Journal of Research and Rural Planning
Volume 13, No. 4, Autumn 2024, Serial No. 47, Pp. 1-18
eISSN: 2783-2007 **ISSN: 2783-2791**
http://jrrp.um.ac.ir

Original Article

The Role of Vocational Education and Training (VET) in Preparing Rural Youth for the Labor Market in Isfahan Province, Iran

Mahya Ahangarha[1], Seyed Ali Badri*[2]

1. MSc. in Geography and Rural Planning, University of Tehran, Tehran, Iran.
2. Associate Prof., in Geography & Rural Planning, University of Tehran, Tehran, Iran.

Abstract

Purpose- The model of sustainable human development goes beyond sustainable development and has been adopted as the global development charter for the twenty-first century. Development should consider the needs of the current generation in addition to being sustainable. The impact of empowering members of society, particularly educated youth, can be significant. Skills-oriented and applied scientific training deals with aspects of human resource capabilities that are developed based on knowledge, skills, and attitudes. The implementation of applied scientific education in a way that is useful in the direction of economic development is critical. Assessing the need of society for a type of education that can be useful is important, but so is the method of providing that education.

Design/methodology/approach- One of the research's key questions is whether graduates of applied scientific education were successful in achieving their goals of economic development and job acquisition. The students at the Applied Science University are the focus of this research. The challenges of a lack of suitable businesses, as well as the existence of skill training centres' that operate in the three sectors of agriculture, services, and industry, are the reasons for choosing this province. They can help the people. A questionnaire-based survey is the research method used in this study. Students from scientific research centres and theoretical foundations were asked to answer questions on a questionnaire designed to achieve the research objectives. Finding- According to the surveys conducted, only 3.24% believe that the current skill education system is adjusted and designed with the characteristics of the rural community, as well as improving skills and improving social life conditions, respectively 4.04 and 3.99% of the most important motivations for studying in applied scientific universities based on the results of the analysis were based on the information collected from supplementary questionnaires. In addition to that, the examination of the efficiency and performance of the skill training system in different dimensions (curriculum and content, facilities and equipment) shows that "attachment and sense of belonging", "strengthening of urban behavior" and "desire of young people to transform from village to city" are three It is a case where the respondents believe that applied science education contributed to their improvement.

Keywords: Vocational Education and Training (VET), Rural Economic Development, Applied Science Education Centers, Isfahan Province, Iran.

Use your device to scan and read the article online

How to cite this article:
Ahangarha, M., & Badri, S.A. (2024). The role of Vocational Education and Training (VET) in preparing rural youth for the labor market in Isfahan Province, Iran. *Journal of Research & Rural Planning, 13*(4), 01-18.

http://dx.doi.org/10.22067/jrrp.v13i4.2406-1102

Date:
Received: 01-07-2024
Revised: 13-08-2024
Accepted: 12-10- 2024
Available Online: 12-11-2024

Corresponding Author:
Badri, Seyed Ali, Ph.D.
Address: Department of Human Geography, Faculty of Geography, University of Tehran, Tehran, Iran.
Tel: +989124581787
E-mail: sabadri@ut.ac.ir

1.Introduction

In recent years, the role of vocational education and training (VET) in preparing rural youth for the labor market has become increasingly important for sustainable economic development. The concept of sustainable human development extends beyond traditional notions of economic progress, emphasizing the need to address the needs of both current and future generations. This approach recognizes the pivotal role of educated youth in driving societal empowerment and economic advancement (Aleixo et al., 2020).

According to the United Nations' Sustainable Development Goals (SDGs), quality education is essential for achieving sustainable development. SDGs are a set of 17 interconnected goals designed to end poverty, protect the planet, and ensure peace and prosperity for all by 2030. Specifically, Goal 4 targets inclusive and equitable quality education for all, recognizing its critical role in fostering economic growth and reducing poverty. In this context, vocational education and training programs play a crucial role in equipping rural youth with practical skills that align with labor market demands (UNESCO, 2014).

Rural youth face unique challenges in accessing education and employment opportunities:

Limited access to VET programs: A recent study in Iran found that rural schools often lack the necessary infrastructure and resources to offer comprehensive VET programs, limiting young people's access to vocational training (Maqsoudi, 2022).

Skills mismatch: There is often a disconnect between the skills taught in VET programs and the demands of the labor market in rural areas. According to research, this mismatch can lead to high unemployment rates among rural youth graduates (Chauke, 2023), Entrepreneurship opportunities: Rural youth are increasingly turning to entrepreneurship as a career path. A study in Iran revealed that VET programs focusing on entrepreneurial skills can significantly increase the likelihood of rural youth starting their own businesses (Ebdali et al., 2023) and, digital literacy: With the growing importance of technology in the job market, VET programs in rural areas need to emphasize digital literacy skills. Research suggests that incorporating digital technologies into VET curricula can enhance employability prospects for rural youth (Khorasani et al., 2022).

Moreover, villages play a crucial role in increasing economic growth and supplying raw materials for the whole country:

Raw material supply: Rural areas are often rich in natural resources, including minerals, timber, and agricultural products. These resources are essential for industrial production and technological advancement, contributing significantly to national economic growth (Rahimi, 2022) , Economic multiplier effect: Investments in rural development can have a ripple effect throughout the national economy. For instance, a study conducted in Iran found that rural development programs increased GDP per capita by an average of 15% in participating regions (Khorasani, 2021), Job creation: Rural areas offer opportunities for employment in various sectors, including agriculture, manufacturing, and services. According to recent research, rural job creation has been shown to reduce urban-rural migration rates and promote balanced economic growth (Ahrishahi et al., 2018) and Infrastructure development: Improving rural infrastructure, such as roads and telecommunications, can enhance connectivity between rural and urban areas, facilitating the flow of goods, services, and ideas. This, in turn, contributes to overall national economic development (Jafari, 2022).

This study aims to investigate the impact of VET programs on rural youth employability in Isfahan Province, Iran. Specifically, it seeks to examine:

This study aims to investigate the impact of VET programs on rural youth employability in Isfahan Province, Iran. Specifically, it seeks to examine:

The factors influencing rural youth participation in VET programs, the perceived effectiveness of VET in preparing students for the job market, The alignment of VET curricula with local economic needs and the role of VET graduates in driving entrepreneurship and economic development in rural areas. The relationship between education, business, and the country's potential and real economic growth is luring potential human resources to the labor market (Maqsoudi, 2013). The importance and urgency of this research stem from the fact that there are over three and a half million university students, and it should be

determined how productive and entrepreneurial they are.

