



Original Article

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Resistive Economy and Security with Emphasizing On Job Creating and Its Role in Sustainable Social and Economic Development with a Viewpoint toward Development of Technical and Vocational Education (Case study: South Khorasan Province, Iran)

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ABSTRACT: Resistive economy is a way to circumvent sanctions against a country or region experiencing sanctions. This can involve increasing resilience by substituting local inputs for imported inputs, the smuggling of goods and an increasing imports. A country may even attempt to turn these pressures into opportunities. In some ways sanctioned economies bear some resemblance to an economy on a war or emergency footing. Measuring economic activity in nations under sanctions requires different techniques than those used for other countries. Changing culminates in new demands on future employees and also find expression in conceptions of vocational education; the vocational school has the responsibility to develop vocational flexibility for coping with the changing demands of the world of work and society. The vocational school has not only the responsibility to teach vocational and general learning contents, but also enable the learner to think and act independently and responsibly considering the demands of the vocational education. The skilled worker who only has to offer his physical strength in the future will not meet the requirements of a modern world of work, because the machine has taken over a lot of his performance. In this regards, Technical and Vocational Educations (TVE) are a substantial solution key.

KEYWORDS: Resistive Economy, Security, Technical and Vocational Educations (TVE), South Khorasan Province, Iran.

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1. INTRODUCTION

Resistive economy is a way to circumvent sanctions against a country or region experiencing sanctions. This can involve increasing resilience by substituting local inputs for imported inputs, the smuggling of goods and an increasing imports. A country may even attempt to turn these pressures into opportunities. In some ways sanctioned economies bear some resemblance to an economy on a war or emergency footing. Measuring economic activity in nations under sanctions requires different techniques than those used for other countries (Comprehensive University of Emam Hossein (AS), 2015). Resistive economy is making the national economy resistant to potential and present impacts and disorders (internal and external) in the way of development and reaching the goals with resilience, long-term, functional and extrovert perspective. The factor to keep the country safe against the present sanction and future turbulences is generating the spirit of national self-esteem and self-confidence. The importance of national self-esteem lies in the fact that reaching goals in social groups like nations is impossible unless there's national self-esteem and unanimous will. Governments can use self-esteem and self-confidence as a tool for encouraging the society to move toward goals. Resistive economy is a country's economic solution for dealing with special situations that focuses on manufacturing and distribution of certain products and investing reducing dependence on other countries – specifically the enemies – in critical situations. The goal is to be able to produce the life essentials for people in case they couldn't get them from other countries. Meeting people's main needs is to stand against the enemies who try to restrict many of the products that country needs (Rezaei Dolatabadi & Shiravi khozani, 2015). Education and occupation are correlated in many ways and this connection is not a pre-determined one. Both systems complete each other and have relationship in an active way. The quality and quantity growth of coordinated and suitable relationship of the two is some type of progress that manifests their efficiency in the entire social system. In order to determine the structure of occupation demands to manpower, evaluation of the past and present condition, and information on the growth procedures in different sectors of the country, production methods and their range of application is a necessity. All those relationship require a precise knowledge on the educational structure of human forces to occupy social jobs. The demands structure of people in a society and the educational structure of human forces for work market could be useful in most optimum way if the planning made for the two are coordinated, related and balanced. In future years, the impacts of scientific and technology improvement in social-economic growth will be a definite factor and this reveals essential quality changes in the whole process of production and service provision in the societies. Obviously, the growth resources of a society undergo increasing changes and this does not depend on expansion of quantitative sources but rather to a constant increase in the efficiency of planning and individuals (Behbahani, 2010). Vocational Technical Education (VTE) is essential for educating people to bring them a profession that needed in all areas of life. If we take attention to the significant development of technology, education given by VTE must be compatible with countries' requirements. Developed technology and increasing knowledge brings also content and approaches of rendering skills in VTE. The aim of vocational education institutions is to train qualified work power for vocational areas (Yazçayır & Yagcı. 2009). The decision in favour of a vocational career is one of the most important developmental tasks in the transition from late adolescence to young adulthood. This decision has tremendous consequences for the individual life path because it strongly limits the range of job options accessible to individuals who have completed their formal professional education. Additionally, the first phase of the vocational career is characterized by a high risk of failure, so that many individuals feel that they have decided on the wrong occupational pathway (Volodina, et al. 2015). In many countries, the first phase of the vocational career is marked by vocational education and training (VET) programs. Success in VET is also a goal criterion from both the economic and the labour market perspectives (Volodina, et al. 2015).



