



# TVET Country Profile Iran

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Compiled in collaboration with the Instructor Training Center & Technical and Vocational  
Researches (ITC)

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## TVETipedia Glossary

Words marked in [blue](#) are linked to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more [here](#).

## Acknowledgements

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## Statistics<sup>1</sup>

### General information

Category	Indicator	Statistics (2015)
Demographic	Total population (in thousands)	79,926
	Population growth (annual %)	1.24
	Median age of population <sup>2</sup>	29.5
	Population aged 15-24 years (in thousands)	11,851

Socio-economic	GDP growth (annual %)	4.3
	GDP per capita (current US\$)	17,366
	Unemployment rate (%) <sup>3</sup>	12.6
	Youth literacy rate, population 15-24 years, both sexes (%)	98.03

### Participation in education by level and by programme orientation, 2015

Category	Gross enrolment ration (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)	108.92		50.30	
Secondary education, all programmes	Lower secondary (ISCED 2)	89.17	98.68	47.56
	Upper secondary (ISCED 3)		84.51	47.49
Tertiary education, all programmes (ISCED 5-8)	71.88		45.82	

Category	Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	14.57	0.31	34.50
	Upper secondary (ISCED 3)		22.71	34.50

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	22.82	31.46

<sup>1</sup> UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

<sup>2</sup> UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

<sup>3</sup> International Labour Organization. [ILOSTAT - ILO database of labour statistics](http://ilostat.org/)

### Education finance

Category	Indicator	Statistics (2015)
Expenditure	Government expenditure on education as % of total government expenditure (%)	18.57
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	2.20

### SDG thematic indicators related to TVET and skills<sup>4</sup>

Category	Indicator	Statistics (2015)
Selected SDG thematic indicators	Participation rate in technical-vocational programmes (15- to 24-year-olds) (%)	6.15
	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills (%)	-