In addition, the necessity of this research in Isfahan province stems from several critical factors:

Demographic challenges: Isfahan province faces significant demographic shifts, with many young people migrating to urban centers. This migration can lead to brain drain and economic stagnation in rural areas, highlighting the urgent need for effective VET programs to retain talent (Salehi et al., 2022), Economic diversification: The province's economy is heavily reliant on agriculture, necessitating the development of alternative industries and job opportunities. VET programs can play a crucial role in skill development for emerging sectors (Rahimi et al., 2023), Infrastructure gaps: Despite efforts to improve rural infrastructure, significant disparities remain between rural and urban areas in Isfahan province. Addressing these gaps through targeted VET initiatives can contribute to more equitable regional development (Jafari et al., 2023) and, Skill mismatch: Research indicates that there is a significant gap between the skills offered by VET programs in Isfahan province and the demands of the local labor market. This study aims to identify strategies to bridge this gap and improve employability prospects for rural youth (Khorasani et al., 2022).

By exploring these aspects, this research contributes to the broader discourse on the importance of VET in promoting sustainable rural development and improving the socio-economic prospects of rural youth. The findings of this study have implications for policymakers, educators, and stakeholders involved in rural development initiatives, highlighting the critical role of well-designed VET programs in fostering economic growth and social stability in rural regions (Katsande, 2016).

2. Research Theoretical Literature

Bodorkos and Pataki (2009) discuss the importance of forming and institutionalizing mutual opinions between society and universities in their study on the relationship between university and indigenous knowledge in Hungary. They introduce the PRA project and provide a report on it to support their argument.

Emadi and Abbasi (1997) examine the research being conducted in villages in their work "Independence Development, Development of Independence: Introduction and Review of the Book of Agricultural Research and Poor Villagers."

Sobhaninejad and Afshar (2008) emphasize the need for educational quality in the higher education system to be planned according to the needs of society and national goals. They suggest that aligning education with societal needs and goals will lead to more effective teaching and learning.

Fatima Akhtar (2023) describes the Skill India program, which offers multiple avenues for marketable expertise in areas such as agriculture, manufacturing and the service sector. As a result, it was found that the Skill India program has had a profound impact on business growth in rural areas. This has helped usher in a new crop of self-reliant, technically savvy and creative business leaders.

Mirza Mostafa (1987) concluded in his doctoral thesis that vocational education in Iran is male-centered, with female students showing less interest. He also found that students with lower average marks were more interested in vocational education, and those with more knowledge about vocational training were more likely to pursue it.

3. Research Methodology

Working students who attended various educational facilities at different levels while being supervised by the UAST make up the target population for this study. 350 of the 1500 students who received this online questionnaire through the educational registration system (Hamava) filled it out and sent it back. As a result, the questionnaire has a 23.3% return rate. Isfahan province has 29 applied scientific education centers, and 11,000 students are enrolled in these institutions for their scientific education. These facts are noteworthy.

Similar research projects, theoretical underpinnings, data and statistics, theses and dissertation titles, student comments, documentary and library resources (books, scientific articles, websites), as well as references to the UAST's educational vice-chancellor, are among the items needed for research. The theoretical underpinnings of relevant publications have been used to assess the degree of validity of study variables. The reliability of the questionnaire was also assessed using the Cronbach's alpha coefficient (Table 1).

Table 1. Validity calculation of research variables

Variables	Cronbach's alpha
Motivation to study	0.77
Choosing applied scientific centers for study	0.79
Motivational factors for economic entrepreneurship	0.77
Motivational factors for social entrepreneurship	0.87
Motivational factors for environmental entrepreneurship	0.86
Motivational factors for institutional entrepreneurship	0.89
Skills needed to find a job	0.87
Effective ways to find jobs for graduates living in rural areas	0.85
Efficiency and performance of skill education system	0.90

Statistical tests used- Depending on the situation, analysis of variance tests, Friedman tests, correlation statistics, consensus tables, and other statistical tools have been employed in addition to standard t-tests for data analysis, research target fulfillment, and question answering.

The studied community- The province of Isfahan is home to 29 active applied scientific centers. because these educational institutions serve both urban and rural areas. Isfahan province, home to roughly 5.6% of the nation's total population, is the third most populated province. It has long been recognized as an industrial province because it is home to significant and important industries including petrochemicals, steel, and refineries. Nuclear energy and cement comprise a large portion of the nation's industry, and they also served as the foundation for developing several small and medium-sized businesses in this province.

Like many other provinces, Isfahan Province's economy is centered on three industries: services, industry, and agriculture. The proportion of jobs in these industries may be what makes this province unique. Due to water scarcity issues, the agricultural industry in Isfahan Province is currently seeing a decline in prosperity, accounting for 10.9% of all employment in the province. Additionally, 43.7% of jobs are in the industry sector; however, this percentage declines annually and is replaced by services, which now account for 45.4% of jobs in the province's service sector. It is actually true that issues with water scarcity are causing agriculture to decline, and that stagnation in industry is causing industry to decline as well (Table 2 and Fig. 1).

Table 2. The centres of Isfahan province and the number of students

Row	Name of applied scientific training centers	Number of students	Row	Name of applied scientific training centers	Number of students
1	Aran and Bidgol educational center	728	16	Isfahan Police Command Training Center (Ansarul Mahdi)	228
2	Tirana and Krone educational center	165	17	Mahan Sepahan Industrial Development Group Training Center	507
3	Golpayegan Educational Center	225	18	Isfahan Province Islamic Society of Workers Training Center	863
4	Mubarake educational center	568	19	Educational Center of the Red Crescent Society of Isfahan Province	372
5	Najafabad educational center	598	20	Isfahan Academic Jihad Training Center	244
6	Harand educational center	536	21	Educational Center of the Worker's House of the Islamic Republic of Iran, Organization of Isfahan Province	455

Row	Name of applied scientific training centers	Number of students	Row	Name of applied scientific training centers	Number of students
7	Alavije educational center	154	22	Educational Center of the Worker's House of the Islamic Republic of Iran, Organization of Kashan City	558
8	Zarin shahr educational center	230	23	Esfahan Province Justice Training Center	653
9	Mahabad educational center	108	24	Educational center of the cooperation organization of the municipalities of the province	346
10	Bank Melli educational center	23	25	Training Center of Iran Sepehr Company	418
11	Naein educational center	12	26	Training Center of Prestige land Iran Company (City Center)	1112
12	Khor-O-Biabanak educational center	110	27	Isfahan Zob Ahan Company Training Center	371
13	Education Center of Gaz Seke Company (Antique)	565	28	Educational Center of the Investment Development Group Company	872
14	Shahid Sayad Nezaj educational center	476	29	Educational Center of Holy Qur'an Kindergarten in Isfahan Province	90
15	Shahid Watanpour Aviation Training Center of Isfahan	144	30	**Total**	**11731**