Unfortunately, there is evidence that upper-secondary TVET programs in developing countries experience high rates of dropout (Hongmei, et al. 2015). Nowadays, a consensus exists that early dropout from educational programs and/or quitting a job is closely related to other indicators of educational and/or occupational success, such as, for example, satisfaction (Volodina, et al. 2015).

In recent years, the debate on the knowledge based economy has drawn more attention to vocational education. Education is decisive for the development of the personality and the participation of the individual in the society. It is an indispensable condition for the ability of a modern and democratic society to face the future. Furthermore, education decides on the innovation and competition ability of the economy. Only those national economies investing in the knowledge of individuals will be able to overcome the transition to the information and media society. In the last decades the need for skilled labor has increased significantly; simultaneously a drop in the demand for unqualified employees could be noticed. The cost pressure on companies has grown and these caused endeavours to reduce the costs without paying the price of quality loss were made. The tendency from a strictly vocational-oriented and functional division of labor to one that is orientated towards processes is unmistakable. The process-oriented work routines stand out due to co-operative activities varying again in type and duration. The changes culminate in new demands on future employees and also find expression in conceptions of vocational education; the vocational school has the responsibility to develop vocational flexibility for coping with the changing demands of the world of work and society. In this aspect, the consequences on the work organization are logical. The context not only the content of learning is important, but also the way it is learnt. Therefore, the vocational school has not only the responsibility to teach vocational and general learning contents, but also to enable the learner to think and act independently and responsibly considering the demands of the vocational education. The insight that the modern world of work requires the entire personality already found expression in the pedagogy decades ago. The skilled worker who in the future only has to offer his physical strength will not meet the requirements of a modern world of work, because the machine has taken over a lot of his performance (Golmohammadi, 2012).

Sustainability is related about how individuals should act towards nature and how they are responsible for the other and the future. The vision of sustainability aims at “justice” in the domain of individual-nature-relationships and in view of the long-term and uncertain future including three specific relationships such as justice between individuals of different generations, justice between different individuals of the present generation and justice between individuals and nature (Oyku Iyigün, 2015).

Sustainable development could be defined as “the development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. Brundtland report focuses on social justice and human development within the framework of social equity and the equitable distribution and utilization of resources. Managing the resources rationally ensures a natural and societal environment for the next generations by conducting an integrative approach with economic, social and environmental politics (Oyku Iyigün, 2015).

Figure 1. The Dimensions of Sustainability (Oyku Iyigün. 2015).



Education is meant to transmit knowledge, experiences and values from generation to generation, for human development and progress. So, the education cannot be immoral, as real development cannot be unsustainable (Busoi, 2015).

Education for sustainable development improves the capacity of individuals, groups, communities, organizations and countries to think and to act in the favour of sustainable development. It can generate a change in people's mentalities, potentiating their capacity to create a safer, healthier and more prosperous world, thus improving the quality of life.

Education for sustainable development implies a critical approach of the social problems, an increased degree of their acknowledging and the power to explore and develop new concepts, visions and instruments.

Education for sustainable development concepts led to important changes in students' attitudes, knowledge and behaviours related to their future, but also to social contexts, like economy, poverty, professional training or social roles (Anghel, et al. 2014).

2. LITERATURE REVIEW

2.1. Education, occupation and vocational education

Education appears to be receiving quite a lot of attention in post-2015 discussions (Palmer, 2014). International development organizations, including the Asian Development Bank (ADB) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), have advocated for upper- secondary TVET as an effective means to promote economic growth and poverty reduction in developing countries (Hongmei, et al. 2015).