### Type of TVET institutions<sup>5</sup>

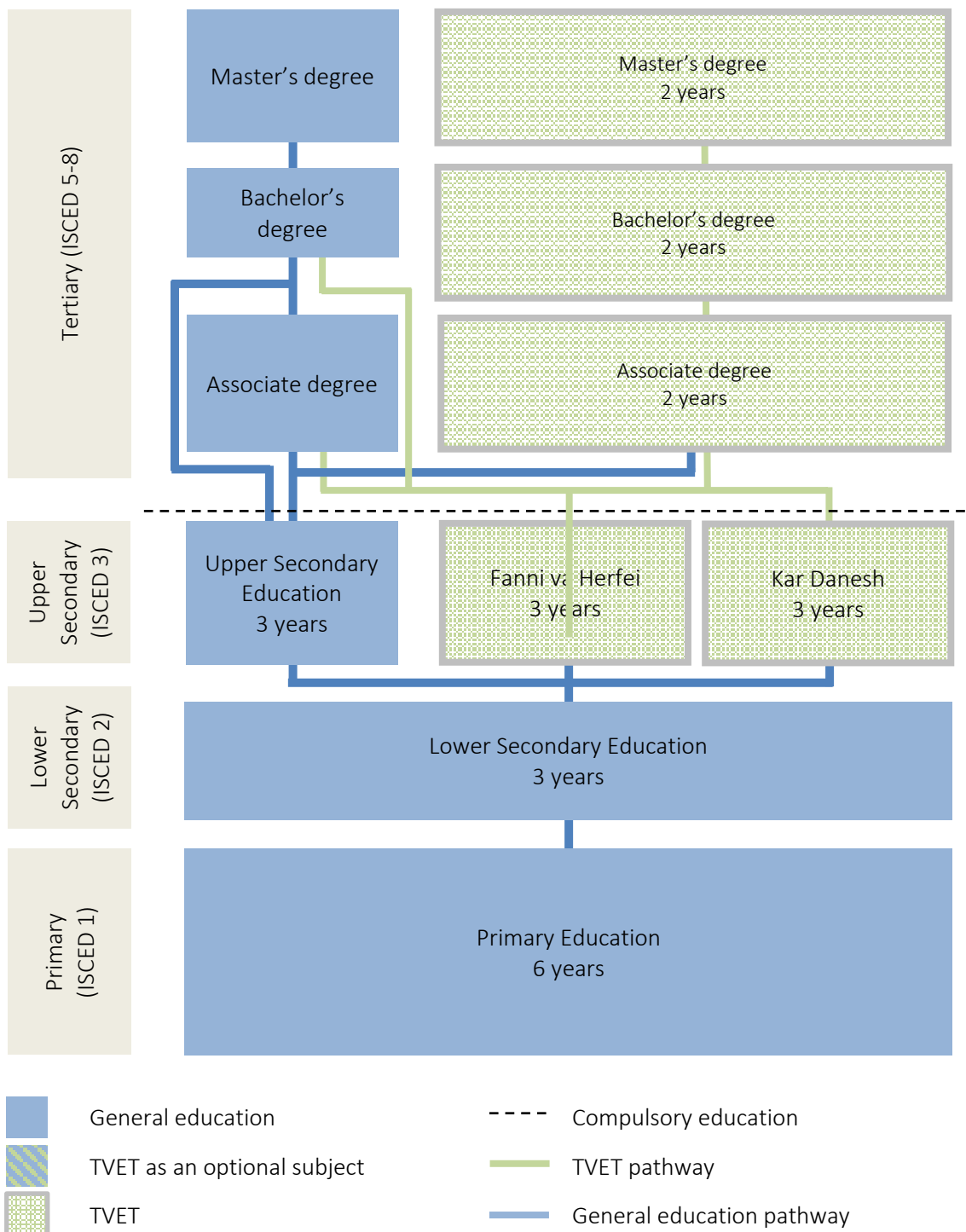
Type of institution	Education level	Ministry responsible	Number of institutions
Technical and vocational (Fanni va Herfei) high schools	Upper secondary (ISCED 3)	Ministry of Education	2316
Professional (Kar-Danesh) high schools	Upper secondary (ISCED 3)	Ministry of Education	4371
Technical and Vocational University (TVU)	Tertiary level (ISCED 5)	Ministry of Science, Research and Technology	172
Institutes of the University of Applied Science and Technology (UAST)	Tertiary level (ISCED 5)	Ministry of Science, Research and Technology	1058
Public Technical and vocational training centers	Non- Formal TVET	Ministry of Cooperative, Labor, and Social Welfare / Iran Technical and Vocational Training Organization (Iran TVTO)	586
Private-sector technical and vocational training institutions	Non- Formal TVET	Ministry of Cooperative, Labor, and Social Welfare / Iran Technical and Vocational Training Organization (Iran TVTO)	11796

<sup>4</sup> Other Sustainable Development Goal 4 thematic indicators at <http://sdg4monitoring.uis.unesco.org/>

<sup>5</sup> Compiled by the Instructor Training Center and Technical and Vocational Researches (ITC)

## 1. TVET formal, non-formal and informal systems

TVET in the Iranian education system



## Formal TVET system

**Technical and vocational (Fanni va Herfei)** programmes are offered at the upper secondary level (ISCED 3).

Duration:	3 years
Admission requirements:	Students are required to have passed the first year of upper secondary education
Taught in:	Technical and vocational (Fanni va Herfei) high schools under the Ministry of Education

Graduates of Technical and vocational (Fanni va Herfei) are encouraged to get more competencies and skills and that lead to the decent work in higher levels jobs. Graduates from Fanni va Herfei programmes receive a high school diploma, the *Diplôme Fanni va Herfei*. Graduates are able to pass on to tertiary level programmes (ISCED 5-8), following an entrance examination.

**Professional (Kar Danesh)** programmes are offered at the upper secondary level (ISCED 3).

Duration:	3 years
Admission requirements:	Students are required to have passed the first year of upper secondary education
Taught in:	Professional (Kar Danesh) high schools under the Ministry of Education

Graduates from Professional (Kar Danesh) programmes are intended to become semi-skilled, skilled and master workers. Graduates receive a high school diploma, the *Diplôme Kar-Danesh*. Graduates are able to pass on to tertiary level programmes (ISCED 5-8), following an entrance examination.

The **Associate degree (Foghe Diplom)** (ISCED 5) and **Bachelor's degree** (ISCED 6) are offered at the tertiary level.