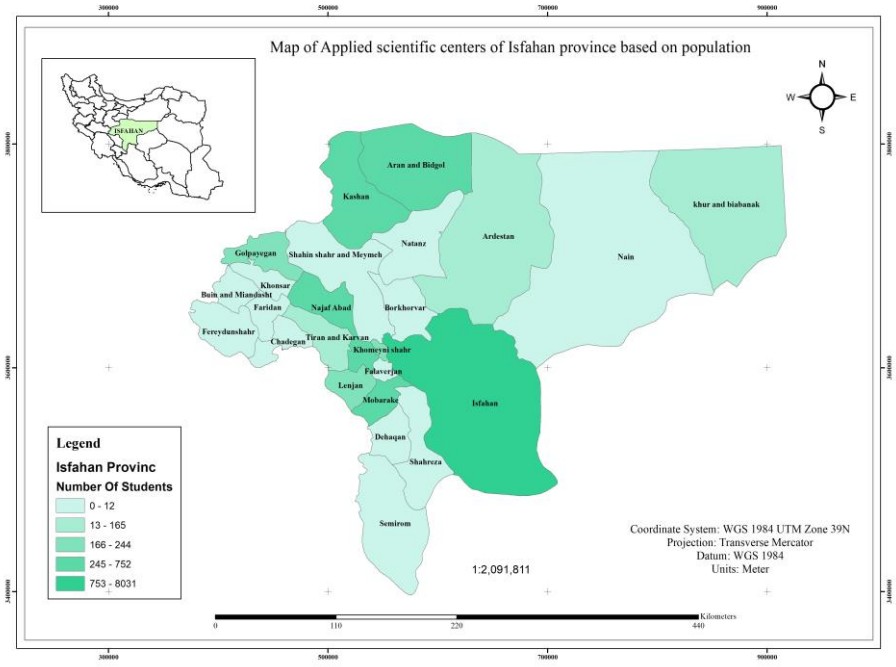

Figure 1. Distribution of applied scientific canters of Isfahan province based on population

4. Research Findings

The target community's attributes are as follows, based on the research's descriptive and analytical findings:

Gender and marital status- Of the respondents to this study's questionnaire, 42% of women were unmarried and 58% were married. 75% of men were married, compared to 25% who were single (Table 3).

Table 3. Gender and marital status of respondents

Marital status	Men	Women
Single	25%	42%
Married	75%	58%

Age and Grade- The proportional distribution of 32% male respondents and 18% female respondents in the age range over 41 indicates that more men than ever want to pursue further education at an applied scientific university and acquire skill training. The age group of 25 to 19 years old included the greatest group of women studying for an associate degree (36.7), while the age group of 40 to 36 years old had the largest group of men (38.1). The lowest group of both sexes, 1.6 for women and 1.7 for men over 50, indicates that female students prefer associate degrees over those of 1.6 for women and 1.7 for men over 50, indicating that female students prefer associate degrees over males at older ages.

Moreover, at the undergraduate level, women aged26 to 35 age range made up the largest group (42.9%), while women in the 50+ age bracket made up the smallest (1.4%). Men also had the greatest and lowest rates, with 33.6% in the age range of 41 to 50 and 6.4% in the age range of 25 to 19, respectively. This indicates that men are less inclined to continue their education while they are younger (Table 4).

Table 4. Educational level of respondents

Grade	Age groups	Men		Women	
		Number	%	Number	%
Advanced Diploma	19-25	12	10.2	18	37.7
	26-35	34	28.8	10	20.4
	36-40	45	38.1	11	22.4
	41-50	25	21.2	7	14.3
	50+	2	1.7	3	6.1
Master	19-25	8	6.4	8	16.3
	26-35	36	28.8	21	42.9
	36-40	30	24.0	12	24.5
	41-50	42	33.6	6	12.2
	50+	9	7.2	2	4.1

Classification of study fields- According to the data collected from the surveys, a significant 77% of respondents are employed in social service fields, while 5.2% are involved in culture and art-related professions. Only 0.6% are in agriculture, with the remaining 17.2% working in industry-related sectors (see Table 5).

The social service category encompasses a wide range of study areas, including hospitality, ceremony management, registration law, and supervision of commercial complexes, among others. This field is known for attracting a diverse range of students and offering valuable skill-building opportunities.

The industry group, which includes disciplines like welding inspection technology engineering and industrial production technology engineering, is the second most popular category among students. The culture and arts sector, which includes fields such as handicrafts, carpet weaving, and tourism, comes in third.

Interestingly, students in rural areas show less interest in agriculture-related fields because of several reasons: lack of specialized training, shortage of opportunities for self-realization, urbanization trends, (Girdziute, Laura, et al. 2022), financial barriers and limited access to modern amenities (Yami, Mastewal, et al, 2019). However, there are numerous disciplines within this category that offer employment opportunities in rural areas, such as horticultural technology engineering, greenhouse production, and rural development.

Table 5. Relative distribution of respondents in the four educational groups

Classification of study fields	Number	Percentage
Social service	265	77.00
Culture and art	18	5.2
Agriculture	2	0.6
Industry	59	17.2

Employment status- Regarding the respondents' work situation, Table 6 indicates that 71.9% were employed and 28.1% were unemployed. According to these findings, most working students felt that to advance in their careers and develop their academic and university-level skills, they needed to continue their education in skill-related subjects. However, only 2.9% and 45% of the working students expressed slight and moderate job satisfaction, respectively, whereas over 43% of them expressed high and very high levels of employment satisfaction (Table 7).

Table 6. Employment status of the respondents

Employment status	Number	Percentage
Unemployed	98	%28/1
Employed	251	%71/9
Total	349	100

Table 7. Respondents' level of satisfaction with their jobs

level of satisfaction	Number	Percentage
Very low	11	4.4٪
Low	23	9.2٪
To some extent	113	45٪
High	71	28.3٪
Very high	33	13.1٪

Consequences and results of studying in an applied scientific university

The most significant difference can be seen in comparing the results and the results obtained from studying in applied scientific higher education centres according to the respondents' employment status. Whether employed or unemployed, the respondents have shown different reactions to the items raised about the consequences and results of studying in an applied scientific university.

4.1. What factors have influenced the selection of applied scientific education centers for education?

One aspect of this research involves evaluating the quality of education at applied scientific universities. This includes assessing the relevance of course topics, adherence to the curriculum set by teachers, detailed planning of the education, enrollment of students from unrelated fields, teacher experience, motivation of students through acceleration events, and skill improvement through internships.