Policymakers in many developing countries regard upper-secondary technical and vocational education and training (TVET) as a key element in economic growth and poverty reduction (Hongmei, et al. 2015).

As in many professions, the need for ongoing professional development exists for teaching professionals in post-secondary education (Hoekstra & Crocker, 2015).

Among the economic, social, political, cultural, and educational systems in any country, undoubtedly the economic and educational systems have played the most significant role and they can change and develop any country by which that country can achieve sustainable development (Behroozi, 2014).



In today's economic conditions and labour markets that have gradually become more competitive, individuals have to change their jobs or even occupations at will or if required throughout their life, and to renew and improve their skills continuously (Dahil, et al. 2015).

The vocational-technical education (V-TE) system has started a restructuring process recently especially in developing countries. Rapid advances in the base of science and technology; change and develop the life-style of human being and social structures of the community. The most affected areas in related communities are education systems; especially vocational-technical education which has an important role in the whole education system in developing countries (Kacan, 2015).

Therefore, the programs implemented in the institutions that provide Vocational and technical training, should bring extensive and transferable skills to the students as well as occupation-specific skills.

A sense of education in the level and equipment that is able to meet the expectations of manufacturing sector, will be a very important step for the solution of the problems faced in Vocational and technical education orientation in developing countries.

Training is a systematic process that provides recoveries and developments in the thoughts, behaviours and attitudes of people on the basis of the objectives that have been already determined.

Training has been examined in the form of preparation effectively within the framework of social needs or human resources of the workforce in the industrialized countries. Teaching can be considered as arrangement of information and environment in order to realize the learning.

Environment means not only place of education but also the transfer of knowledge and methods, tools; and materials that are used in guiding the studying of students.

In general, the most important natural resource that affects the country's development is manpower.

Providing high-level production is the basis for the developments by using manpower and natural resources. This is only possible with training. It depends on the manpower to use the natural resources ideally.

The concept of vocational training emerges at this point. In general, vocational and technical training that direct to meet the intermediate member's needs exhibit a dynamic structure in order to response to the needs of the industry and production methods and technological knowledge.

The purpose of vocational and technical training is to provide the individual to enter a job in the business and to gain basic behaviours in order to improve.

The concept of having a profession through training and performing the profession in the best way affects the lives of people and society. It is clear that the vocational and technical training has an important role in the lives of people and society.

The vocational training should bring people in the skills such as problem solving, creativity in order to catch the modern technology and give the directions. The success of vocational training that prepares people for life and business depends on the effectiveness of both industry and school cooperation.



Modern technological changes and developments are reflected to the vocational training programs and so, training can be provided according to the needs of the age and business life (Dahil, et al. 2015).

It is required to regulate the context with academic standards and technical knowledge related to the subject should be prepared in the expertise area for the next training and vocational life.

If training system cannot be appropriate for the developments that happen in the industry the disconnection between two systems can occur and the skills can be invalid in the industry.

The need for manpower in the production sector decreases because of the technology but the need for people who have enough skills to use them in the technology increases. The individual who is directed to the profession is an important prerequisite for raising the level of social and economic welfare by taking into consideration the high profit with less people. To have and economic level that compete with the market conditions and the first investment costs depends on having qualified manpower.

There are serious problems in order to keep pace with evolving technology and it shows that today's conditions is far from being met the expectations. The most important condition is to have qualified people in order to provide adequate yield in both production and services sectors. The time, labour and big investments are important for educating the people in order to have the appropriate skills and knowledge.

Vocational and technical training indeed is an expensive investment. The cost changes between 2 or 10 times per student when it is compared with academic training. However, the students are in vocational and technical training system cannot benefit from this system sufficiently (Dahil, et al. 2015).

2.2. Definitions of vocational-technical education

Munastiwi (2015) Defines vocational education as "any form of education whose primary purpose is to prepare persons for employment in recognized occupations". That is to say vocational education provides skills, knowledge, and attitudes necessary for effective employment in specific occupations (Munastiwi, 2015).

Vocational education can be conceived as a comprehensive term referring to those aspects of educational process involving, in addition to general education, the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life (Mohammed & Wan Mohamed, 2015).