Duration:	2 years each (in total 4 years for the Bachelor degree)
Admission requirements:	Students are required to have a <i>Diplôme Fanni va Herfei</i> or a <i>Diplôme Kar-Danesh</i>
Taught in:	Technical and Vocational University (TVU) and institutes of the University of Applied Science and Technology (UAST), both under the Ministry of Science, Research and Technology

Graduates from the Bachelor's degree (ISCED 6) are able to proceed to the Master's degree programme offered at the tertiary education level (ISCED 7).

The **Master's degree** programme is offered at the tertiary education level (ISCED 7).

Duration:	2 years
Admission requirements:	Students are required to have an Associate degree (Foghe

	Diplom) (ISCED 5) and Bachelor's degree (ISCED 6)
Taught in:	Technical and Vocational University (TVU) and institutes of the University of Applied Science and Technology (UAST), both under the Ministry of Science, Research and Technology

## Non-formal and informal TVET systems

The Iran Technical and Vocational Training Organization (Iran TVTO) affiliated to the Ministry of Cooperative, Labour and Social Welfare offers **non-formal** TVET programmes. For example:

<b>Programme:</b>	<b>Skill training for job seekers</b>
Ministry/organization responsible:	Iran Technical and Vocational Training Organization
Target audience:	Unemployed and job seekers
Admission requirements:	From minimum level of literacy to a Bachelor's degree
Qualifications received:	Skills Certificate based on ILO's ISCO- 08 Job/Competency Standards

<b>Programme:</b>	<b>Skill promotion for employees</b>
Ministry/organization responsible:	Iran Technical and Vocational Training Organization
Target audience:	All workers and employees working in companies and organizations
Admission requirements:	From minimum level of literacy to a Bachelor's degree
Qualifications received:	Skills Certificate based on ILO's ISCO- 08 Job/Competency Standards

<b>Programme:</b>	<b>Skill Training for rural population</b>
Ministry/organization responsible:	Iran Technical and Vocational Training Organization
Target audience:	Rural population
Admission requirements:	Minimum level of literacy
Qualifications received:	Skills Certificate based on ILO's ISCO- 08 Job/Competency Standards

Iran TVTO has a training network across 31 provinces around the country. The network includes 586 public technical and vocational training centres and private-sector technical and vocational training institutions. In each province, there is a unit or an office that provides guidance and counselling, as well as a kiosk that provides job and training data and information. Applicants can also receive guidance and counselling online via a dedicated portal before coming to the centre.

## 2. TVET strategy and key policy documents

TVET in Iran aims to empower people through training and contribute to the development of a labour force that corresponds to industry needs, particularly in the fields of manufacturing, services, agriculture, and arts and culture. TVET also contributes to **lifelong learning** and ensures that current employees and workers are able to develop themselves. The

development of knowledge, skills and expertise should be orientated towards Islamic values and professional ethics.

The following key documents help guide the development of TVET in Iran.

Name of document	General Employment Policies
Date entered into force	19 July 2011
Website link	<a href="#">Link</a>
Key points and objectives	
<p>The policies aims to contribute to the development of skills and knowledge that correspond to the needs of the labour market, and promote entrepreneurship. They aim to:</p> <ul style="list-style-type: none"> <li>• promote stable job opportunities in public and private sectors, particularly in the areas of technology;</li> <li>• develop a common database system that includes TVET related data from all bodies involved. These include the Ministry of Cooperative, Labour and Social Welfare, the Iran Technical and Vocational Training Organization, Provincial Labour General Offices, and private sector agencies;</li> <li>• involve the private and cooperation sectors and enterprises in urban and rural areas, in accordance with Islamic criteria. This includes encouraging competition between actors by reforming the related laws and regulations within the framework of the Constitution of the Islamic Republic of Iran;</li> <li>• promote international collaboration with countries and organizations across the world to attract more technological, capital and financial resources;</li> <li>• coordinate and stabilize monetary, financial, currency and trade policies and regulating economic markets with the aim of reducing the unemployment rate, as well as improving the efficiency of the private sector;</li> <li>• develop identified sectors that are promising, including the tourism and transportation sectors;</li> <li>• support the establishment and development of a partnership fund in order to diversify the financing of TVET. This includes supporting newly established, small and innovative companies;</li> <li>• support those unemployed by giving them additional training to enable them to gain employment.</li> </ul>	

