general computer sciences, and specialized computer sciences. Specialized computer sciences and general computer sciences had the most selection with 64%. This issue indicates that the presented issues during training cannot realize the job needs of graduates in computer sciences. Therefore, specialized software programs and general computer skills should be paid more attention in order that graduates can enter the work market with more self-confidence.

In answering this question that which factor they considered to be the main factor of educational deficiencies, 54% of them declared the lack of proficiency of educational instructors and 46% declared the lack of consistency of materials in textbooks with the required issues in workplaces as the main factor of their inefficiency in job skills. In addition, 43% of them declared that the relation of presented materials in education with skills required for jobs is little.

1. The participants were asked regarding familiarity with regulations related to technical fields. 95% of them were familiar with the legal regulations of their fields of study and among this 95%, 63% of them declared that they had got familiar with these regulations during their education. Therefore, the degree of presented educational materials during education in relation with one of the most sensitive working issues, i.e. familiarity with legal and judicial issues, is not sufficient.
2. In order that graduates can update their knowledge after their graduation, it is necessary that they can be familiar with international websites active in their fields of study. Accordingly, the participants were asked about the degree of their familiarity with specialized websites and only 23% of them knew these websites and among this figure, only 8% got familiar with these websites via educational instructors. This issue should be taken more seriously by authorities. It should be noted that from this figure, only 35% were familiar with international completions held in their fields of study.
3. As mentioned, participants were selected from two employed individuals and those who sought for jobs. Those who were employed were asked about the relationship of their jobs with their fields of study and 36% of them declared that there is no consistency between their fields of study and jobs. Those who sought jobs were asked the reason and they mentioned the following reasons: lack of demand, lack of experience, lack of capital to start work and low wages.

After investigating weaknesses of the educational system, reviewing literature conducted in different countries for increasing the efficiency of education, and consulting with experts, the following suggestions were obtained.

**Suggested strategies**

**Definition of fields of study in technical and vocational training based on needs of Iran**

In each period of time, students tend towards a particular field of study which causes that the number of graduates of that field exceeds the capacity of jobs defined for that field and the number of unemployed graduates increases. Accordingly, before defining fields of study, a survey should be conducted and the number of students be defined based on the jobs need by the country.

For now, in Iran 196 fields of study have been taught in sections of Work and Knowledge and 28 in Technical and Vocational Training. High number of fields of study, in addition to imposing disorder and costs on the educational system, does not have sufficient opportunity for seeking and selecting appropriate fields. Therefore, it is suggested that in these main educational sections covering several secondary fields, students do their own selection of fields of study after primary familiarity in university. For example, in the suggestion presented by the Secretariat of State Architecture, fields of civil engineering, architecture, urban planning, building cartography, and interior decoration should be located under a general section with new title and in selection of fields of study in university, after getting familiar with one of the above fields, select one. In addition, in parallel with it, in Work and Knowledge section, those fields which train skillful workers in the field of building are common in the first year and after primary familiarity, students can select their specialized fields of study.

The degree of quality of production and the type of provided services by organizations effective on technical and vocational training fields should be defined and their administration should be controlled in order that companies and producers be forced to employ specialized graduates in those fields. In addition, some strategies should be adopted in order that employing graduates of technical fields of study graduated from schools increases the validity of companies. By doing mentioned cases, in addition to increasing the quality of national production and jobs can be created for graduates.

**Consultation before selecting fields of study**

According to the results obtained from analyzing the questionnaire, participants considered the consultation from schools for selecting fields of study as insufficient. Some strategies should be adopted for proper academic guidance of students. In addition to the efforts exerted in school consultation, the effect of the society and mass media on individuals’ decision should not be neglected. As mentioned, students have more tendency towards theoretical fields. Therefore, for motivating talented students for tending technical and vocational fields, appropriate cultural creation should be considered.

Moreover, talent identification should start from early years of life and for each student, an academic file indicating his talents and interests should be prepared under the supervision of primary school to secondary school teachers in order that in case of selecting fields of study, students’ confusion can be prevented.

**Teaching methods in class**

Some of job skills should be trained during education. Courses cannot be allocated for these skills and they should be trained along with teaching students in order to be successful in their professional activities such as group activities and ability to defense proposed projects.