Vocational Training refers to a training which equips trainees with the process of manipulative skills in a chosen occupation.

As students progress out of elementary school to secondary schools, they are expected to transition from acquiring foundational reading skills to acquiring literacy skills and knowledge in specific content areas such as social studies.

This transition necessitates a significant instructional shift as the comprehension of informational text becomes increasingly vital to student academic success (Culleyn & Osman. 2015).

Alkan et al. defined vocational-technical education (V-TE) as "a set of planning, investigation, development, organization, management activities in all kind of services in V-TE with industrial, agricultural and service sectors within the integrity of national education system."



Ocal expressed that “V-TE is defined as an occupational course that aims to make a carrier via handicraft and/or practical activities in developed-western countries.

Esme presented the aim of V-TE in the International Conference of V-T Education which is conducted by Council of Higher Education. According to this study the basic aim of V-TE is to train and educate the individuals as a skilled labour to be employed in industry, commercial and service sectors and to provide primary education which is necessary for transition to higher education institutions as a continuation of their profession.

It can be proved that V-TE is depended to the industrial and economic trends of each country. In other words, it is impossible to mention about one-best template for the V-TE in general. The primary targets of every society should be considered by creating such a template which is opened to the developments and changings in the life-style of the community (as noted in: Kacan. 2015).

Nowadays, importance of VTE is increasing. This importance is understood well when we examine the dimensions of technology development in the world. Especially advancements in informatics and electronics indicate more importance should be given to these areas (Karahoca, et al. 2010).

All girls and boys complete affordable and high-quality early childhood development programs, primary, and secondary education to prepare them for the challenges of modern life and decent livelihoods. All youth and adults have access to continuous lifelong learning to acquire functional literacy, numeracy, and skills to earn a living through decent employment or self-employment (Palmer, 2014).

. . . Effective participation in economic and political life [requires].learning that can only be acquired through. . . primary and secondary schooling.

. . . Education systems need to equip children with skills for jobs and livelihoods (Palmer, 2014).

All youth and adults, particularly girls and women, must access to post-primary and post-secondary learning opportunities to develop knowledge and skills, including technical and vocational, that are relevant to work and life (Palmer, 2014).

2.3. The meaning of ‘skills’

Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity.

In this definition, there were at least three different domains of ‘skill’ being referred to; skills for ‘behavioural change’, skills to impact on health, and skills for employment and productivity (Palmer, 2014).

‘Skills’ in Jomtien not only referred to ‘literacy, numeracy and related cognitive skills’, but also to ‘problem solving skills’, ‘learn how to learn’ skills and, skills for behavioural change, for health and for employment and productivity (Palmer, 2014).

In addition to there being a separate suggested target on improving school-based learning outcomes, but it is also clear in a lot of focus on learning outcomes from a range of skills. However, given the wide domain of skill providers and types – from formal, non-formal, informal provision; from public and private providers; from kindergartens, schools, training centres, universities and workplaces (Palmer, 2014).



Learning outcomes includes literacy skills, numeracy skills, cognitive skills, skills for behavioural change, skills for health and skills for employment and productivity (Palmer, 2014).

Skills learned in school must also help young people to get a job. Some are non-cognitive skills teamwork, leadership, problem solving. Others come from technical and vocational training. Wherever it takes place, these skills are important components of inclusive and equitable growth (Palmer, 2014).

2.4. Vocational education and modern technology

The developments in science and technology have been able to put the meaning of work in the order of life (Munastiwi, 2015).

Education and technology are two basic elements in order to obtain skilled labour. Education provides a continuous improvement with willing and permanent changes in the abilities and behaviours of an individual. Technology is a discipline that provides the link between science and practice and occurs in a certain aim and order that are target – driven (Dahila, et al. 2015).

Problems in education could not solve only with traditional education techniques, but it can be solved with help of technology.

Distance education is the one of the most useful advancement method in educational technologies. But distance education needs interactive and deep contents. Developed educational contents must be more comprehensive when it will be given with web based for VTE. Because students can learn everything with visual way, from this viewpoint visualization and interaction is so important.

