

TVET In Iran:

How Much Near To A Gender Sensitive System?

M. Paknahad-Jabarooty

Ministry of Labor & Social Affairs
Technical & Vocational Training Organization
paknahad@irantvto.com

Y. Mehrpooyan

Ministry of Education
Technical & Vocational Education Bureau
mehrpooya@roshd.ir

1. Introduction

In a perfect world, the issue of technical and vocational education and training for women would not need to be raised. Everyone, no matter what his/her gender, would not only have access to education and training but to a labor market, which would value exclusively the excellence of work. Discrimination in employment and occupation would not exist.

However, we know that this is not a perfect world, but rather a world, which has very real labor-market barriers for women. Even with the best of technical and vocational qualifications, they face enormous challenges, which range from balancing home and work responsibilities, having access to technical and vocational education and training, and the segregation of occupations by gender. Therefore, technical and vocational education and training for women is not the unique answer, but rather a very important part of a process, which must be linked to social and economic reforms in order to promote gender equality in the world of work.

Three situations exist in the world, which are important as starting points for exploring the issues affecting technical and vocational education and training programs for women, and how such education and training can be reformed to make it more accessible to women.

- *Situation 1: Male-dominated occupations are seven times more common than female-dominated occupations*

Gender segregation in job skills is promulgated by social and cultural considerations, and plays a key role in both the technical and vocational education and training choices available to women and in the selection of courses offered by education and training institutions. Breaking the cycle of gender-segregated employment requires a range of facilitating policies such as equal-opportunity programs and anti-discrimination laws, as well as stronger career information systems at all levels of society. For example, national public awareness campaigns, which promote women who have had significant success in non-traditional occupations, would help to

publicize role models which other women can emulate.

- *Situation 2: Women are seen as a high risk for skills investment, and employers are often unwilling to invest in training programs for them*

Technical and vocational education and training institutions may be the only source women have for developing technical and vocational skills. It is important to have such institutions, which are geared toward flexible skills-training programs and information services, which women can use. Women are then likely to be better equipped to enter and re-enter the labor force which they may have to leave many times during their working lives because of family responsibilities, work situations, the need for knowledge updating and skills upgrading, etc. Equally important as education and training programs is having information systems and advisory services which women can call on when needed. Providing women with advisory support at pre- and post-education and training levels is a critical need and should be balanced with education and training programs which are both technically sound, flexible in timing, and labor-market oriented. The more information potential students have access to the more it increases their decision-making potential regarding occupations.

- *Situation 3: In many countries education and training systems are ill-equipped to meet the skills needs of different sectors adequately; broad-based skills such as computer literacy, interpersonal skills and analytical skills are often missing from technical and vocational education and training curricula*

Too often technical and vocational education and training institutions focus on long-term "traditional" occupational courses. Balancing this design with short-term specialized skills training will require change in their organizational design. In particular, it will require reform in the training of instructors and curricula, which fuses analytical and technical skills. Specialized instructor-training programs, which recognize the social constraints and family

responsibilities which women experience when entering a training program, need to be part of an instructor's training. In addition, training in "andragogic" (adult learning) theory as well as in teaching methodology which goes beyond traditional instructor-led activities and are different from the training needs of youth, should be part of every instructor's curriculum.

2. Base Theory

The base theory in this research has been Gender-role Socialization theory. "Sociologists have increasingly reached this point that Gender has at least three different and related levels: (1) Individual level: including individual roles and identities; (2) Interaction level: including manners and behaviors toward others; and (3) Macro-social Level: including cultural believes and resources distribution.

This multi-level system of Gender allows occurrence of procedures that finally leads to unequal gender reproduction in macro, micro, and interaction levels simultaneously. (Correll, 2001)"

3. TVET system in Iran

TVET system in Iran covers a wide range of trainings and education consisting non-formal training (short-term), secondary education (technical and vocational schools), and post-secondary education (scientific-applied).