The most significant findings from this evaluation are the lowest average scores, which are 2.85 for "enrollment of students from unrelated fields" and 3.45 for "motivation of students through acceleration events." Conversely, the highest mean scores were 3.94 for "adherence to the content framework set by teachers" and 3.89 for "improvement of skill level through internships". (Table 8)

Table 8. Influential factors in choosing an applied scientific education center for study

Factors	Kind of Variable	Exactly agree	Agree	To some extent	Disagree	Exactly disagree	Average
Educational quality	No.	65	131	100	35	17	3.55
	%	18.7	37.6	28.7	10.1	4.9	
Matching the presented topics with the subject of the lesson unit	No.	105	127	87	18	11	3.85
	%	30.2	36.5	25.0	5.2	3.2	
Complying with the content framework set by the teachers	No.	119	129	71	21	9	3.94
	%	34.1	37.0	20.3	6.0	2.6	
Detailed planning of applied scientific university education	No.	79	120	84	47	18	3.56
	%	22.7	34.5	21.1	13.5	5.2	
The low level of the university due to the enrollment of students with unrelated fields	No.	37	59	103	112	37	2.85
	%	10.6	17.0	29.6	32.2	10.6	
Adequate experience of teachers	No.	103	135	65	27	18	3.80
	%	29.6	38.8	18.7	7.8	5.2	
Influencing students' motivation through acceleration events	No.	44	130	124	36	13	3.45
	%	12.7	37.5	35.7	10.4	3.7	
Improving the level of skills by carbine and internship units	No.	11	148	48	20	20	3.89
	%	32.0	42.7	13.8	5.8	5.8	

1- What are the goals of studying at applied scientific education centers?

This research aims to explore the factors that motivate students to enroll in a university with a focus on applied sciences. To achieve this, a series of related questions were developed. The motivations being investigated include securing employment, increasing earning potential with a degree, enhancing economic prospects, pursuing studies in a field relevant to their career, applying practical knowledge, improving social conditions, honing skills, elevating living standards, advancing to a higher level with a degree, proximity to the university, lower tuition fees compared to Azad University, easier access to the job market, absence of desired programs at Azad University and Payam Noor, and admission without an entrance exam (Table 9).

Table 9. The goals of studying in applied scientific education centers

Factors	Kind of Variable	Exactly agree	Agree	To some extent	Disagree	Exactly disagree	Average
getting a job	No.	88	89	59	8	7	3.97
	%	35.1	35.5	23.5	3.2	2.8	
obtaining a degree to increase their salary	No.	43	68	78	37	24	3.28
	%	17.2	27.2	31.2	14.8	9.6	
improving economic conditions	No.	49	100	59	26	17	3.55
	%	19.5	39.8	23.5	10.4	6.8	
studying in a job-related field	No.	91	68	44	25	22	3.72
	%	36.4	27.2	17.6	10.0	8.8	
making practical use of what they have learned	No.	92	125	90	25	14	3.74
	%	26.6	36.1	26.0	7.2	4.0	
improving social life conditions	No.	122	136	66	13	11	3.99
	%	35.1	39.1	19.0	3.7	3.2	
improving skills	No.	130	135	58	17	8	4.04
	%	37.4	38.8	16.7	4.9	2.3	
improving skills	No.	79	111	92	51	15	3.54
	%	22.7	31.9	26.4	14.7	4.3	
Obtaining a degree to go to another level	No.	44	66	91	118	28	2.94
	%	12.7	19.0	26.2	34.0	8.1	
the proximity of the university to the place of residence	No.	60	77	68	100	42	3.04
	%	17.3	22.2	19.6	28.8	12.1	
lower tuition fees than Azad University	No.	69	88	91	66	33	3.27
	%	19.9	25.4	26.2	19.0	9.5	
entering the labor market and finding a job more easily	No.	49	104	104	66	25	3.25
	%	14.1	29.9	29.9	19.0	7.2	
the absence of the desired field in Azad University and Payam Noor	No.	52	69	66	120	41	2.92
	%	14.9	19.8	19.0	34.5	11.8	
admission without an entrance exam	No.	72	128	75	55	18	3.52
	%	20.7	36.8	21.6	15.8	5.2	

3. To what extent do students and graduates of applied scientific universities need other skills in order to find a suitable job?

In addition to formal education, an important aspect of this research is determining what skills students need to secure a suitable job. These skills include basic competencies such as literacy, numeracy, and technology proficiency, as well as interpersonal skills like teamwork, effective communication, and building customer relationships. Additionally, thinking skills such as problem-solving, critical thinking, creativity, reasoning, and systemic thinking are crucial. The development of personality traits like responsibility, work ethic, and management, as well as business skills including entrepreneurship, innovation, and job-specific skills, and social skills like citizenship and effective communication are also important factors to consider. It is worth noting that personality trait development has the highest average percentage at 4.42%, while

thinking skills have the lowest average at 4.23% (Table 10).

Table 10. Skills needed to find a job

Factors	Kind of Variable	Very little	low	Partially	Much	Very much	average
Basic skills	No.	4	1	45	143	154	4.27
	%	1.2	0.3	13.0	41.2	44.4	
Interpersonal skills	No.	3	1	37	152	152	4.30
	%	0.9	0.3	10.7	44.1	44.1	
Thinking skills	No.	6	0	46	151	144	4.23
	%	1.7	0.0	13.3	43.5	41.5	
Development of personality traits	No.	3	3	33	112	194	4.42
	%	0.9	0.9	9.6	32.5	56.2	
Business skills	No.	4	4	47	129	162	4.27
	%	1.2	1.2	13.6	37.3	46.8	
Social skills	No.	3	2	34	153	153	4.31
	%	0.9	0.6	9.9	44.3	44.3	

4- How is the efficiency and performance of the skill training system in different types (curriculum and educational tools, facilities, and equipment)?

The final question in our research focuses on the effectiveness and impact of the skills training system on the students at the applied scientific university. Key factors addressed in this question include the students' sense of belonging and attachment, the influence of the training on urban behavior, the aspiration of young individuals to develop rural areas into urban centers, the capacity for innovative thinking and practical application of skills, the generation of employment opportunities for skilled rural youth, the alignment of educational fields with the available job opportunities in rural communities, and the overall empowerment and self-sufficiency of rural youth through creative and entrepreneurial training.

Among the findings, it was observed that graduates exhibited the highest level of attachment and belonging to their place of residence, averaging at 3.82%. Additionally, they expressed that the skills training system had a positive impact on their urban behavior, with an average rating of 3.66%. However, 3.08% of respondents felt that the current skills education system is not adequately tailored to the needs of rural communities, while 3.24% believed that the fields of study do not align with the job opportunities available in rural areas (Table 11).