Nowadays trained manpower is very important with technological development. Education is becoming important and it causes large expenditures. To minimize expenditures, material saving and for security reasons, simulator applications can be used in all these fields. When we look at aspects of organization, personal training, people who just started a business, workers and group which consists for doing their jobs more effective in company, all of educational activities and actions that increase their manners such their professional experience, thought, rationale decision, behaviour (Karahoca, et al. 2010).

2.5. Vocational education and Human capital

Investment in human capital is probably the most common cited reason for assigning inmate to a vocational education and training. Theorist about human capital emphasize that a trained worker is worth more to the employer as an employee than one who is not trained or skilled.

The role of education for creating human capital is explicitly address in the vocational education curricular which by an insistence that a rigorous range of literacy, general education/employability skills, hands on and technical skills be part of the courses.

The insistence is important because potential employees who have mastered particular skills are more valuable to employers, are more likely to be hired, are more likely to generate profits from companies and are likely to generate good wages for the employee. Skilled employees bring to an employer ‘human capital ‘ that people without such training do not have in a good terms of knowledge and skill level.

Notably such skills include basic protocols needed in a good employee such as punctuality, cooperativeness, timeliness and team-work (Mohammed & Wan Mohamed. 2015).

2.6. Social security and economic development



It is well known that maintaining stable coordination of social security and economic development is absolutely necessary for developing countries. Social security system is one of the most important content of socialist market economic system. It is an important systematic project that involves the whole society, through establishing life safety nets marked by socialization; it is able to eliminate the unrest generated by competition mechanism. It is not only an indispensable means that maintains large-scale socialized production and promotes the development of productivity, but also promotes social stability and unity. It is an essential social stability and the adjustment mechanism. All countries of the world look on the implementation and improvement of the social security system as a basic national policy (Rong, 2012).

New trends and patterns determining institutional ensuring of economy modernization are an essential aspect of economic security. Scientific substantiation is required by modern problems of economic security ensuring, the prevention of new challenges and threats of economic security and sustainable development of the regions. At the present time, there is a search of new conceptual approaches of methods and mechanisms formation which can protect the economic interests of the State, regions, enterprises and organizations, public and business sectors, which finds its expression in the strategy of socio-economic development of the regions.

The multifaceted and interdependent nature of changes which we have in modern socio-economic system causes a need for the formation and implementation of the institutional approach in complex security economic problems solution. In modern conditions the process of the economy reforming actively manifests itself in the need to ensure the vital interests of the society, the balanced condition of economy, dynamic socio-economic development. The urgency of the economic security problem and, accordingly, its institutional ensuring set of measures depend on the level of national economy development.

Economic security is a complex socio-economic category which is influenced by the continuously changing environment of material production, external and internal threats of the economy.

The main factors of economic security of the country are its geographical location, natural resources, industrial and agricultural potentials, the degree of socio-demographic development, the quality of public administration.

The evaluation of the national economy security of the country is impossible without the definition of retrospective, current and forecast levels of its economic security.

The General Security factors at the micro-level can be classified into three groups: natural and ecological, technogenic-productive and anthropogenically-social (Grigoreva & Garifova, 2015).

3. METHODS

Type of the research is mainly qualitative and less is quantitative. Statistical society of the research include managers, teachers and students in the Technical and Vocational Educations Organization in South-Khorasan Province-Iran and also include managers and staff of working associations in courses that their branch are available in the Technical and Vocational Educations Organization in South-Khorasan Province such as working associations in mechanic, electricity power and etc. type of sampling for students is random systematic and for parts of statistical society of the research is census. Researcher made and used three types of questionnaires for gathering viewpoint of his selected samples from statistical society of the research. Another instruments for gathering information that used by the researcher were interviewing with selected samples and secondary sources of data such as annual reports that are available in the Technical and Vocational Educations Organization in South-Khorasan Province and etc. Also observation and participation of author were two important another important tools for gathering information.