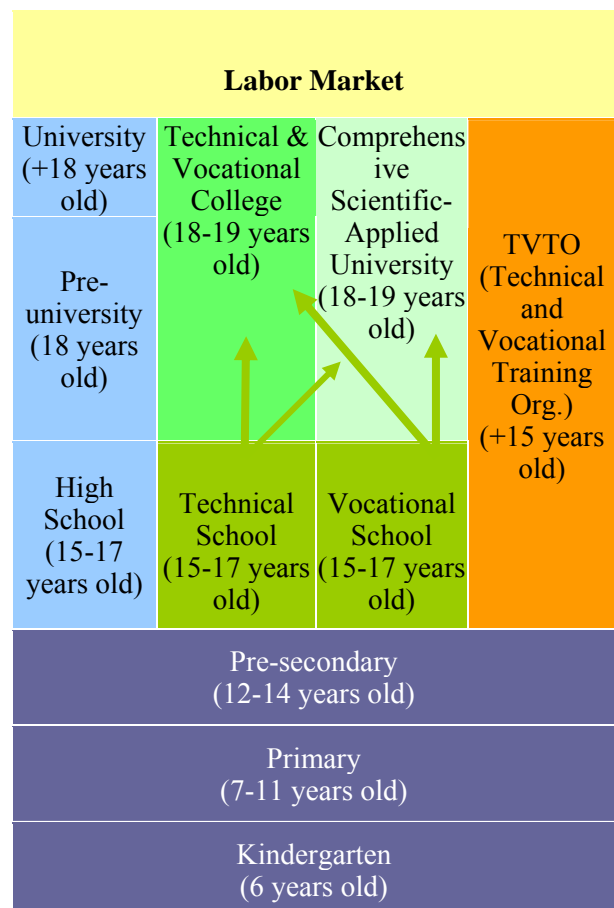
TVET system in Iran is completely supervised and conducted by the Government. In this regard, policy-making, developing curriculum, evaluation, and certification are handled are carried out by the Government and private sector is responsible for partly facilitating and implementation of TVET. So in Third Development Plan of Government, TVET section is discussed by a comprehensive and oriented glass as follows:

- Improving level of occupational, technical and vocational skills, as well as improving professional knowledge of human resources in industry, agriculture and services sections in order to achieve qualitative and quantitative goals of development plans;
- Coordination in providing TVET by emphasizing on effective use of potentialities and current capabilities of country, improving material and spiritual dignity of TVET in the society, creating a logic and suitable relation between TVET and higher and general ET, encouraging cooperative and private sectors for investment and participation in developing TVET programs as well as emphasizing on establishment of a TVET background appropriate with women needs;

- Establishing a logical relation between TVET and labor market needs in various professional aspects by emphasizing on reinforcement of job-creative attitude and self-reliance of human resources;
- Increasing quality and effectiveness of TVET system to provide and reform human pyramid;
- Considering governmental employees and managers training

Therefore, it can be said that area of governmental tasks and duties in this regard are very vast and many various audiences are covered by it. That's why TVET system in Iran is comprised of two completely separated sub-systems naming TVT (non-formal) and TVE (formal) systems. Of course, the contents of courses in formal sector include more general knowledge and most of the time not 100 % transferable to situations in "real" jobs.

Figure 1: TVET System in Iran



3-1. Technical and Vocational Education (TVE) system

TVE is a 5 (3+2) years period, which is provided in two parts: 3 years TVE in general education and 2 years TVE in technical colleges of MOE. General Education includes 3 parts:

- Primary Level (5 years)
- Guidance Level (3 years)
- Secondary Level (3 years)

It should be noted that first year of secondary level is general for all students and after passing 32 units they are going to select continue general education or enter TVE system.

After finishing secondary level all students get diploma. The students who have finished their secondary level in TVE system can go to labor market. Also they are allowed to participate in entrance exam to continue their studies in higher academic levels, TV post-secondary colleges and/ or Comprehensive Scientific-Applied University to study for almost two years and get post-secondary (technician) degree.

Technical and Vocational Education (TVE) system divides into two sub-systems: Technical Education (TE) and Vocational Education (VE), which are known as formal education¹. Both of them lead to academic levels or labor market. Governmental and private institutions and 'Comprehensive Scientific-Applied' university provide services in this part. Ministry of Education and Ministry of Science, Research, and Technology affiliate this sector. Of course in this survey parts related to Ministry of Education are high lighted.

Technical Education (TE)

Technical Education consists 34 courses in three fields: industry (19 courses), services (11 courses) and agriculture (4 courses). In each course, students pass 96 units in 3 years.

According to ILO definition cited in its Technical and Vocational Glossary, Formal Education is an organized structure through the country, which deals with learning in educational institutes (from primary to the highest academic level). In addition there is an age limitation for entering it and the minimum duration for educating is considered.