Table 11. Efficiency and performance of skill education system

Factors	Kind of Variable	very much	Much	to some extent	Low	very low	average
Attachment and sense of belonging	No.	130	85	79	16	26	3.82
	%	38.7	25.3	23.5	4.8	7.7	
Strengthening urbanism behavior	No.	84	125	87	26	21	3.66
	%	24.5	36.4	25.4	7.6	6.1	
Young people's desire to turn the village into a city	No.	74	120	92	36	23	3.54
	%	21.4	34.8	26.7	10.4	6.7	
Power of ideation and creative ways to use skills	No.	44	108	122	42	28	3.28
	%	12.8	31.4	35.5	12.2	8.1	
Creating jobs for skilled rural youth	No.	64	98	103	53	27	3.34
	%	18.6	28.4	29.9	15.4	7.8	
	No.	45	100	118	57	25	3.24

Factors	Kind of Variable	very much	Much	to some extent	Low	very low	average
Matching the fields of learning with the existing jobs of the rural community	%	13.0	29.0	34.2	16.5	7.2	
Empowerment and self-reliance of rural youth	No.	49	105	112	49	31	3.27
	%	14.2	30.3	32.4	14.2	9.0	
Entrepreneurial training of rural youth	No.	55	98	115	43	33	3.29
	%	16.0	28.5	33.4	12.5	9.6	
Suitability of education system to rural society	No.	37	90	120	56	41	3.08
	%	10.8	26.2	34.9	16.3	11.9	

Conclusion

- **What factors have influenced the selection of applied scientific education centers for education?**

To answer this question, 8 items were designed based on the opinions of the respondents to these surveys. The non-parametric Wilcoxon statistic was used to consider the conditions and characteristics of the collected information (ordinal scale and non-normality of the data).

Based on the results, it can be said that there is no significant difference between the desired items and these factors in terms of gender, educational level, or employment status.

Of course, between male and female respondents in the third item, "Regarding compliance with the content framework set for lessons by teachers of applied science centers" and between employed and unemployed respondents in the first item, regarding "the educational quality of applied science center's being at the optimal level", with 95% confidence, a significant difference is visible (Table 12).

Table 12. Wilcoxon test on the influencing factors in choosing to study in applied scientific education centres

Factor	Statistics	getting a job	Getting a certificate or a salary increase	Improving economic condition	Studying in a job-related field	Practical use of what has been learned	Improving social living conditions	Skill improvement	Improving living conditions
Gender	Chi-square	1.853	1.302	4.457	.202	.498	.109	1.043	1.220
	Degrees of freedom	1	1	1	1	1	1	1	1
	Degree of importance	.173	.254	.035	.653	.480	.741	.307	.269
Grad	Chi-square	3.439	.007	1.896	1.199	.583	2.989	1.236	.309
	Degrees of freedom	1	1	1	1	1	1	1	1
	Degree of importance	.064	.931	.169	.274	.445	.084	.266	.578
Employment status	Chi-square	4.839	3.110	3.687	.628	2.298	.100	2.558	.103
	Degrees of freedom	1	1	1	1	1	1	1	1
	Degree of importance	.028	.078	.055	.428	.130	.752	.110	.748

- **What are the goals of studying at applied scientific education centers?**

The Wilcoxon statistic was utilized to assess participants' stated opinions on the items in question. The findings indicate that, across gender,

educational level, and employment status, there are no significant differences in preferences for the items. Additionally, a notable distinction was observed between employed and unemployed respondents regarding the proximity of the commuting route to the center of applied scientific education and place of residence, with 95% confidence (Table 13).

Table 13. Wilcoxon test about the purpose of studying in applied science education centres

Factrs	Statistics	Getting a degree to go to another level	The proximity of the university road to the place of residence	Lower tuition than Azad University	Entering the labor market and finding a job easier	Absence of desired field in Azad and Payam Noor University	Admission without entrance exam
Gender	Chi-square	.103	.893	.190	.571	.002	4.484
	Degrees of freedom	1	1	1	1	1	1
	Degree of importance	.748	.345	.663	.450	.965	.034
Grad	Chi-square	1.175	3.480	.461	1.141	.010	.296
	Degrees of freedom	1	1	1	1	1	1
	Degree of importance	.278	.062	.497	.285	.919	.587
Employment status	Chi-square	.053	5.777	.258	3.477	.103	.582
	Degrees of freedom	1	1	1	1	1	1
	Degrees of freedom	.818	.016	.611	.062	.748	.446

- **To what extent do students and graduates of applied scientific universities need other skills to find a suitable job?**

According to the data presented in the table, respondents feel that aside from technical training in their area of expertise, they must also possess a wide range of skills in order to thrive in the job market. The most highly valued skills for securing employment include personal development traits such as responsibility, work ethic, and leadership, as well as social skills like teamwork, effective communication, and building trust (Table 14).

Table 14. T-Tech test is a sample of the skills needed to find a job

Required skills	T	Degrees of freedom	Average
Basic skills	30.2	346	4.27
Interpersonal skills	32.6	346	4.30
Thinking skills	28.3	346	4.23
Development of personality traits	34.3	346	4.42
Business skills	27.8	346	4.27
social skills	32.7	346	4.31

It is interesting to note that the significant difference test of the listed skills in terms of different factors using the Wilcoxon statistic shows that except in the field of business skills (including entrepreneurship, innovation, and job skills), there is a difference between the opinions of the respondents only among employed and unemployed students (Table 15).

Table 15. Wilcoxon test about the significant difference of required skills according to different factors

Factors	statistics	Basic skills	Interpersonal skills	Thinking skills	Development of personality traits	Business skills	social skills
Gender	Chi-square	.933	.005	.384	3.440	.000	.572
	Degrees of freedom	1	1	1	1	1	1
	Degree of importance	.334	.942	.535	.064	.982	.449
Grad	Chi-square	2.960	1.933	.485	2.918	4.431	1.984
	Degrees of freedom	1	1	1	1	1	1
	Degree of importance	.085	.164	.486	.088	.035	.159
Employment status	Chi-square	.647	.157	.097	3.091	1.536	.147
	Degrees of freedom	1	1	1	1	1	1
	Degree of importance	.421	.692	.756	.079	.215	.701

- **How is the efficiency and performance of the skill training system in different types (curriculum and educational tools, facilities, and equipment)?**

When analyzing the effectiveness and outcomes of the vocational education system across various aspects (such as curriculum and resources), it becomes evident that respondents view "emotional connection and a sense of belonging," "enhancing urban behavior," and "the aspiration of youth to urbanize rural areas" as areas that can be enhanced through practical, scientific training (Table 16).

Table 16. Average opinions about the performance of the skill training system

Factors	N	MEAN	Std. Deviation	Std. Error Mean
attachment and sense of belonging	336	3.82	1.218	.066
Strengthening urbanism behavior	343	3.66	1.113	.060
Young people's desire to turn the village into a city	345	3.54	1.136	.061
The power of ideation and creative ways to apply skills	344	3.28	1.093	.059
Creating jobs for skilled rural youth	345	3.34	1.174	.063
Matching the fields of learning with the existing jobs of the rural community	345	3.24	1.101	.059
Empowerment and self-reliance of rural youth	346	3.27	1.141	.061
Creative and entrepreneurial training of rural youth	344	3.29	1.164	.063
Suitability of education system to rural society	344	3.08	1.153	.062

5. Discussion and Conclusion

The findings of this study shed light on the crucial role of Vocational Education and Training (VET) in preparing rural youth for the labor market and promoting sustainable economic development in Isfahan Province, Iran. The results are consistent with previous research highlighting the importance of VET in empowering young people and meeting the demands of the present generation (UNESCO, 2014; Cedefop, 2020).