Name of document	National Master Plan For Science and Education
Date entered into force	February 2010
Website link	<a href="#">Link</a>
Key points and objectives	
<p>The National Master Plan For Science and Education is a comprehensive and future oriented collection of principles, goals, policies, strategies, structures, and requirements for a strategic change in the science and technology sectors based on Islamic values. The documents also contribute to achieving Iran's long-term objectives. The articles related to TVET are as follows:</p>	



- enhance the coordination of policy-making and planning between vocational and higher education in order to promote pathways between them;
- strengthen governance and policy-making for TVET, including the participation of private and non-governmental actors in governing the system;
- establish a system to evaluate teachers, where teachers are ranked based on their professional competencies;
- promote science and technology, and particularly those skills that are relevant to those sectors, throughout the whole education system. Promote research-oriented education at the tertiary education level;
- enhance the quality of TVET in order to develop a workforce that is able to accommodate national needs, but also be competitive internationally;
- promote knowledge-based businesses and entrepreneurship by enhancing the scientific, technological, and innovative capabilities and skills of individuals;
- develop and enhance mechanisms that recognize prior learning to enable all to benefit from TVET and get skills competencies.

Name of document	Fundamental Reform Document of Education
Date entered into force	December 2011
Website link	<a href="#">Link</a>
Key points and objectives	
<p>The Fundamental Reform Document of Education is a roadmap that aims to initiate fundamental reforms in the education system. The reforms contribute to the country's 2025 vision to attain a leading economic, scientific and technological position at the regional level, with an Islamic and revolutionary identity. The document has a number TVET related articles, as follows:</p> <ul style="list-style-type: none"> <li>• Strategy 1.6: develop a comprehensive TVET system at all levels of the education system;</li> <li>• Strategy 5.4: prioritize the provision of TVET and allocation of financial resources to students living in deprived areas;</li> <li>• Strategy 6.5: implement a comprehensive entrepreneurship and skill training programme at all stages of the education system, especially in secondary schools;</li> <li>• Strategy 7.3: establish ties among scientific–research institutions and the formal education system at the national and regional levels, especially among higher education institutes and technical and vocational training centers, particularly those of the Quranic science, educational science and psychology faculties;</li> <li>• Strategy 21.3: establish a “Comprehensive Field Selection Guidance and Talent Identification System” in order to provide guidance to students to fields that speak to their talents, interests and potential.</li> </ul>	

Name of document	The Fifth Five-Year Development Plan of the Islamic Republic of Iran
Date entered into force	January 2011
Website link	<a href="#">Link</a>
Key points and objectives	
<p>The Fifth Five-Year Development Plan focuses on promoting progress on the basis of social and economic justice, and building a society based on Islamic and revolutionary values. The general policies of the Fifth Development Plan include 45 articles and are divided into cultural, scientific, technological, social, economic, political, defence, and security plans. Articles related to TVET are as follows:</p> <ul style="list-style-type: none"> <li>• Article 21 (brief summary): expanding TVET in formal, non- formal and informal systems, developing a comprehensive national qualification framework, and ranking formal and non- formal TVET centers and institutions;</li> <li>• Article 80 (brief summary): implement initiatives that promote sustainable employment, entrepreneurship, and new jobs development;</li> <li>• Article 194 (brief summary): provide TVET for rural populations to empower them.</li> </ul>	

### 3. Governance and financing

#### Governance

The **Ministry of Education** and **Ministry of Cooperative, Labour and Social Welfare** are responsible for the development of TVET policies. Specifically, three authorities govern the TVET system in Iran:

- the Ministry of Education which is responsible for governing and administrating technical and vocational education at the upper secondary level;
- the Iran Technical and Vocational Training Organization, under the Ministry of Cooperative, Labor, and Social Welfare, which is responsible for non-formal TVET;
- the Ministry of Science, Research and Technology which is responsible for governing TVET at the tertiary education level.

Other Ministries and organizations provide informal education and training. For example, the Ministry of Agriculture, the Jihad and the Iran Cultural Heritage, and the Handicraft and Tourism Organization also provide non-formal TVET programmes in their respective specialized fields.