Table 1: Number of students studying in TE courses by Field and Sex (2005)

Field	Course	Boys	Girls
Industry	Surveying	4383	0
	General Drawing	4339	0
	Production	12175	0
	Metal Industry	4681	0
	Auto Mechanics	18967	0
	Installations	4765	0
	Wood Industry	2792	0
	Printing	254	0
	Electro Techniques	35823	0
	Electronics	18596	2038
	Metallurgy	4573	0
	Chemical Industries	2625	2118
	Textile Industries	619	0
	Ceramics	645	0
	Construction	22436	0
	Mining	466	0
	Navigation	402	0
	Marine-Engine Mechanics	288	0
	Marine Electronics , Telecommunications	322	0
	Total	139151	4156
Services	Graphic	3961	16955
	Designing & Sewing	0	9178
	Architectural Drawing	12122	11082
	Painting	230	3428
	Handicrafts	150	1037
	Family Management	0	3278
	Accounting	27148	29445
	Child Care	0	11128
	Computer	33273	30018
	Sport	2955	2514
	Performance Arts	659	419
Total	80498	118482	
Agriculture	Animal Husbandry	1604	0
	Garden Husbandry	2847	0
	Agricultural Machineries	2275	0
	Food Industries	511	465
Total	7237	465	
Total of TE Students	226886	123103	

Source: MOE, Statistical Yearbook, 2005, pp 134-135

In all courses of TE students learn basic knowledge and technology of all tasks of a job in classrooms and getting familiar with all skills of doing the tasks. So

in this system students are not going to be skilled in a certain task. They are expected to work as a Forman in a workshop. So for working as a skilled worker they need to attend in short term on-the-job training.

Vocational Education (VE)

VE is performed under the name of “Kar-Danesh” (work-knowledge). Aim of education in this branch is training human resources in semi-skilled, skilled and craftsmen levels for industry, agriculture and services sectors. Entering Kar-Danesh schools is based on available educational facilities of the region and individuals. This section is the only link point between formal and non-formal education and training. Because each student is entitled to achieve skill certificate (grade two or one) in his/her selected trade according to related regulations and passing at least 49 general units and 47 skill units (totally 96 units) to get Diploma degree. Ministry of education takes the skills standards from TVTO, which are basically extracted from ILO standards. There are 297 courses in VE.

Table 2: Number of VE students by Sex (2005)

VE	Male	Female	Total
Government	246138	175886	422024
Private	16422	7082	23504
Total	262560	182968	445528

Source: "Statistical Yearbook", MOE, 2005, Page 145

3-2. Technical and Vocational Training (TVT) system

TVT system in Iran is a labor market based one that is responsible for providing training under a non-formal system². According to Article 151 of Forth Development Plan of I.R. Iran, this system is supervised and conducted by TVTO (Technical and Vocational Training Organization) affiliated by Ministry of Labor and Social Affairs, although there are many ministries and private sector training providers. The most important role of TVT system in Iran is improving knowledge and efficiency of those labor forces that have been unsuccessful in completing their studies in TVE system and have left

According to ILO definition cited in its Technical and Vocational Glossary, Non-formal Education (Training) is an organized and planned training activity, which is often related to labor and is conducted out of formal education system. This kind of training is another opportunity for those who have lost opportunity for participating or completing Formal Education.

it as well as supporting Labor Market by providing life long learning for all the people.

As technical and vocational training is very cost bearing, TVTO as government representative supervises and conducts training system in Iran. TVTO is a training organization with a framework concerning 3 major parts and these parts are in interaction with each other. The mentioned parts are: (a) Research, (b) Training, and (c) Evaluation.

Training is the main core of TVTO's tasks and forms main responsibility and identity element of TVTO. Programs with 3 to 24 months duration provide training. And these training programs are presented within the following formats:

- Stable centers training
- Trainers training
- Industries training
 - In-plant and inter-plant training
 - On-the-Job training
 - Foremen training
 - Self-assistance training
- Soldiers training
- Prisons training
- Private institutes training

As shown in Table 3, training programs provided by TVTO are categorized in 31 Trade Clusters³.

Table 3: Trainees Distribution in Stable Centers by Trade Cluster and Sex (2004)

Field	Trade Cluster	Male	Female
Industry	Auto-Mechanics	38009	116
	Chemical Industries	37	215
	Construction	11342	1972
	Electricity	25170	371
	Electronics	6527	473
	Food Industries	758	1427
	Installations	9533	122
	Mechanics	9178	322
	Metal Industries	1131	0
	Metallurgy	562	0
	Printing Industry	72	11
	Technical Services	112	8
	Telecommunications	1441	275
	Textile Industries	619	904
	Welding Industries	7879	3
	Wood Industries	6821	4293
	Total	119191	10512
Services	Administrative Services	50	503

³ As training in stable centers has the biggest share among different training types of TVTO, this type of training is considered here for introducing trade clusters.

