

## **A comparative study of technical and vocational curriculum with an emphasis on Entrepreneurship education in the countries of Canada and India with Iran**

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### **Abstract**

**Background:** In today's world, entrepreneurship education has become one of the most important and extensive activities in the Technical & Vocational education system, especially at higher education level. This research has been conducted in the field of vocational education with the entrepreneurial approach and is a comparative study.

**Objectives:** The purpose of this study is to compare the curriculum of technical and vocational training (official and academic) of the two most prosperous countries in the field of entrepreneurship education with Iran (our country)

**Methods:** This applied-descriptive research has been carried out applying comparative study method of George Brody, and the main elements of the curriculum including purposes, content, teaching-learning activities and evaluation methods in technical and vocational education have been observed approaching the promotion of Entrepreneurship education.

**Results:** The results of this study show that there is a high similarity between the chosen country with Iran in discussing the goals and content of the curriculum, but there is a great deal of difference in the discussion of teaching-learning activities and evaluation between selected countries and Iran. Iran continues to use traditional methods in teaching and teaching-learning activities, but the approach of the chosen countries is a new one based on goals and content as well as group methods. Moreover, in the evaluation methods, the selected countries use a variety and novel methods, but in Iran, oral and written tests are still employed traditionally.

**Conclusions:** based on the study, it seems that Iran needs to review and change the approach to new and emerging approaches in the execution stage of the curriculum.

**Keywords:** Curriculum, Technical & Vocational, Entrepreneurship Education, Comparative Study

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## Introduction

One of the most critical and significant sections of education in any country is technical and vocational education. This is because training is in fact aimed at empowering and promoting the skills of community individuals and human resources, and the development of any country in the economic and industrial cycle depends on the ability and modernity of its expert human resources. In recent decades, another issue that is examined in addition to occupational skill and expertise is entrepreneurship. Considering entrepreneurship as a significant contributor to economic (Shumpeter, 1934) social (Etezioni, 1987) growth and country management (McClelland, 1961), have encouraged advanced societies and countries in supporting the entrepreneurial activities of educational centers (Bridge, 2012). Entrepreneurship is an essential component in the success of alumni and human resources of a community and ultimately affects the economic and social growth as well as countries development.

Regarding the current complexities of the labor market and the rapid growth of technology, today, mere professional training regardless of individual and social skills, including communication, technology, and communication, market recognition and so on, will not meet the needs of a community. For this reason, many scholars believe that traditional education should shift its focus on enriching entrepreneurship and promoting its culture. In today's world, entrepreneurship education has become one of the most important and extensive activities in the Technical & Vocational education system, especially at higher education level. In the United States, Canada, India, and Malaysia and so on, the fundamental steps have been taken to support entrepreneurial activities. These supports include practical guidance, counseling, financial support, and specific courses on entrepreneurship at the university or outside it (Pourdariani, 2001).

Drucker (1985) describes entrepreneurship as a process in which an entrepreneur starts a small, new business activity with his capital. According to Hisrich and Peters (2002), entrepreneurship is a process of innovation and opportunity utilization with much diligence and dedication, with the acceptance of financial, psychological and social risk, which, of course, driven by a motive of financial gain, succession, personal satisfaction, and independence.

Entrepreneurship education can be one of the most effective ways to facilitate the transfer of graduates to the labor market. Studies in Europe have shown that such training has been able to make people more responsible and transform them into entrepreneur or thinkers in the field of entrepreneurship as well as successfully have made them successful and risky in business challenges, resulting in the lower unemployment rate and business failure (Urban, 2008).

Many types of research have described entrepreneurship education in different dimensions, for example Gibb Dyer (1994), Krueger and Brazeal (1994), Robinson et al (1991) also have cited the relationship between entrepreneurship education and entrepreneurial orientation, intent, or practice.

Different models have been outlined for entrepreneurship education, including the Warren and Gideon's (2005) entrepreneurship training model that has addressed entrepreneurship education components and elements including motivation, business skills, and entrepreneurial skills. Entrepreneurial skills in this model include risk-taking, innovation, and recognition of opportunities (Benson 2003). Another model is the traditional model in entrepreneurship education; in this model, the entrepreneur is one

who has convergent thinking, that is, he can reach a thought from a set of ideas; in this model, indeed, a learner has to map his business design based on the entrepreneurial knowledge. In the empirical model of entrepreneurship education, learning experiences occur through tests and errors; in this model, emphasis also is on convergent thinking. Further, maximum learning occurs when there is a failure in learner's experiences, and the consequence of that has been set forth as self-reliance, risk tolerance, leadership, and management experience (Benson, 2003). Entrepreneurship education models have been designed based on specific approaches; for example, the first model is more of an incentive, the second model focuses on business education and the third model of previous learning of a learner.