One of the key findings of this study is the need for targeted support for graduate entrepreneurship to enhance the employability of VET graduates. This aligns with the work of Katsande (2016), who emphasized the significance of entrepreneurial training for rural youth in Zimbabwe. Our study extends this understanding by identifying specific measures, such as creating a fund to support graduate entrepreneurship, that can effectively bridge the gap between VET and successful job acquisition.

Moreover, the study underscores the importance of developing new and modern fields in agriculture and transformation industries to cater to the unique economic structure of Isfahan Province. This finding resonates with the research of Salehi (2013), who highlighted the need for VET to adapt to the evolving skill requirements of the labor market. By aligning VET with the demands of the local economy, this study offers a practical approach to fostering sustainable economic growth in rural areas.

However, the study also reveals challenges in the current VET system, such as the lack of alignment between learning fields and existing rural jobs. This echoes the concerns Maghsoodi (2013) raised regarding the mismatch between education and employment in Iran. Our findings suggest that addressing this disparity is crucial for maximizing the impact of VET on rural economic development.

From a theoretical perspective, this study contributes to the growing body of literature on the role of education in sustainable development (Aleixo et al., 2020). By demonstrating the potential of VET to empower rural youth and drive economic growth, this research reinforces the significance of human capital development in achieving sustainable development goals.

The practical implications of this study are far-reaching. Policymakers and educational institutions can leverage these findings to design targeted interventions that enhance the effectiveness of VET in rural areas. This may involve establishing entrepreneurship support programs, updating curricula to match local economic needs, and fostering collaboration between VET institutions and industry partners.

However, the study's limitations must be acknowledged. The focus on Isfahan Province may limit the generalizability of the findings to other regions with different economic and social contexts. Future research could explore the impact of VET on rural youth employability in diverse settings to provide a more comprehensive understanding of the topic.

This study makes a valuable contribution to the literature on VET and sustainable development by highlighting the potential of targeted interventions to prepare rural youth for the labor market. By aligning VET with the demands of the local economy and supporting graduate entrepreneurship, policymakers and educators can unlock the transformative power of education in driving sustainable economic growth in rural communities.

Practical Implications- The findings of this research have practical implications for improving vocational education and training (VET) in rural areas:

1. Aligning VET programs with the economic and employment needs of rural communities, focusing on developing modern fields in agriculture and transformation industries.
2. Providing targeted support for graduate entrepreneurship, including the establishment of an entrepreneurship support fund to facilitate their entry into the labor market.
3. Enhancing students' soft skills alongside specialized training, including personality, social, and business skills that are essential for success in the labor market.
4. Increasing the efficiency of the educational system by fostering a sense of belonging and attachment among students towards rural areas and strengthening their citizenship behaviors.
5. Establishing stronger connections and coordination between VET centers, local industries, and employers to ensure the alignment of educational programs with community needs.

By implementing these recommendations, VET in rural areas can effectively pave the way for the empowerment and sustainable employment of youth, as well as the sustainable economic development of rural communities.

Acknowledgments

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Authors′ contributions

The authors equally contributed to the preparation of this article.

Conflict of interest

The authors declare no conflict of interest.

References

1. Abrishami, H., Barkhordari, S., & Ghobashi, A. G. (2018). Investing of dynamic effect of immigration from rural to urban on income inequality: case study of rural regions in Iran. Journal of Econometric Modelling, 3(3), 39-62. https://jem.semnan.ac.ir/article_3835_0.html?lang=fa
2. Akther, F. (2023). Role of Skill India Programs in Fostering Entrepreneurship among Rural Youth in India. Formosa Journal of Science and Technology, 2(10), 2891-2902. https://journal.formosapublisher.org/index.php/fjst/article/view/6678
3. Aleixo, A. M., Azeiteiro, U. M., & Leal, S. (2020). Are the sustainable development goals being implemented in the Portuguese higher education formative offer? International Journal of Sustainability in Higher Education, 21(2), 336-352. https://www.emeraldinsight.com/doi/full/10.1108/IJSHE-02-2020-007

23. Aleixo, A. M., Leal, S., & Azeiteiro, U. M. (2020). Education for sustainable development: Challenges and opportunities. Journal of Cleaner Production, 251, 119-135. https://doi.org/10.1016/j.jclepro.2019.119135

5. Bhatt, V., Yadav, R., & Khan, M. (2024). An Empirical Study on the Impact of Integrating Vocational Education and Skill Development Programs on the Labor Market. Research and Advances in Education, 3(6), 15-25. https://www.paradigmpress.org/rae/article/view/1170
6. Bodorkos, B & Pataki, G (2009). Linking Academic and Local Knowledge: Community-Based Research and Service Learning for Sustainable Rural Development in Hungary. Journal of Cleaner Production, 17(2009), 1123-1131. https://www.sciencedirect.com/science/article/pii/S095965260900028X
7. Cedefop (2020). Vocational education and training in Europe, 1995-2035: scenarios for European vocational education and training in the 21st century. Luxembourg: Publications Office of the European Union. Cedefop reference series; No 114. http://data.europa.eu/doi/10.2801/794471. https://www.cedefop.europa.eu/files/7994_en.pdf
8. Chauke, T. A. (2023). Determinants of Youth Unemployment among TVET College Graduates in the Vhembe District. Journal of Culture and Values in Education, 6(3), 125-143. https://cultureandvalues.org/index.php/JCV/article/view/275

24. Ebdali, J., Yazdani, H., & Mohammadi, M. (2023). Entrepreneurship education in vocational training: Impact on rural youth in Iran. Journal of Small Business Management, 61(2), 345–365. https://doi.org/10.1080/00472778.2022.21145242

9. Emadi, M.H. & Abbasi, E. (1997). Independence Development: Introduction and review of the book Agricultural Researches and Poor Villagers, Rural and Development Quarterly, 4th row, Winter, p. 123. (In Persian). https://www.magiran.com/volume/56869
10. Girdziute, L., Besuspariene, E., Nausediene, A., Novikova, A., Leppala, J., & Jakob, M. (2022). Youth's (Un) willingness to work in agriculture sector. Frontiers in Public Health, 10, 937657. https://www.frontiersin.org/articles/10.3389/fpubh.2022.937657/

