Evaluation of technical and vocational education in Iran

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Abstract

Training and development, or human resource development, have long been recognized as an essential element and crucial factor for development and socioeconomic expansion. Recently, scientific achievements and modern production methods have changed the economy of communities and their interrelation such that, continuing training and lifelong learning play an important role in the process of development of enterprises, groups and individuals. Hence, the importance of a trained workforce and human resources has been the focus of attention of the majority of development programmers.

1. Introduction

The last 25 years have witnessed a dramatic shift in national strategies aimed at augmenting and accelerating economic growth and development. There has been a move from primary reliance on policies that emphasized capital investment in plant, machinery and infrastructure, or export-led growth strategies, to a broader approach that assigns a central role to investments in human capital. Expenditures on improved education, training and health are now no longer regarded solely (or mainly) as benefits stemming from economic growth and rising incomes; increasingly, they are also seen as investments in human capital that make this sustained economic growth possible. This approach is shared not only by national governments but is endorsed in the investment policies of international aid agencies. The World Bank, for example, now allocates some 10% of total lending to education (World Bank, 2008). Domains of study and practice, such as career and technical education, are founded upon both implicit and explicit theoretical frameworks. Theoretical frameworks allow scholars to organize and synthesize knowledge and conjecture within a field and serve to describe, explain, and predict behaviour and experience. Training and development, or human resource development, have long been recognized as an essential element and crucial factor for development and socioeconomic expansion. Recently, scientific achievements and modern production methods have changed the economy of communities and their interrelation such that, continuing training and lifelong learning play an important role in the process of development of enterprises, groups and individuals. Hence, the importance of a trained workforce and human resources has been the focus of attention of the majority of development programmers (Karbsioun, 2005).

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2. Methods:

This study is an overview study and writing based on texts, references and internet searching.

2.1 Purpose and Objectives

The purpose of this study was to Evaluation of Technical and Vocational Education in Iran, Hamedan.

3. Results

The results of this study showed an important factor in technical and vocational education included theoretical Framework Underlying Social Efficiency, Contemporary Career and Technical Education, Time for Reconsideration, Emerging Theories of Learning, and Learning should involve social negotiation and mediation, Learning should take place in authentic and real-world environments, content and skills should be Ade relevant to the learner, Content and skills should be understood within the framework of the learner’s prior knowledge. Students should be assessed formatively, serving to inform future learning experiences. Students should be encouraged to become self-regulatory, self-mediated, and self-aware, Teachers serve primarily as guides and facilitators of learning, not instructors, Teachers should provide for and encourage multiple perspectives and representations of Content.

4. Conclusion

Career and technical education remains, in fact if not expressly, founded on the learning principles of behaviorism. Many scholars and reformers in the profession have advocated changes that implicitly relied on cognitive constructivist principles. Indeed, many of the changes we have seen in recent years implicitly rely on constructivist principles. Nevertheless, scholars in the profession have yet to explicitly address the shift from behaviorism to constructivism. The path of reform the profession has followed over recent years places a strain on the degree to which behaviorist learning theory can adequately describe, explain, and predict the pedagogy needed by career and technical education as we move into the new millennium. The time has come for scholars in the profession to conduct a serious examination of the learning theory underlying career and technical education. It may be that cognitive constructivism will be found to be a better solution than behaviorism to serve as the learning theory foundation for career and technical education curriculum and pedagogy. If that is the case, significant rethinking may be in order for how we determine, structure, and deliver the content of education for workforce preparation in the future. For the reforms sought by proponents of such movements as Tech Prep, School to Work and High Schools That Work to be successful, such a rethinking may be absolutely essential (Doolittle, Camp, 1999).

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