The significance of skills of participating in teamwork is that all jobs are conducted in group; therefore, those not enjoying this talent cannot establish appropeiate relationship with other memebers of the team. Accordingly, even if they have required skills and talents, they cannot be successful in professional activities. In this regard, Chaplin (1993) emphasizes the incorporation of group learning and collaborative learning activities (Chaplin 1993) into elements of first year subjects. These skills can be increase via doing group activities. To do these activities, students are grouped both in practical courses and in theoretical ones and their scores are in-group. Accordingly, the arraignment of classes should be designed in the form of group tables.

In this period, by increasing job applicants, the importance of skills for defensing proposals among individuals have been more than ever. Individuals who do not enjoy the talent of defensing their proposals, even if they have better ones, will be deleted from competitions. Therefore, these skills are integral parts of students of technical and vocational training.

In addition, the ground for negotiating and exchanging ideas among groups should be provided in classes so that each group can defend its suggestions and practical results among other groups. With this activity, students learn how to defend their proposals in work markets. Students have skills to transfer ideas and trainings of issues to each other and sometimes they act more successfully than their teachers in case of relationship with their classmates.

**Development of textbooks**

Textbooks should be written and developed in accordance with advances in science. Textbooks should be written in such a way that it is expected that in the near future, Iran can achieve and utilize the modern sciences. Academic books and school books are defined along each other and academic books should complement the process of education in schools. One of the obvious problems of conservatory books is that the level of these textbooks is parallel to academic books.

Accordingly, this question can be raised that who should write and develop textbooks? From among the skills of required for each fields of study is the existence of knowledgeable individuals who have been active in those fields of study for several years. As a result, they can be asked to contribute to writing textbooks. Teachers can also recognize which books are appropriate for which academic level regarding the knowledge level of students in different sections. In addition, they can recognize that regarding the defined textbooks by experts, which complementary books are required for better understanding of the specialized textbooks. To match the level of conservatory books with the modern sciences and their coordination with academic books, faculty members should be asked to contribute to. Therefore, a team consisting of entrepreneurs and those employed in the fields, teachers and faculty members are the best choices for developing textbooks.

**Complementary educational books**

**Familiarity with the history and national experts in specialized fields of study**: in addition to familiarity with the global history of their own professions, students should get familiar with the national history of those professions in their own countries. In addition, internationally outstanding experts should be known in textbooks. This can increase students’ self-confidence and motivations for continuing their education in their fields of study.

**Familiarity with vocational specialized rules and regulations**: there are certain regulations for each field of study. Each person should be familiar with regulations of his or her field of study in order that he or she will not face judicial problems. Therefore, a person familiar with rules and regulations should teach students these legal affairs. Some textbooks should be developed for making students familiar with these issues. It should be noted the book of law for being taught in conservatory and university will be different according to the job considered for diploma and BA/BSc graduates.

**Familiarity with professional and life skills**: more imprtant issue that studnets should be trained for professional skills is this issue that they sould be prepared for living in their scocieties. Even if idnividuasl cannot be employed in their own fields of study, they should be trained to have social skills, relationship with others, and healthy family. To have a healthy and proper society, moral individuals should be graduated from schools. This process should be started from early years of life and be completed at higher levels in a specialized way.

**Increase in the relationship among technical and vocational training, entrepreneurs, and university professors**

As mentioned, in research conducted by Steven, Tamilson, Reeves, et al., it was indicated that there are invaluable evidence for the effect and significance of the presence of business in education among which one can refer to ease of the transition from school to work for students, increase in students' self-confidence, increase in readiness to start work, and increase in job skills and behavioral skills in the workplace.

Direct relationship between employers (entrepreneurs) and schools can be in the form of annual exhibitions whose main executives are students and main participants are employers and entrepreneurs. In these fairs and exhibitions, the possibility of presenting students’ achievements and defending their ideas at the presence of entrepreneurs can be provided. These relationships can be continued by doing small project defined by entrepreneurs and under the supervision of instructors.

The relationship between schools and entrepreneurs should be at wider levels in order that both schools be familiar with entrepreneurs’ expectations and grounds can be provided for exhibition of students’ capabilities.