11. Jafari, R. (2022). Role of rural infrastructure in promoting economic development: Evidence from Iran. Transportation Research Part D: Transport and Environment, 101, 103177. https://www.sciencedirect.com/science/article/pii/S138996412200031X

25. Jafari, R., Ghanbari, M., & Shokouhi, N. (2023). Assessing the impact of infrastructure investments on rural development in Iran. Transportation Research Interdisciplinary Perspectives, 16, 100403. https://doi.org/10.1016/j.trip.2023.100403

26. Katsande, T. E. (2016). Vocational education and training in rural Zimbabwe: The case of Murewa District (Doctoral dissertation, Anglia Ruskin University). https://repository.anglia.ac.uk/item/x8yq2j/vocational-education-and-training-in-rural-zimbabwe-the-case-of-murewa-district

17. Khorasani, H. (2021). Economic impacts of rural development programs in Iran. Journal of Rural Development, 40(2), 147-164. https://jrur.ut.ac.ir/

27. Khorasani, H., Ebrahimi, A., & Zali, M. R. (2022). Incorporating digital technologies in vocational education: Enhancing employability prospects for rural youth. Journal of Educational Computing Research, 66(4), 531–553. https://doi.org/10.1177/07356331221090601
28. Khorasani, H., Zali, M. R., & Ebrahimi, A. (2022). Bridging the skills gap in vocational education: Lessons from Isfahan province, Iran. Journal of Workplace Learning, 34(1), 15–32. https://doi.org/10.1108/JWL-08-2021-0114

18. Magsoodi, Fereshteh (2013). The role of technical and professional education in the country's economy and business development, Social, Economic and Cultural Monthly of Work & Society, No. 173, pp. 40-47. (In Persian). https://ensani.ir/fa/article/
19. Maqsoudi, M. (2022). Barriers to vocational education in rural schools: An Iranian perspective. Journal of Vocational Education & Training, 72(2), 147-164. https://www.tandfonline.com/doi/full/10.1080/13636820.2022.2058138
19. Mirzamostafa, S. A. (1987). An investigation of present vocational-technical education in Iran (Doctoral dissertation, Iowa State University). https://lib.dr.iastate.edu/etd/14262/
20. Niksirat, Massoud (2009). Assessing the relationship between scientific research and the needs of the rural community, Master's thesis, Supervisor: Seyed Ali Badri; Faculty of Geography, University of Tehran. [In Persian]. https://geoplanning.tabrizu.ac.ir/article_3136_135.html
22. Rahimi, F. (2022). The impact of natural resource extraction on rural poverty reduction in Iran. Journal of Environmental Economics, 105, 102987. https://www.sciencedirect.com/science/article/pii/S009506981200040X
29. Rahimi, F., Hosseini, S. A., & Karami, E. (2023). Economic diversification strategies for rural development in Iran. Journal of Regional Science, 63(2), 351–374. https://doi.org/10.1111/jors.12589
30. Salehi, M., Darabi, F., & Shokri, M. (2022). Migration patterns and economic development in rural Iran. Journal of Rural Studies, 75, 102–113. https://doi.org/10.1016/j.jrurstud.2022.03.005
31. Salehiomran, Ebrahim and Rahmani Qahdrijani, Elaheh (2011). Investigating focal competencies in technical and professional education programs: a review of theoretical issues and countries' experiences. Skill Education Quarterly, 1-31. [In Persian]. https://www.sid.ir/paper/255971/fa#downloadbottom
32. Sobhaninejad, Mehdi and Afshar, Abdullah (2007); Explaining the nature and quality measurement components of the higher education system in order to recognize the challenges and plan some innovative solutions, Islamic University Culture Quarterly, twelfth year, number 4, pp. 65-82. [In Persian]. https://ensani.ir/file/download/article/20120325160524-1064-57.pdf
33. UNESCO (2014). Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005-2014), United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pff000024727
34. University of Applied Science & Technology website (2021), https://www.uast.ac.ir/.
35. Yami, M., Feleke, S., Abdoulaye, T., Alene, A. D., Bamba, Z., & Manyong, V. (2019). African rural youth engagement in agribusiness: Achievements, limitations, and lessons. Sustainability, 11(1), 185. https://www.mdpi.com/2071-1050/11/1/185

Journal of Research and Rural Planning
Volume 13, No. 4, Autumn 2024, Serial No. 47, Pp. 1-18
eISSN: 2783-2007 **ISSN: 2783-2791**
http://jrrp.um.ac.ir

Original Article

نقش آموزش فنی و حرفه‌ای (VET) در آماده‌سازی جوانان روستایی برای بازار کار در استان اصفهان، ایران

مهیا آهنگرها[۱]، سیدعلی بدری*[۲]

۱. کارشناسی ارشد جغرافیا و برنامه‌ریزی روستایی، دانشگاه تهران، تهران، ایران.
۲. دانشیار جغرافیا وبرنامه‌ریزی روستایی، دانشگاه تهران، تهران، ایران.

چکیده مبسوط

۱. مقدمه

روستاها و روستاییان نقش حیاتی در برنامه‌ریزی کشور از جمله تولید مواد غذایی، حفظ ثبات سیاسی، تعادل جمعیت و حفظ ارزش‌های فرهنگی ایفا می‌کنند. توسعه روستایی برای پیشرفت ملی، با تأکید بر رشد کشاورزی، ضروری است. بیکاری و اشتغال ناقص دارای پیامدهای اقتصادی و اجتماعی هستند و اشتغال یکی از اولویت‌های توسعه محسوب می‌شود. سرمایه انسانی برای چالش‌های اقتصادی آینده حیاتی است و آموزش نقش مهمی در توسعه پایدار ایفا می‌کند. تکنولوژی تغییراتی در مهارت‌های مورد نیاز بازار کار ایجاد کرده است و دانشگاه‌ها نقش مهمی در آموزش مهارت‌های مورد نیاز بازار کار دارند. روستاها با جمعیت جوان خود نیروی محرکه اقتصاد کشور هستند، اما مهاجرت جوانان به شهرها چالش‌هایی را ایجاد می‌کند. آموزش، تجارت و رشد اقتصادی به هم پیوسته هستند و دانشگاه‌های علمی کاربردی نقش مهمی در آموزش مهارت‌های مورد نیاز بازار کار دارند. علاوه بر موضوع کمبود آب و معیشت کشاورزان و مسائل زیست‌محیطی، استان اصفهان دارای بافت روستایی-شهری و روستاهای متعددی است و سهم بالایی از افراد بیکار با تحصیلات تکمیلی را داراست. به طوری که ۵۰ درصد از افراد بیکار با تحصیلات دانشگاهی در شهر اصفهان حضور دارند. بنابراین، لزوم توجه به آموزش و مهارت‌آموزی در این استان و تناسب آن در تعادل عرضه و تقاضای نیروی کار از اهمیت بسیار بیشتری برخوردار است.