	Financial & Business Services	1359	7250
	Handicrafts & Art	2187	33254
	Health & Safety	66	198
	Hotel Management	429	429
	IT	36640	41095
	Tourism	0	195
	Training Services	150	327
	Total	40881	83251
Agriculture	Agriculture (Cultivating And Gardening)	6202	2103
	Agriculture (Fisheries And Animal Husbandry)	942	263
	Agriculture (Machineries)	191	0
	Total	7335	2366
Total		167407	96129

Source: Statistical Yearbook, TVTO, 2005

4. Gender roles

Gender roles are learned behavior in a given society, community or social group in which people are conditioned to perceive activities, tasks and responsibilities as male or female. These perceptions are affected by age, class, race, ethnicity, culture, religion or other ideologies, and by the geographical, economical and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts, structural adjustment, or other nationally or internationally based forces. Both women and men play multiple roles - productive, reproductive and community management - in society. Usually perceived as breadwinners, men are able to devote more time to a single productive role, and play their multiple roles one at a time. In contrast to men, women are often seen as secondary wage earners. They must play their roles simultaneously and balance competing claims on their limited time. Women's work time and flexibility are therefore much more constrained than has been the case for men. Since men and women have historically played different roles in society, they often face very different cultural, institutional, physical and economic constraints, many of which are rooted in systematic biases and discrimination.

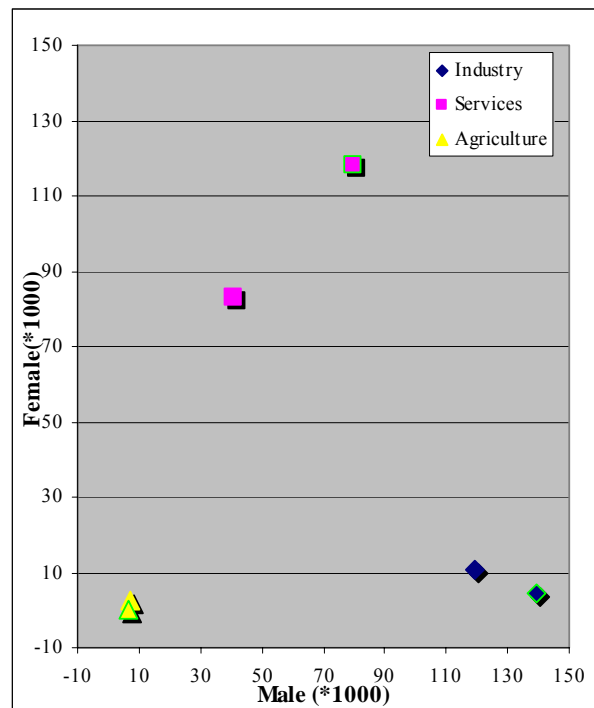
The stereotypical roles in the Iranian society are embedded in TVET system. Having a look at TVE courses and TVT training programs shows that there is a discriminative gender role considered in planning and offering courses and training programs. As it is shown in Table 1, in TVE system 3 courses are offered only to girls as Designing and sewing, Family management, and Child care from Services field. All

of these courses emphasis on family relations (private atmosphere) and reproductive roles for feature women. On the other hand, the Table 1 clarifies that girls' share in Agriculture and Industry fields are very low (male dominated areas). The most of girls are studying in the Services field, which is near to boy's share in this field.

This trend continues in TVT system. As it is shown in Table 3, there is no training program offered in Metal Industries, Metallurgy, Mining, transportation, and Agriculture (Machineries) for female trainees.

It is important to know that legally there is no sex segregation in any area of education and training. In fact all of the mentioned gender constraints are in the manner of offering TVET.

Figure 2: Students and Trainees Distribution by Field and Sex



Note: The signs with light-green borders belong to students (TVE), and other signs belong to trainees (TVT)

4-1. Gender needs

The roles of men and women in existing societies and institutions are generally different. Thus, their needs vary accordingly. As ILO has identified gender needs can be divided to:

“*Practical Gender Needs (PGNs)* are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender divisions of labor and women's subordinate position in society. PGNs are a response to immediate perceived necessity, identified within a specific context. They are practical in

nature and often inadequacies in living conditions such as water provision, health care and employment.

Strategic Gender Needs (SGNs) are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labor, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position". (ILO, 2005).

Both sexes need equal opportunity to improve their education, training and skills. This is a strategic gender need and will improve their efficiency leading to better and fair competition with each other in the labor market. Thus, the law needs to provide required conditions to improve equal opportunity in their education, training and skills which will lead to equal opportunity for employment. But although there is no legal constraint and limitation in providing equal training opportunities, trend of training in Iran during recent years shows that eliminating this need is ignored within Iranian TVET system.