4. FINDINGS AND DISCUSSION

In this part of the article, author state major findings of the research as following tables:

Table 1. Prioritizing viewpoint of managers and teachers about most important indicators and factors in programs of the Technical and Vocational Educations Organization in South-Khorasan Province-Iran

Most important indicators and factors in programs of the Technical and Vocational Educations Organization	Number of respondents	Mean	S.D.	Rank
Workshop and laboratory equipments for training skill courses	35	4.2	.964	1
Training semi skilled worker	35	4.03	.707	2
Determined scientific and expertise competence for training staff	35	3.89	.53	3
Amount of suitability of determined teaching methods for training skill and practical courses	35	3.86	.88	4
Suitability of educational context of specialised courses with determined standards of skills	35	3.86	.61	5
Determined hours for teaching practical and skill courses	35	3.83	.79	6
Amount of suitability of determined method for implementing apprenticeship with context of practical and skill courses	35	3.6	.88	7
Amount of suitability of determined method for evaluation of practical and skill courses	35	3.46	.85	8
Preparing graduates (providing skilful manpower) for suitable taking vocations in industry section	35	3.4	.77	9
Suitability of determined major educational trends with real needs of persons and society	35	3.29	.67	10
Training skilful workers	35	3.23	.84	11
Establishing sufficient contexts, fields and skills for entrepreneurship of graduates	35	3.23	.98	12
Establishing self-employment for graduates	35	3.11	.63	13
Training technician	35	3.03	.083	14

Table 2. Test results of hypothesis of the research

Result	Hypothesis	No.
Confirming of H1 hypothesis	Between education (years of training) of managers and experts in Technical and Vocational Educations in South-Khorasan Province and their viewpoints about quality in these education programs, there is meaningful discrepancy	1
Confirming of H1 hypothesis	Between service record of managers and experts Technical and Vocational Educations in South-Khorasan Province and their viewpoints about problems and obstacles in these education programs, there is meaningful discrepancy	2
Confirming of H1 hypothesis	Between age of managers and experts in Technical and Vocational Educations in South-Khorasan Province and their viewpoints about quality of these education programs, there is meaningful discrepancy	3
Confirming of H1 hypothesis	Between type of education course of students in Technical and Vocational Educations in South-Khorasan Province and their viewpoints about available alternatives and solutions for improving	4



	these education programs, there is meaningful discrepancy	
Confirming of H1 hypothesis	Between age of students in Technical and Vocational Educations in South-Khorasan Province and their viewpoints about available alternatives and solutions for improving these education programs, there is meaningful discrepancy	5
Confirming of H1 hypothesis	From the viewpoints of students in Technical and Vocational Educations in South-Khorasan Province, recognizing problems and obstacles in these education programs, can play a major role in employment and development in this region	6
Confirming of H1 hypothesis	From the viewpoints of managers and staff of working associations in courses that their branch are available in the Technical and Vocational Educations Organization in South-Khorasan Province, skill learned students in these education programs, can play a major role in development in this region	7
Confirming of H1 hypothesis	From the viewpoints of managers and staff of working associations in courses that their branch are available in the Technical and Vocational Educations Organization in South-Khorasan Province, skill learned students in these education programs, can play a major role in self employment in this region	8

In South Khorasan Province as one of the four most deprived provinces in Iran, for solving economic and social problems, difficulties and complexities some solutions have been proposed. One the most important of these solutions is establishing and strengthening Technical and Vocational Educations (TVE) for purpose of job creating and preventing of people emigration toward another regions. In this regard establishing factories and industrial units and clusters that their work forces mainly providing by (TVE) have been proposed. In this regard and on the base of the findings of this research, following solutions have been presented:

- 1- Bearing in mind that youthful of managers and experts in Technical and Vocational Educations in South-Khorasan Province (age of 91 percent of them is below 40 years old) and low mean service record of them (8.38 years old), we can with preparing good and suitable courses of in-service training for them, increasing their productivity.
- 2- On the basis of prioritizing viewpoint of managers and teachers about most important indicators and factors in education programs of the Technical and Vocational Educations Organization in South-Khorasan Province we must very much pay attention to cases such as ((Establishing sufficient contexts, fields and skills for entrepreneurship of graduates)) and ((Establishing self-employment for graduates)).

