

Academic and Vocational Development Systems: Some Experiences from IRAN

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Education for sustainable development aims to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future. ESD helps the citizens of the world to learn their way to a more sustainable future.

(UNESCO, 2012)

to enable people “to free themselves from poverty and to build sustainable livelihoods”.

(UNESCO, 2008)

developing the special sub-systems such as VET and 2 year diplomas to match these needs.

Is this dissociation is sufficient?

To which extend, developing new curriculum and learning methods have substituted by new educational systems and educational routes?

THEORETICAL HIGHLIGHTS

Growth models & Human Capital theory:

Economic growth and high returns (productivity) depends on the relationship between education, especially professional education to career opportunities.

Economic Rational & Efficiency:

Internal efficiency & financing

Competitive Environment

External efficiency & Qualification Assurance

Knowledge Based Economy

TRENDS

- Mass production of higher education
- Increase in demand for tertiary education
- Oversupply and mismatch in labor market
- Manpower planning
- The problems and fractures of central planning
- Dynamics of labor market, job natures, economic trends
- Education system delays and outdated or Scraped Curriculum (importance of core competencies)
- Consumer choice, competitive system, market management in higher education & integrated balanced educational system
- Balance in Academic and VET education
- Flexible efficient educational system
- Accurate & Responsive Higher Education: Curriculum Based on core & Professional Knowledge and Skills development, and Learning Ability.
- Considering and pay attention to labor market signals

PROBLEM STATEMENT

Some evidences on inefficiency of tertiary education, specially vocational and technical higher education:

Unemployment rates specially for VET graduates.