#### Financing

The Ministry of Education, Ministry of Cooperative, Labour, and Social Welfare, and the Ministry of Science, Research and Technology are responsible for financing TVET in their respective areas. TVET is mainly financed through public funds. These funds are allocated to the respective ministries by the government.

Most of the TVET programmes offered in the **formal** TVET system is free of charge. Some technical and vocational and professional high schools work as non-profit organizations and ask for a fee, set by the board of ministers and the Islamic Parliament. All students in tertiary

education institutes such as the Technical and Vocational University (TVU) and University of Applied Science and Technology (UAST), ask for fees.

The total TVET budget in 2016 amounted to 46 trillion Rials (about 1.3 billion Euro). This amount was split among the different authorities as follows:

- 62.5% for the Ministry of Education (upper secondary level TVET)
- 12.3% for the Technical and Vocational Training Organization (non-formal TVET)
- 16.3% for TVET at the tertiary education level (12.3% for the TVU, 3.8% for the UAST, 0.2% for the SRTTU)
- 8.9% for other ministries and organizations

#### 4. TVET teachers and trainers

TVET teachers and trainers are classified according to whether they teach in the formal or non-formal TVET system:

- teachers teach in technical and vocational and professional high schools at the upper secondary education level (ISCED 3)
- trainers teach in the non-formal TVET system and train those in public Iran TVTO centres and privately owned TVET institutes

Teachers at the upper secondary and tertiary education levels need to prove that they have expertise in their field. While teachers at the upper secondary education level need to hold a Bachelor's degree to teach, teachers at the tertiary education level need to have a Master's degree.

The following institutions offer pre-service TVET teacher and trainer training:

- the Shahid Rajaei Teacher Training University (SRTTU) offers training for teachers of the formal TVET system
- the Instructor Training Center and Technical and Vocational Training Researches (ITC) provide training for trainers of the non-formal TVET system

The following institutions offer in-service TVET teacher and trainer training:

- the Farhangian University offers training for teachers
- the Instructor Training Center provides training for trainers

#### 5. Qualification system and quality assurance

##### National Qualifications Framework (NQF)

Currently there is no NQF in Iran. However, the Iran Technical and Vocational Training Organization is currently working on a plan to develop a NQF.

## Quality assurance

The Ministry of Education is responsible for assuring the quality of TVET programmes in the formal TVET system through test centers, provincial evaluation units, and skills assessment and evaluation offices.

The Curriculum Development Office, under the Iran Technical and Vocational Training Organization, is responsible for [quality assurance](#) in the non-formal TVET system, as well as for updating and the quality of the TVET curriculum. The [curriculum](#) is developed according to a competency management system, and occupational profiles are based on [DACUM](#).

TVET institutions need to be accredited to teach.

## 6. Current reforms and policy discussion

Current reform and policy discussions in TVET focus on the development of a national qualifications framework (NQF) in Iran. The Iran Technical and Vocational Training Organization is currently working on a plan to develop a NQF, and preliminary plans indicate that the NQF levels will be structured according to the International Standard Classification of Education (ISCED) framework.

### Challenges

Iran is facing the following challenges to the TVET system:

<b>Develop pathways between the formal and non-formal TVET systems</b>	There is currently no NQF or framework that facilitates permeability between the formal and non-formal TVET systems. Such pathways need to be developed in order to encourage young people to take TVET.
<b>Establish a comprehensive TVET system</b>	<a href="#">Pathways</a> within the formal TVET system are not clear. Through the establishment of a NQF, there is a need to strengthen the TVET system and establish clear pathways.
<b>Meet the needs of the market</b>	TVET is only useful when the training it provides meets the needs of the market. Conducting market needs assessments to define what are the future skills necessary for the world of work is a challenge. This market needs <a href="#">assessments</a> needs to be conducted by national and provincial committees.
<b>Ensure the quality of the TVET system</b>	Ensuring the quality of the TVET system so that it trains trainees with the suitable skills. This relates both to the identification of needs, but also building the capacity of teachers and trainers.
<b>Diversify the funding of TVET</b>	Up till now all TVET financing comes from public funds provided by the government. In order to increase the funding to TVET, the financing mechanisms should be diversified. This also includes involving the private sector in financing TVET.

## 7. References and further reading

### References

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