Figures 2&3&4&5&6&7&8&9&10&11. Some computers and internet site and educational aids plus an educational workshop with students of mechanic course plus students of mechanic course in work with modern automatics machines in Iranian TVE system in branch of South Khorasan Province in -East of Iran (By author, Aug 28, 2012)



3- On the basis of prioritizing viewpoint of managers and teachers about amount of using teaching methods and techniques we must very much pay attention to cases such as ((meetings and conferences)), ((thesis)),((laboratory)) and ((predesigned education methods such as instructional packages)).

4- On the basis of prioritizing viewpoint of managers and teachers about amount of current effectiveness of teaching methods and techniques we must very much pay attention to cases such as ((workshop)), ((group discussion)), ((group projects)) and ((apprenticeship and internship)).

5- On the basis of evaluating and prioritizing viewpoint of managers and teachers about current situations in programs of the Technical and Vocational Educations Organization in South-Khorasan Province, we must very much pay attention to cases such as ((suitable talent appraisal of applicants during enrolment in technical and vocational educations)), ((accommodation



available teaching methods in Technical and Vocational Educations with global standards)), ((appropriate need assessment from applicants during enrolment in technical and vocational educations)).

6- On the basis of distribution of frequency of learners in technical and vocational educations in South-Khorasan Province, near 83 percent of them are in the age of 15-30 years old. This show us that this type of educations is very attractiveness for youth people that seeking jobs and employment and we must very try to increasing efficiency and fascination this type of educations for youth people.

7. On the basis of distribution of frequency of learners in technical and vocational educations in South-Khorasan Province, near 59 percent birth place of them are in rural regions. This shows us that this type of educations is very attractiveness for rural youth people.

8. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, 60 percent of learners are inhabitants in urban regions. This shows us that even though this type of educations is very attractiveness for rural youth people, but most of these villagers during the passage of time, dwelled in urban regions.

9. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, 60 percent of learners are single and don't married. This fact shows a perspective of youth marriage situation in current society conditions of Iran.

10. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, 62 percent of learners are male. This fact shows that responsible officers must prepare more facilities and possibilities for daughters in this type of educations.

11. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, major primary course of science of learners are human science and empirical science. This fact shows that facilities and possibilities for accessing to job and employment for graduates of these courses are fewer in South-Khorasan Province, and therefore these graduates turn to technical and vocational educations for achieving job and employment.

12. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, major enterprises of them are greenhouse culture and turnery. This fact shows that these jobs have better situation in work market in society.

13. On the basis of distribution of frequency of learners in Technical and Vocational Educations in South-Khorasan Province, major reasons for selecting enterprises courses by them are self-interest (82 percent) and advices of their parents. This fact shows that these educations find their good situations among youth generation.

14. On the basis of prioritizing viewpoint of learners in Technical and Vocational Educations in South-Khorasan Province, major problems of these educations are ((low level of skills and experiences among skill learned of these educations that causes problems and obstacles for staffing them in industry, service and etc. sections)), ((low level of infrastructures of industry, service and etc. sections in this deprived region)) and ((weak linkages between these educations and infrastructures of industry, service and etc. sections)).

15. Test results of hypothesis of the research show that increasing level of education, years of experience and age of managers and experts in Technical and Vocational Educations in South-Khorasan Province get effects on their viewpoints about quality in these education programs and their viewpoints about problems and obstacles, quality and available alternatives and solutions for improving these education programs. These facts show that important factors of level of education and years of experience cause improvement their efficiency and viewpoints.

16. Test results of hypothesis of the research show that recognizing problems and obstacles and role of skill learned of these educations from the viewpoints of managers and staff of working associations in courses that their branch are available in the Technical and Vocational Educations Organization in South-Khorasan Province, can play a major role in development in this region.

These facts show that these education programs get a high position among people of this region and they are very faithful and hopeful to these education for development their deprived region. In this regard responsible officers must try exploring from this available positive attitude in

society for growth and improving these education programs for achieving sustainable social and economic development.