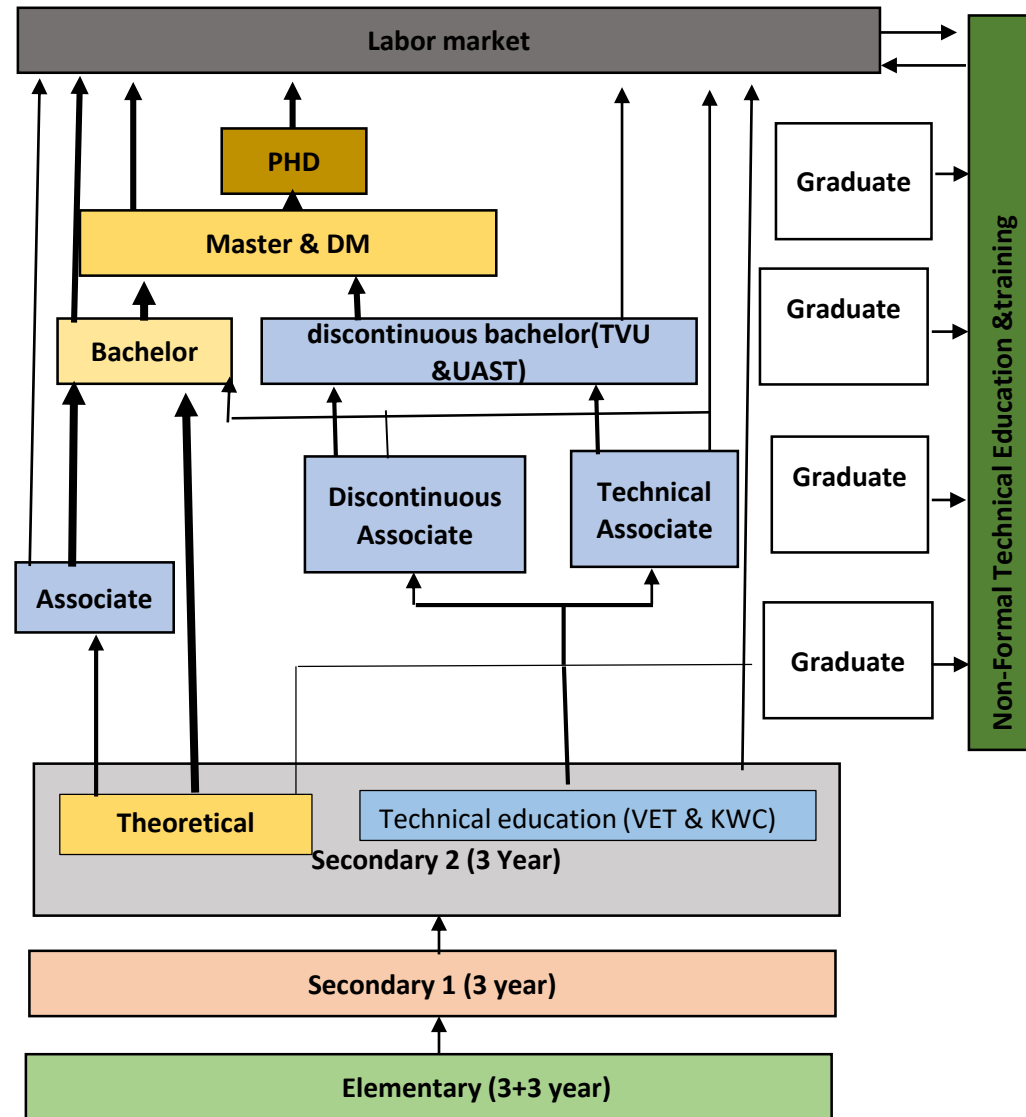
Mismatch and over education

Persistence Demand for continue to study in academic programs

Credit Orientation and vertical & horizontal mismatch

POSSIBLE RESPONSES

- 1-Sufficient job opportunities, but not needed skills (weakness in education and training).
- 2-Lack of job opportunities, but adequate and appropriate skills.
3. Lack of job opportunities and weakness of skills and knowledge.
4. Diversion of policies and programs from their goals propositioned.



Vocational and Technical Education System

IRAN

In the secondary level

1- vocational and technical education:

- enter the labor market
- continue their undergraduate courses for training technicians (3 year in secondary and 2 year in associate courses of TVU & UAST)

2- knowledge – work courses:

- to develop self-employment and entrepreneurship, theoretically and practically on the basis of relevant skill standards.

In Tertiary level:

“Technical and Vocational University”(TVU):

From 2011 , The special entrance public exam is done for graduates of vocational and technical education and “knowledge- work” branch of secondary education.

197000 Students in 2018 in nearly 170 faculties and Vocational schools.

“University of Applied Science and Technology”(UAST):

From 1992, as merely vocational university and as an executive constitution of applied sciences at tertiary level.

473000 students in more than 500 branches.

SOME FACTS ABOUT VET EDUCATION

distribution of students by type of program and sector-2017-2018

Sector	Associate(2 year)	bachelor	master	general practitioner	PHD	Total	%
Public	378008	1174995	258169	71609	86131	1968912	54.5
private	276433	901366	398117	16340	54949	1647202	45.6
Total	654441	2076361	656286	87949	141077	3616114	100
%	18.1	57.4	18.1	2.4	3.9	100	

distribution of graduates by type of program and sector-2016-2017

Sector	Associate(2 year)	bachelor	master	general practitioner	PHD	Total	%
Public	111107	253858	51518	5797	8852	431132	55.3
private	62620	175894	108430	315	1255	348514	44.7
Total	173727	429752	159948	6112	10107	779646	100
%	22.3	55.1	20.5	0.78	1.3	100	

Enrollment of Associate graduates in bachelor programs (%)

Graduating year	Enrollment year			
	2014	2015	2016	2017
2013	14.38	4.64	2.34	1.71
2014		35.52	4.45	2.56
2015			31.03	4.25
2016				31.31

Source: IRPHE , Higher Education Statistics

Unemployment rate by level of education- 10 year and above-2016

	Associate(2 year)	bachelor	Master & Professional doctor	PHD
total	16.3	22.64	16.84	4.59
Male	13.34	15.68	11.3	2.66
female	26.44	33.59	26.93	8.94

Source: Statistics Center of IRAN, Statistical survey.

The distribution of associates(2 year) continuing education (Sustainability rate)

Last situation	Not- Continue (Associate)	Studying (bachelor)	Studying (Master)	Studying (GP)	Studying (PHD)
percent	8%	46%	41%	1%	4%

Source: IRPHE , IRANTRACE Survey

EMPLOYMENT RATIO- IRANTRACE

Employment Ratio* of Graduates of 2013-2014 by level of education

	Associate(2 year)	bachelor	master	Professional doctor	PHD	Total
male	43%	51%	61%	36%	73%	51%
female	51%	57%	63%	49%	76%	57%
Total	46%	54%	62%	44%	75%	53%