**Exchanging information among teachers in transnational levels**

In the virtual space, proper environments have been provided for exchanging information about technical and vocational trainings. Discussions and arguments in this site are internationally available and are suitable for researchers. This issue that the possibility of exchanging information among teachers has been provided is undeniable, but some conditions should be created for exchanging information among students in their fields in a specialized way.

In this regard, it is better that for main fields of study and their related sub-branches, some websites be constructed under the supervision of valid universities in which specialized courses of each field can be defined in schools and in addition to introducing necessary resources, the possibility of exchanging information among teachers can be provided regarding methods of teaching specialized courses and exhibiting students’ works. These websites can provide information resources for teachers in their first years of teaching and be proper resources for underdeveloped countries for training their instructors.

**International competitions**

To increase motivation, students and teachers should plan for competetosn at the interantonal level. Techncial and vocational courses are based on skills; therefore, the way of assessment of these skills is different from that of basic sciences such as mathematics and physics. Specialized conditions and skills of each field for these competitions can be defined by professors and experts of that field at the international level. In addition, sufficient information should be provided for all countries. These competitions can increase students’ motivation and provide grounds for them to show their capabilities.

**Increase in the relationship between developers of textbooks and teachers**

It seems that there is a great gap between the results obtained from researchers’ studies and what is run in schools. The results of a research is advantageous when administers of these projects, teachers and schools, do them appropriately. Main reasons of this gap can be named as follows:

1. Failure to inform teachers and presenter about results of studies
2. Failure to present executive solutions by researchers
3. Failure to inform researchers about real conditions of teaching and schools’ conditions.

For example, some parts of executive strategies for the resistance economy have close relationship with technical and vocational training and some executive strategies with certain timetables have been presented for it (cf. appendix), but a lot of teachers are not aware of this issue.

Furthermore, presented solutions should be defined at several levels with short-term, middle-term and long-term periods of time. Short-term strategies should be defined in such a way that a teacher can do them in class or they should be strategies can be administered in schools and do not impose schools heavy costs. Those individuals should have the responsibility of coordinating defined policies at the national level, researchers’ studies and informing schools who can prevent from their disorganization.

**Conclusion**

Using individuals’ talents and potentialities, education provides grounds for development of countries. The educational system can develop training human forces required for development by employing proficient professors and teachers. Education is the root of all developments and results in enhancing the quality and improvement of human skills and potentialities. Therefore, training human resources can facilitate economic and social development.

The first step in improving the educational status of Iran is culture creation for tendencies towards technical and vocational fields of study in order that talented and hard-working students can be attracted to these fields. In addition, the population of graduates of schools and universities in different fields of study should be revised in order that in addition to realizing Iran’s needs, graduates can have appropriate jobs. Academic guidance of students is led towards realizing their needs by considering their talents.

To increase professional skills of students, some changes should be adopted in old teaching methods in order that students can be prepared for team jobs. Furthermore, professional life should be taught to them. Books which are taught at different technical training sections are not appropriate for this academic section. Therefore, main revisions should be considered in them. Moreover, complementary educational books mentioned in the present article should be considered for the conservatory section.

There should be continuous relationships among teachers and professors in specialized working groups. Exchanging information among these groups can be done around axes of developing textbooks, presenting methods of teaching technical and vocational skills for students, and matching them with the modern sciences. In the meantime, relationships with entrepreneurs and using their ideas in training should not be neglected. In addition, entrepreneurs and experts should be invited to visit schools in order that a close relationship can be made among them and students in small projects.

The relationship among teachers at transnational levels via websites and with specialized subjects of each field of study and international competition should be increased under the supervision of valid universities in order that in addition to matching their educational information with modern sciences, they can use experiences of their colleagues in other counties. The increase in the relationship among educational instructors and researchers can lead the results of studies towards a proper direction and makes the results more realistic.

Finally, it should be noted that all decisions made for education can have profound effects on the fate of the society and its results can have short-term effects on individuals’ fates and long-term effects on the path of the movement of the society. Therefore, to access better results in educational domains, more research is needed for achieving better results.

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