Considering technical and vocational education along with an attention to entrepreneurship in the vision document and the country's comprehensive scientific map of 2025 has also been viewed, emphasizing on the goals such as promoting power and strengthening the spirit of innovation and entrepreneurship, commercialization and utilization of research achievements. Some of the primary and micro objectives in the technical and vocational as well as working knowledge high school of Iran in the area entrepreneurship is as the following:

- Utilization of modern technologies and new experiences in enhancing their ability and others (relationship with the creatures of God)
- Using cad/cam software to manufacture industrial parts (relationship with oneself)

Moreover, in the higher education (technical and vocational university) the following can be mentioned:

- Training human resources proportioned with a new career, technical and professional opportunities.
- Increasing the skillful capabilities of the country's workforce and reforming the job pyramid
- Creating productive employment fields and raising the productivity of workforce
- meeting the needs of the industry in the area of skills and technology at the higher education level
- Expanding entrepreneurship training to increase productive employment and reduce unemployment
- Social empowerment of students to create employment and entrepreneurship environments

However, according to studies and investigations, the current technical and vocational curriculum in our country, it has not been able to perform as expected the essential efficiency, especially in employment and entrepreneurship. In this regard, we can mention the results of Jafari Harandi (2016), Sharif et al (2008), Nikkhah (2004), Jafari Harandi (2004), Fath Abadi (2002), Mirhadi (2002), Farshad (1996), and the evaluation of the Institute for Educational Planning Studies (1990), which point out that despite the high cost of technical and vocational training, as compared to other training, an increase in the productivity of graduates of these fields in the labor market is not observed. Regarding the period of the mentioned studies (from 1990 to 2016), also indicates that this situation has not improved and the effectiveness of these training has not been appropriate from the beginning to the present.

Many reports and research also indicate Iran's higher education failure to train capable and entrepreneurial forces so that Iran's ranking in the index of entrepreneurship in 2016 has been reported 80th among 130 countries. Further, national research such as Khatami Kia (2015) Mirza Beigi and Fatemi

(2015), Naderi (2015), Farahani et al. (2009) show that consideration of entrepreneurship components in Iran's higher education curriculums has been insignificant.

Given the importance and necessity of creating and promoting entrepreneurial intention in learners, especially in the field of technical and vocational training, the question arises as to what steps have been taken by leading countries in the field of technical and vocational education concerning that? The use of the experiences of successful countries can be useful for reviewing the current technical and vocational curriculum and may be used as a guide. Therefore, this investigation has investigated the two countries of India and Canada, as the leading countries in technical and vocational field to answer the research question, and finally, has compared the four main elements of these countries' curriculum regarding entrepreneurial intent with Iran.

### *Objectives*

The purpose of this study is to compare the curriculum of technical and vocational training (official and academic) of the two most prosperous countries in the field of entrepreneurship education with Iran (our country)

### **Method**

This research is a qualitative study with comparative method regarding a comparative analysis. In this research, George Brody method has been adopted in data analysis. In the context of the comparative study of education, he has identified four phases including description, interpretation, Juxtaposition, and comparison. In the description, the research phenomena are written down on the basis of evidence and information and with sufficient finding preparations, are prepared for review and critique in the next stage. In the interpretation, the information described in the first stage is controlled and analyzed. In the Juxtaposition stage, information that has been pre-set in two previous steps, are classified and put together to create a framework for comparing similarities and differences. In the comparison step, the research problem is examined and compared concerning details of similarities and differences to answer the research questions (Aghazadeh, 2008).

In this research, the statistical society is the countries of the world and the documents and evidence related to the technical and vocational curriculum. A targeted method has been applied for sampling, and the statistical sample is of the two countries of India, and Canada, which were picked due to their significant success in technical and vocational education and entrepreneurship.

The Canada has been recognized as leading countries in technical and vocational education in the world. Canada among the seven most significant industrial countries has the highest national investment in education. Further, India as one of the developing countries has made significant advances in various fields of science and technology. It has efficient programs in the area of technical and vocational education and entrepreneurship and has annual economic growth of 4 to 10 percent.

For obtaining data from the three selected countries, relevant and valid websites, internationally acclaimed associated articles, papers and reports by the ILO<sup>2</sup>, UNESCO<sup>3</sup>, UNEVOC,<sup>4</sup> OECD<sup>5</sup>, and EC<sup>6</sup>, have been referred to extract the data. To access the data related to our country, Iran, we refer to the website of Curriculum Research and Planning Organization, Vocational and Technical University as well as official research papers and articles. The relevant documents have been approved by the experts, and the external and internal criticism of the sources was considered to judge the creditworthiness of the records and evidence. In the external critique, the originality of the document was viewed, and in the internal evaluation, the importance and accuracy of the content of the document were judged. Further, to increase the credit, an attempt was made to use internationally authentic documents.

Then, the collected data has been analyzed by Brady's method. The unit of analysis in this research is word, sentence or text. An internal and external critique of the sources was noted to judge the documents and evidence. In the external judgment, the originality of the evidence was considered, and in the internal evaluation, the importance and accuracy of the evidence were assessed

## **Results**

1. Description and interpretation the curriculum of technical and vocational education of the selected countries with an emphasis on entrepreneurship and entrepreneurial intention:

In this section, first, generally, technical and vocational training is introduced in each of the selected countries, and then the main elements of the technical and professional curriculum with an emphasis on entrepreneurship and entrepreneurial intention are described:

### **-Technical and Vocational Education in India:**

In India, educational programs are conducted independently in each province, under the supervision of the Ministry of Human Resources Development, and each state, in the framework of national policy, independently acts on designing and regulating a structure and system of its education.