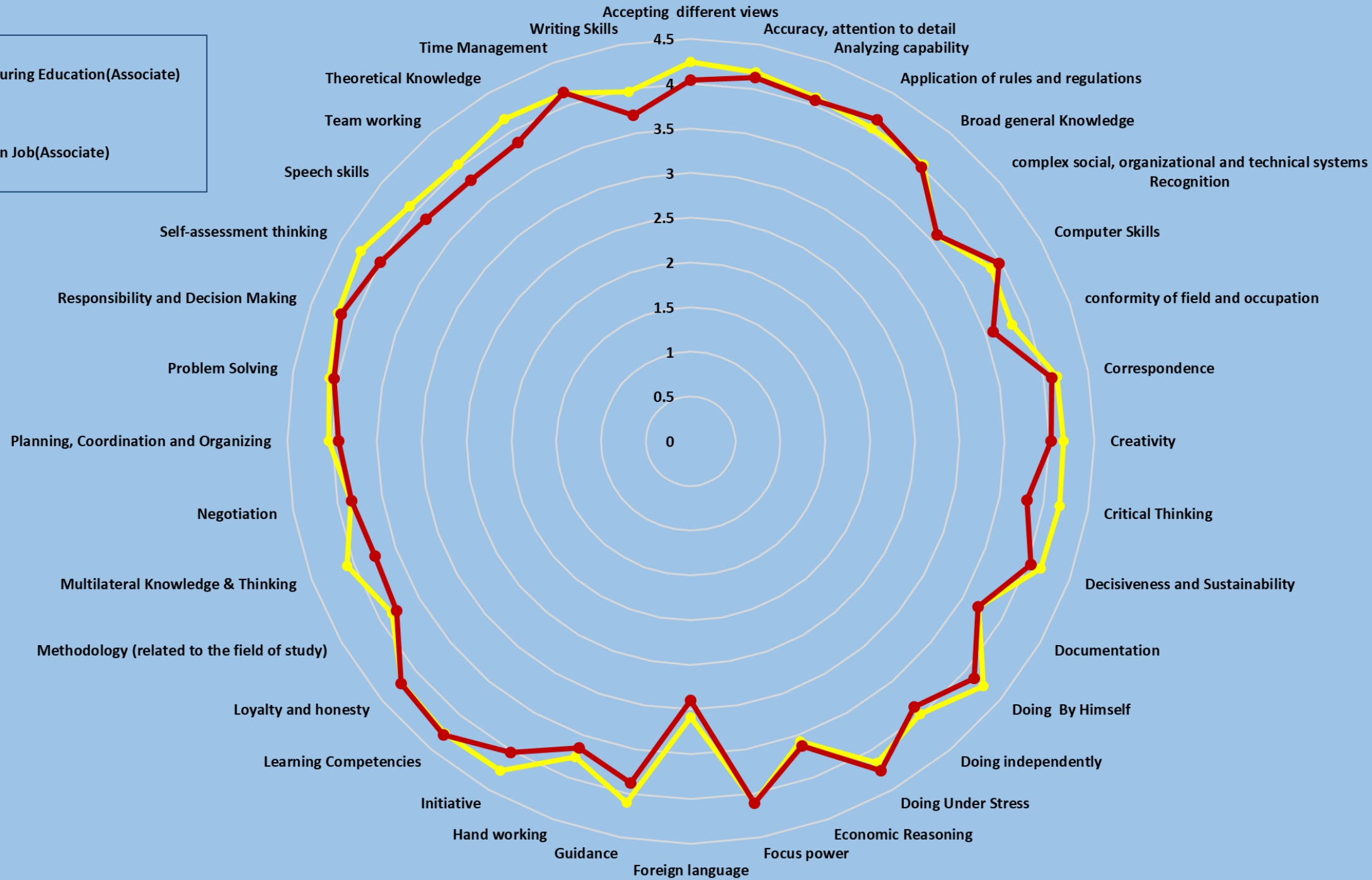
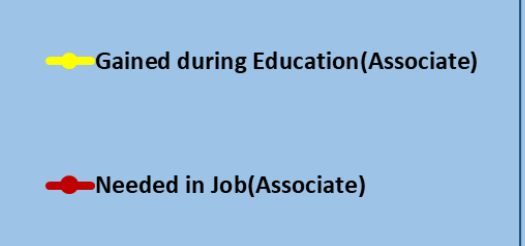
*The ratio of employed graduates to total graduates

Employment Ratio* of VET Graduates of 2013-2014: IRANTRACE

Sector	Associate(2 year)	bachelor	master	Professional doctor	PHD	Total
VET**	47.35	59.45	-	-	-	51%
Non-VET	44.14	53.63	61.84	43.94	74.58	54%
Total	45.81	54.1	61.84	43.94	74.58	53%

*The ratio of employed graduates to total graduates

**The Technical and Vocational University & University of Applied Science and Technology



Meaning full of test for difference Between Associate & other levels		
Competency	Gained	Needed
Broad general knowledge	Red	Green
Theoretical Knowledge	Red	Red
Methodology(related to field)	Red	Red
Foreign language	Red	Red
Computer Skills	Green	Red
Complex Social, Organizational and Technical Systems Recognition	Red	Green
Planning, Coordination and Organizing	Red	Green
Documentation	Red	Green
Analyzing Capability	Red	Green
Learning Competencies	Red	Green
Time management	Red	Green
Conformity of Field and Occupation	Red	Red
Hand Working	Red	Red

resume

- 1- there are some diversion of VET programs from their goals propositioned.
- 2- there is not important (positive) difference in job situation of VET graduates.
- 3- The sustainability of VET graduates is low.
- 4- There are not meaningful difference between VET & Non-VET graduates in expected competency categories.
- 5- The pure job destination for VET graduates are undetermined.



Vielen dank