5. CONCLUSIONS

It is considered that choosing a career is one of the most important decisions in human life. Because of many reasons such as family, environment, school etc. Industry and technical occupation high school to be preferred by students' educational system is very important to adoption of developments in the world, catch up with information society and develop its international competitiveness. The education system must train qualified manpower in order to decrease unemployment and increase social welfare. Policy of educational system is important at this stage. Industry technical occupation high schools educate qualified manpower and various non-formal education institutions continuously give the employers the skills needed by sector (ATAKOK, et al. 2014). The most important stage in Iran is to train qualified human resources at secondary education and in secondary education part, vocational and technical education institutions is the hardest and most important factor (Golmohammadi, 2012).

According to results of an official survey that have been taken by Technical and Vocational Training Organization in Iran (TVTO) from each 10 persons that graduated from vocational schools, nine of them directly absorbed as labour force in market, whether this statistics for graduates in higher education system in Iran is very fewer and because of this matter in recent years about 45 percent of students in point of time high school going to vocational schools in Iran and under programs of Ministry of education this statistics will be received to 70 percent until 2025. Ministry of education have been established 1200 vocational schools from beginning of 2012 and according to his plans number of vocational schools will be increased to 6700 until end in 2025 to 6700 in Iran (Golmohammadi, 2012).

Insistence of Ministry of education caused absorbing attention of students toward vocational schools. Whether statistics of students in point of time high school had been gone to vocational schools in Iran decreased to 33 percent in 2005, but by efforts of Ministry of education this statistics increased to 45 percent in 2015 (Golmohammadi, 2012).

In recent years, the debate on the knowledge economy has drawn more attention to vocational education. State policies in Technical and Vocational Educations (TVE) are also motivated by other factors. TVE is seen as a means of providing a second chance to secondary school drop-outs, offering an alternative to university education, and combating youth unemployment and poverty. This great diversity of objectives makes TVE policies complex to implement and difficult to assess. In the wave of public sector reforms, many governments have decided to reshape vocational education institutions in order to make them more efficient and effective. Mergers have often been used to make state providers stronger.

In this order for strengthening Technical and vocational education and training (TVET) in Iran, summary recommendations for future policy and strategy are as follows:

- increasing and strengthening educational instruments and tools in vocational schools for improvement quality of these educations;
- providing conditions for continuing in higher education for graduates of vocational schools;
- Increasing course of studies in various branches (such as different branches in agriculture, industry, services) in vocational schools;
- Increasing considerable amount in budgets in vocational schools (shortage of budgets is the main problem in vocational schools as responsible in this domain said) (Golmohammadi, 2012);
- prioritize reform/strengthening of assessment/accreditation (These also confirmed in: Dahar, et al. 2010 & Mohd Salleh, et al. 2015);
- establish School Management Boards with employer/social partner representation;



- take further steps to modernize facilities/equipment – especially in non pilot schools that did not benefit from material support;
- continue to address ongoing teacher training needs;
- develop stronger TVE information systems – labour market research for qualification needs and qualified staff and on student tracking;
- Further modernize the apprenticeship sub-sector by introduction of modern way of work based learning;
- Introduction of a system of certified work placement companies and qualified mentor coaches in these companies;
- continue to address gender differentials;
- continue to strengthen vocational guidance mechanisms;
- continue to promote lifelong learning (These also confirmed in: Dahar , et al. 2010 & Mohd Salleh, et al. 2015);

Also we must consider following items:

- increasing in part-time and adult participation in TVE schools;
- Better use of general schools, evenings, weekends and holidays: for lifelong learning;
- Development of alumni associations;
- consider streamlining national level management structures;
- consider a shift of balance from project to sector and regional wide approaches;
- set up program/project support so that it yields stronger lessons about what works best and why;
- Use findings of up-to-date researches to informing future policy direction.

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ETHICAL CONSIDERATION

Authenticity of the texts, honesty and fidelity has been observed.

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Planning and writing of the manuscript was done by the authors.

CONFLICT OF INTEREST

Author/s confirmed no conflict of interest.

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