As it is shown in Table 4, although share of male and female +10 years population are very near to each other, there is a great difference between male and female active population, besides number of employed population in one of the most important age groups shows a great unbalance. The important point is that this group includes most of TVET system appliers.

Table 4:Some Demographic Statistics (Forth Five Year Development Plan)

		Male	Female
+10 years Population		27,979,595	27,323,696
Active Population		18,033,817	3,534,551
Employed Population	20-24 years	2,561,097	442,329
	25-29 years	2,299,906	502,313
Participation Rate		64.45	12.94
Unemployment Rate		11.3	17.8
Labor force - by occupation		Agriculture: 30% industry: 25% services: 45% (2001 est.)	

Source: possessed from <http://www.mporg.ir>

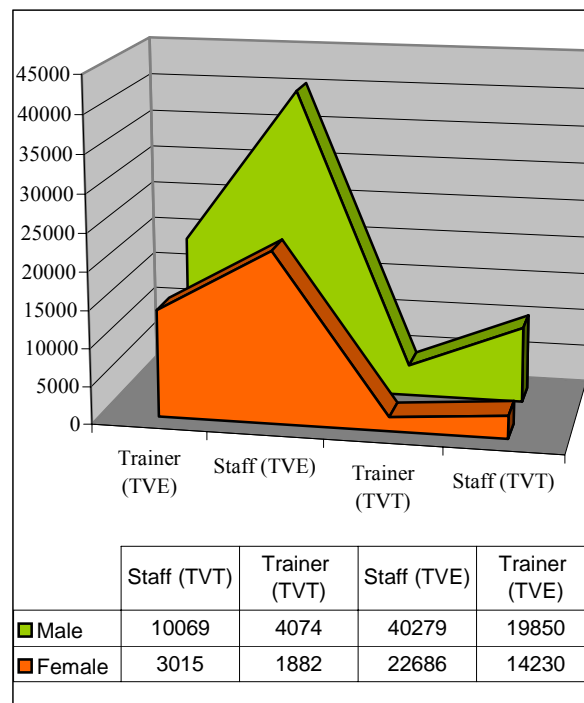
The other crucial weak point of Technical and Vocational Education in Iran is the asymmetric courses for girls. As Table 1 shows, in industry and agriculture fields of TE, there are only three (13%) among 23 (100%) courses for girls, so they are obliged to compete just for jobs within these three courses after getting their diploma, while boys have opportunities for jobs within all 23 courses. In service field it is slightly better but here is again another point: 64.49% of female students in services fields are studying in just three courses (computer, accounting and graphics). It means that almost 64.49% of female graduates should compete only for three job opportunities.

If we put other problems such as unemployment rate, and believes against girls working in industry we can see how vast the problems of girls for getting jobs in Iran are. There are 5 indicators measuring equal access to education and training leading equal employment opportunity.

a) Ratio of staffs and trainers by sex:

Figure 3 shows that ratio of male staffs and trainers in TVET system (governmental part) are always higher than female ones.

Figure 3: Number of Staff and Trainers of TVT (2004) and TVE (2005)



Source: "Statistical Yearbook", TVTO, 2005, page 155-156 and "Statistical Yearbook", MOE, 2005

b) Ratio of male to female trainees and students:

Share of each sex as trainer or student in TVET system directly shows amount of access to training and education opportunities of TVET system. As Figure 4 shows, proportion of male to female trainees and students is almost 2 to 1.

Figure 4: Percentage of Trainees and Students by Sex (2005)