۲. مبانی نظری تحقیق

شناسایی عوامل مؤثر در انتخاب دانشگاه علمی کاربردی، بررسی تأثیر عوامل مؤثر بر انتخاب دانشگاه علمی کاربردی و کارایی و عملکرد سیستم آموزش مهارت در ابعاد مختلف (برنامه درسی و محتوا، امکانات و تجهیزات) و همچنین میزان نیاز دانشجویان دانشگاه علمی کاربردی به مهارت‌های اضافی برای یافتن شغل مناسب، از جمله سؤالات اساسی این تحقیق است. علاوه بر این، تا چه حد دانشجویان و فارغ‌التحصیلان دانشگاه علمی کاربردی توانسته‌اند با آموزش علمی کاربردی بر توسعه کارآفرینی و ایجاد اشتغال در مناطق روستایی تأثیر بگذارند.

۳. روش تحقیق

داده‌های مورد نیاز در این تحقیق شامل داده‌های ثانویه (آمار و اطلاعات رسمی)، داده‌های اولیه (که با استفاده از روش پرسشنامه به دست می‌آیند) و اسناد و مدارک موجود در زمینه موضوع تحقیق در تحقیقات دیگر می‌باشد. جامعه هدف این تحقیق متشکل از دانشجویان شاغل است که در مراکز آموزشی مختلف تحت نظارت دانشگاه علمی کاربردی تحصیل کرده‌اند. این پرسشنامه به صورت آنلاین برای ۱۵۰۰ دانشجو از طریق سیستم آموزشی دانشگاه ارسال شد و ۳۵۰ نفر آن را تکمیل و بازگرداندند. بنابراین، نرخ بازگشت پرسشنامه ۲۳.۳٪ است. لازم به ذکر است که تعداد مراکز آموزش علمی کاربردی در استان اصفهان ۲۹ مرکز است و یازده هزار دانشجو در مراکز علمی کاربردی استان اصفهان مشغول به تحصیل هستند. اطلاعات مورد نیاز برای تحقیق شامل فعالیت‌های پژوهشی مشابه، مبانی نظری، آمار و اطلاعات، عناوین پایان‌نامه‌ها و رساله‌ها، نظرات دانشجویان، منابع اسنادی و کتابخانه‌ای (کتاب‌ها و مقالات علمی، وب‌سایت‌ها) و همچنین معاونت دانشگاه علمی کاربردی است. برای تعیین سطح اعتبار متغیرهای تحقیق، از مبانی نظری کارهای مرتبط استفاده شده است. ضریب آلفای کرونباخ نیز برای بررسی سطح پایایی پرسشنامه استفاده شد. اقتصاد استان اصفهان، مانند بسیاری از استان‌های دیگر، در سه بخش کشاورزی، صنعت و خدمات متمرکز شده است و شاید ویژگی متمایز آن به سهم این بخش‌ها در اشتغال مربوط می‌شود. بخش کشاورزی در استان اصفهان به دلیل مشکلات کمبود آب رو به کاهش رونق است و سهم فعلی آن در اشتغال کل استان برابر با ۱۰.۹ درصد است.

*. نویسندهٔ مسئول:
دکتر سیدعلی بدری
آدرس: گروه جغرافیای انسانی، دانشکده جغرافیا، دانشگاه تهران، تهران، ایران
پست الکترونیکی: Email: sabadri@ut.ac.ir

۴. یافته‌های تحقیق

توزیع نسبی ۳۲ درصد از پاسخ‌دهندگان مرد در گروه سنی بالای ۴۱ سال در مقایسه با ۱۸ درصد از پاسخ‌دهندگان زن در این گروه، نشانه‌ای از تمایل بیشتر مردان به ادامه تحصیل در دانشگاه علمی کاربردی و دریافت آموزش مهارت است. در میان افرادی که در مقطع کاردانی مشغول به تحصیل بودند، بیشترین گروه زنان در گروه سنی ۲۵ تا ۱۹ سال ۳۶.۷ و بیشترین گروه مردان در گروه سنی ۴۰ تا ۳۶ سال ۳۸.۱ بود. کمترین گروه بالای ۵۰ سال در هر دو گروه به ترتیب ۱.۶ و ۱.۷ برای زنان و مردان است که نشان‌دهنده ترجیح دانشجویان زن برای مقطع کاردانی در مقایسه با مردان در سنین بالاتر است. بر اساس اطلاعات به دست آمده از پرسشنامه‌ها، ۷۵.۷ درصد از پاسخ‌دهندگان در رشته خدمات اجتماعی تحصیل می‌کنند که این رشته را نسبت به سه رشته دیگر برتری می‌دهد. همچنین، بیشترین تعداد افرادی که شاغل بودند و به پرسشنامه این تحقیق پاسخ دادند، تا حدودی از شغل خود رضایت داشتند.

۵. بحث و نتیجه‌گیری

پاسخ‌دهندگان معتقدند که علاوه بر آموزش مهارت در رشته تحصیلی خود، باید تمامی مهارت‌های دیگر را برای موفقیت در بازار کار کسب کنند. علاوه بر این، در مورد کارایی و عملکرد سیستم آموزش مهارت در زندگی دانشجویان دانشگاه علمی کاربردی، در میان فارغ‌التحصیلان، بیشترین درصد احساس تعلق و وابستگی به محل سکونت خود را داشتند، علاوه بر اعتقاد به اینکه سیستم آموزش مهارت رفتار شهری آنها را تقویت می‌کند. در مجموع، تعداد کمی از پاسخ‌دهندگان، سیستم آموزش مهارت فعلی را از نظر تناسب با ویژگی‌های جامعه روستایی بسیار پایین ارزیابی کردند، زیرا به نظر آنها، زمینه‌های یادگیری در موضوعات مختلف با زمینه‌های شغلی در جامعه روستایی ارتباط چندانی ندارد.

کلیدواژه‌ها: آموزش فنی و حرفه‌ای (VET)، توسعه اقتصادی روستایی، مراکز آموزش علمی کاربردی، استان اصفهان، ایران.

تشکر و قدرانی

پژوهش حاضر حامی مالی نداشته و حاصل فعالیت علمی نویسندگان است.

Use your device to scan and read the article online

How to cite this article:
Ahangarha, M., & Badri, S.A. (2024). The role of Vocational Education and Training (VET) in preparing rural youth for the labor market in Isfahan Province, Iran. *Journal of Research & Rural Planning*, *13*(4), 01-18.

http://dx.doi.org/10.22067/jrrp.v13i4.2406-1102

Date:
Received: 01-07-2024
Revised: 13-08-2024
Accepted: 12-10- 2024
Available Online: 12-11-2024