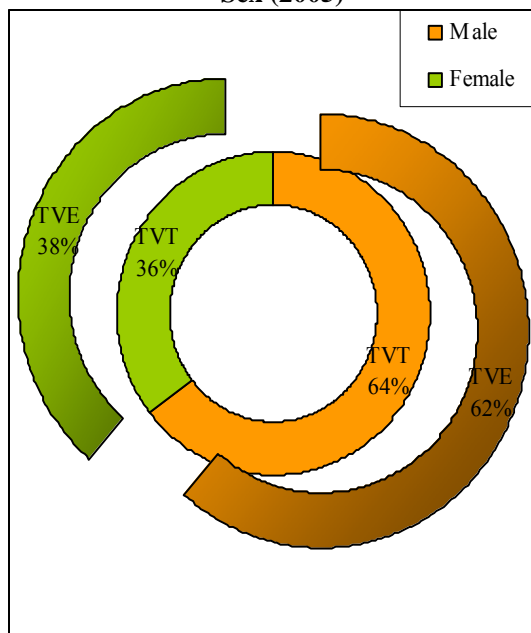


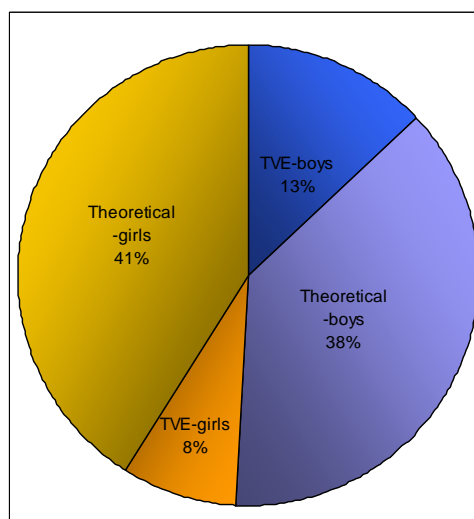
Table 5: Distribution of Both Sexes in Formal Sub-system

	Boys	girls	total
Theoretical	1424967	1548388	2973355
TVE	489446	306071	795517
Total (MOE)	1914413	1854459	3768872

Source: "Statistical Yearbook", MOE, 2005

Otherwise, distribution of students in the formal sub-system is almost equal (51% boys and 49% girls). But percent of girls in Theoretical and TVE are respectively 41% and 8% (while boys' share are respectively 38% and 13%). It is obvious that this inequity brings them less job opportunity in the society (Table 5 and Figure below).

Figure 5: Share of each sex in Formal Sub-system



Source: "Statistical Yearbook", MOE, 2005

c) Ratio of trainees accessing free (governmental) TVET to those accessing private TVET:

As technical and vocational education and trainings are mostly expensive, people need some financial support for participating in mentioned trainings. On the other hand, the Government tries to absorb private sector partnership in TVET.

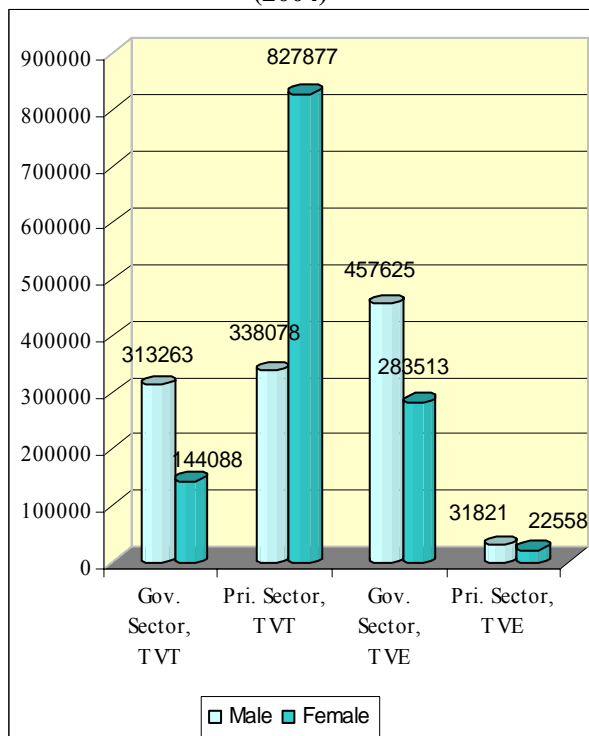
By Article 88 of 'adjusting a part of governmental financial regulations by executive institutes' Law, the government has tried to increase share of private sector (private institutions) in TVT system to make a bilateral economical relation between labor market and TVET system components.

Of course, developing private sector participation –is one of important themes in Third and Forth Development Plan that is mainly related to supplying credential facilities to candidates and providing governmental supports. But performance of forecasted approvals and credentials during Third and Forth Development Plan, have not been useful for doing this activities and using facilities. TVT chapter in spite of its sound relation with labor market and employment, has not received any share in distribution of credentials related to 'job-creating projects' or technical and credential assistances. This is also repeated in budgeting regulations forming by credential plans tables. Therefore, assisting private sector activities by above credentials is impossible.

It means the burden of tuitions considered for TVT programs in private sectors is on the shoulder of the families. In this regard, the Government tries to consider most of free and governmental training capacity for those programs that are more expensive as well as transferring cheaper ones to private sector. But as (1) share of male and female trainees in the area of offered training programs is unequal, (2) the

most expensive training programs are in Industry branch, and (3) most of the trade clusters in the area of Industry are male dominated, there isn't equal access to training programs and mostly women are obliged to use training programs and facilities of private sector (Figure 6).

Figure 6: Number of Trainees by Sex and Sector (2004)

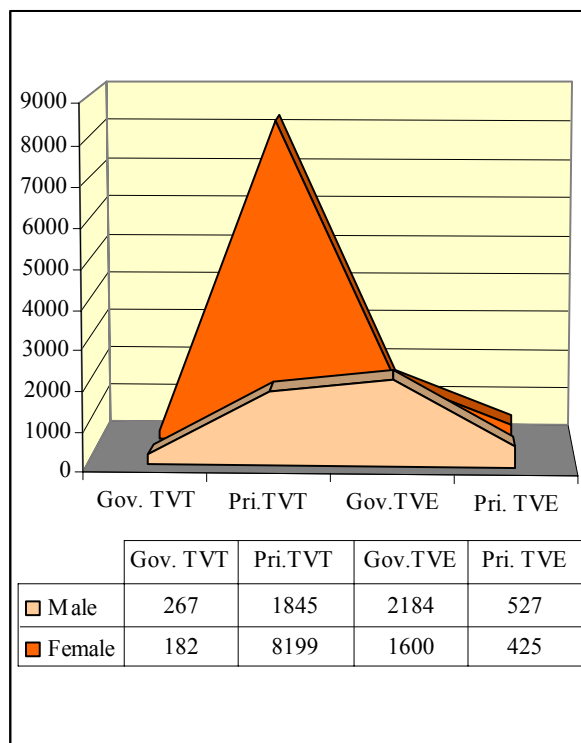


Source: Statistical Yearbook, TVTO, 2005, page 20 & Statistical Yearbook, MOE, 2005, page 55

d) Ratio of governmental (free) TVET centres and schools to private ones:

This indicator compares number of TVET premises and facilities offered to each sex. It should be cited that stable centers are considered for presenting performance of TVTO, because most of the trainings in TVT system are provided in stable centers. This analyze shows that except number of private TVT female institutes, in all of the other cases share of women and girls from training facilities and centers is less than males and boys.

Figure 7: Number of Governmental and private TVET centers and schools



Source: Statistical Yearbook, TVTO, 2005, page 88 & 135 - "Statistical Yearbook", MOE, 2005, P. 51

e) Nature and type of offered training programs and courses by sex

This indicator is measurable by comparison of offered TVET programs and courses to males and females by considering following points:

1. Needing heavy equipments;
2. Leading to a safe workplace (Females' workplace for women);
3. Leading to hard or hazardous jobs.

As table 1 shows, in TVE system from 34 courses 3 ones (Designing & Sewing, Child Care, and Family Management), which don't need any heavy equipment and also are leading to jobs in females' workplaces or doing house keeping tasks (private atmosphere) are offered only to girls, as well as 11 other course in Services Sector, which are provided to boys and girls. These courses (3 in Industry and 8 in Services field) are mostly belonged to the services field, which don't need any heavy equipment, or belong to those industries that most of their workers are female (females' workplace).

Of course, there are also some courses as General Drawing, which are offered only to boys, mostly because in past they needed heavy equipment. Because of the entrance of new technologies, currently they don't need any heavy equipment. But

as the mental image and culture are not changed, they associate still courses needing heavy equipments.

In TVT system (Table 3), there is almost no training program for women in trade clusters of Metal Industries, Metallurgy, Agriculture (machineries), and Welding Industries. As it is clear all mentioned training clusters need machineries and heavy equipments. On the other hand, the number of female trainees in other clusters is strictly affected by safety of potential workplace as Auto-mechanics, Installation, Mechanics, and technical services. All of these trade cluster lead to male-dominated workplaces, so they are not considered safe for women.

On the other hand, there are some courses or training programs that lead to hard or hazardous occupations, e.g. Welding (in TVT collection) or Surveying (in TVE collection). In such cases, TVET is encountered with a male-dominated area. Because TVET planners and policy-makers consider women unable to do related tasks as well as thinking women are some sensitive creatures with less physical strength that should not bear the hazards turned from the labor. Although by entrance of new technologies and considerable improvement of automation in the labor market, especially industries, hard works are losing their meaning. For example, by entrance of GPS working in the area of astronomy and geology has become easy. Or by using new technologies of Robotic Assembling, related jobs are no longer hard or hazardous.

5. Gender Division (Sex segregation) of Labour

Sex segregation in providing training opportunities always strengths and leads to gender division of the labor market. The division of labor between women and men depends on the socio-economic and cultural context, and can be analyzed by differentiating between productive⁴ and reproductive⁵ tasks. The sex segregation of occupations is changing, but only slowly. Female stereotypes, such as caring, docile care-giver and home-based worker, are still being reinforced and may be perpetuated into the next generation if restricted and inferior labor market opportunities for women continue to lead to under-

⁴ **Productive tasks** refer to work undertaken by either men or women to produce goods and services, as well as the processing of primary products.

⁵ **Reproductive tasks** refer to childbearing and the different activities carried out in what is called today the "care economy"; namely, the many hours spent caring for the household members and the community, for fuel and water collection, food preparation, childcare, education and health care, and care for the elderly.

investment in women's education, training and experience.

These tasks need to be revisited from a gender perspective, so that productive and reproductive functions at home, the community or at the workplace can be shared fairly between women and men insofar as possible. This change towards an equal sharing of tasks requires political commitment, imagination, and perseverance. Then, only then, will a transformation of existing societal structures come about, resulting in full equality between women and men.

Currently 72.3% of university students are girls. While, participation rate of male to females in the labor market are respectively 64.45 to 12.92 (Table 4). It can be concluded that boys tend more to enter labor market rather than universities. By traditional culture, men are bread bearers of the family and because of lacking a cost effective educational system, they earn more money when they enter to the labor market sooner and achieve required skills and experience.

On the other hand, the participation rate of males to females shows that Labor Market is mostly comprised of occupations needing know-how knowledge rather than academic knowledge. So by development of TVET for girls, it is possible to reach a balance in the Labor Market (know-how and academic knowledge).

In some countries especially Islamic countries like Iran regarding to religious instructions, there are some special cares for women specially when they are pregnant or lactate their babies, for example they consider six month leave for them to give birth and have rest and take care of their infants, and then come back to their work. Also there are certain attention to education of both men and women and having jobs and income, but still there are fathers, brothers or husbands who do not give permission to women in their family for going to work or even don't permit her to go out of home. Or they may not give permission to her to work in some kind of workplaces with hard situation, or in a mixed workshop, factory or company. So even the religion and the rules of country may give the equal opportunity in education training and job giving but still there are some limitations for females originated by cultural context. This kind of cultural problems can influence on employers especially in private sector to avoid hire females in their company or workplace. This kind of sex segregation is normal in the country and most of the time women accept the situation and never complain about it. Unfortunately there are not sufficient researches in this field to clarify how big the problem is and what measures can be taken by policy makers of the country to reduce this kind of segregations.

Women's employment also can be considered from several different aspects as: (1) a social and economic viewpoint of women's participation in society; (2) women's personal need for employment and society's need for women's employment; and (3) the threefold responsibility of women, i.e. of being wife, housewife and mother. It means women have more constraints in entering or staying in the labor market.

6. Conclusion and Recommendations

This study has tried to clarify how much TVET system in Iran is near to a gender-sensitive system. As it is clear by above-mentioned issues, although there are some movements towards a system based on an equal access to opportunities as eliminating legal constraints on women in the labour market and doing some efforts for supporting them, TVET system in Iran has a long way to achieve gender equity. In fact, developing technical and vocational education and training programs for women will not alone eliminate discrimination in employment. However, in addition to developing job skills, such specially designed programs can provide a medium to enhance dialogue on policy, and promote social and economic development. When linked to social reforms, technical and vocational education and training programs for women go beyond just skills training, by offering tremendous potential for integrating gender issues into not only vocational training, but into the labor market as well. Globally, vocational training programs offer channels for change through tripartite advisory panels. Furthermore, strengthening the capacity of vocational training institutions for the training and education of women benefits all of their users, by initiating institutional reform.

The study also indicated some deficiencies, which are embedded in the analyzed problems as less capability of female instructors and trainers, and lack of an active and well-equipped Labor Market Information System (LMIS) so that both sexes (especially women who have less opportunities) are not aware about the current opportunities.

On the other hand, lack of a system for trace study of graduates' and trained trainees' situation in the labor market caused many limitations in the current study.

And finally there are some recommendations following the achieved conclusions from current study some recommendations:

1. Reinforcement of LMIS
2. Follow-up of graduates to find out external efficiency of TVET system
3. Cultural Development of policy-makers, education and training planners as well as stakeholders

4. Study on Labor market focusing internal and external efficiency by gender issues
5. More cooperation between MOE and TVTO to better coordination and monitoring in planning and implementation of TVET in order to achieve Labor Market needs

References

- Correll, Shelley J. (2001), "Gender and Career choice process; the role of biased self-assessments", *American Journal of Sociology*, Vol. 106, N. 6, pp 1691-1730
- Demographic Statistics, It can be viewed through URLs: http://www.mporg.ir/sanad_esht.chm
- "Gender: A Partnership of Equals", Geneva: International Labor Office, 2000
- Strategic gender needs, It can be viewed through URL: <http://www.ilo.org>
- "Statistical Yearbook", Iran, MOE, 2005
- "Statistical Yearbook", Iran, TVTO, 2005