In this country, an individual after eight years elementary training, at the age of 15, may enter the technical and vocational training and receive a degree after spending its curricula. There exist different academic and professional paths, so that there is a movement, or the possibility of a horizontal shift from the path of classical education to technical and vocational education and vice versa, and professional and educational qualifications are comparable at certain levels. The implementation methods of skills training courses are classroom-based, twofold, as well as synthetic. Moreover, some skills training is through distance learning. The structure of science and knowledge, as well as skills in India, are complementary.

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2. International Labour Organization

3. The United Nations Educational, Scientific and Cultural Organization

4. International center for technical and vocational Education and Training

5. Organisation for Economic Co-operation and Development

6. European commission

#### - Technical and Vocational Education in Canada:

In Canada, there is no federal educational institution or integrated national education system. Each province can legislate separate laws about education. Educational offices and ministries of regions are responsible for organizing, presenting and evaluating training in primary, secondary, technical and vocational as well as upper secondary education. Technical and vocational education in Canada takes place in a variety of ways, and different practices and models of these training are conducted in different provinces. However, in general, these training take place in formal education at high school and after that at colleges. Generally, they are held in the three following ways:

**Cooperative Education:** Includes classroom training and the use of classroom learning in the industry with peer learners, educators, the section of industry and small businesses, employers and executive supervisors.

**Pre-Apprenticeship:** this is for the learners of 16 years old and the above who are in work environments and need to be trained but cannot formally attend school classes.

**Technical / Vocational and Specialist Program:** Professional training in a job that can lead to continuing education at colleges, universities or workplaces.

**Dual Credit Programs:** Teaching is both in theoretical and apprenticeship, and can provide a grade of diploma or higher degrees (A Pan-Canadian Study of Career Education (2013)).

#### - Technical and Vocational Education in Iran:

Technical and vocational education in Iran is generally under the supervision of three institutions of the Ministry of Labor and Social Affairs (Technical and Vocational Organization), the Ministry of Education and the Ministry of Science, Research and Technology

In the formal education system of Iran, technical and vocational education is conducted in technical and knowledge-working schools in the 10th year of study in different fields. Further studying for higher levels of the diploma is administered by the Ministry of Science and Technology, as graduates of technical and vocational fields at the conservatory may continue to study at the Technical and Vocational School, the University of Applied Science and Technology as well as the Technical and Vocational faculties of the Azad University.

### **Main Purposes of Curriculum:**

#### **India:**

Principal goals are as follows: awareness of the world of work, information on different types of employment, the recognition of what it means to be entrepreneurs, the definition of the role of the person in the world of work and its personal practice, the expansion of individual awareness of his environment and limits, knowledge of concepts and processes related to entrepreneurship, awareness of business environment and business startup, awareness of fair trade, risk-taking, critical thinking and question, values of entrepreneurship, knowledge of responsible and social management, self-awareness and self-confidence,

creativity: innovation, imagination and initiative, problem-solving skill. Also, “motivational education” has been described as part of the curriculum. For example, it includes features such as success, the importance of a positive attitude, self-awareness, ethics and values, self-motivation methods, targeting, and professional planning.

**Canada:**

Objectives (expected results) a technical and vocational training program in one of the provinces of Canada (Manitoba) as an example:

- gaining the skills of the trade and its development, - Employment skills required to create effective school-to-work transition, understanding professional development, and planning, to become an independent and lifelong learner to adapt to needed future skills and knowledge, problem-solving -based learning, co-op and autonomous training and learning

**Iran:**

Gaining the general competence as well as entrepreneurship to create, improve and develop business to earn money and increase employment through participation in cooperative and private sectors of the economy based on the country’s general policies are a few of goals.

**Curriculum Content:****India:**

The contents of the curriculum also include topics that have been improved to a better understanding of what is meant by entrepreneurship. Educational and contextual programs such as entrepreneurial values, attitudes, and motives, the characteristics of a successful entrepreneur and business, the importance of skills, identifying and developing entrepreneurial skills, networking and entrepreneurship culture.

**Canada:**

It comprises business management, problem-solving skills, information and technology, safety and health at work and communication with others in addition to primary and specialized courses (Manitoba Education Website, 2013).

**Iran:**

The content of curriculum associated to entrepreneurship is presented in the branch of technical and vocational at the high school as a course called innovation and entrepreneurship, which includes five modules as following titles: creative problem-solving, innovation and commercialization of the product, business design, marketing and sales, and innovative business establishment. Further, at the technical and vocational university, there are three credits of entrepreneurial lessons in common in all fields of study, two credits are theoretical and one in practical form.

## **Teaching-Learning Activities:**

### **India:**

Practical research on a partnership for entrepreneurship, planning skills, project management, procurement and implementation of business plans, communication skills, successful presentation and negotiation, teamwork and networking skills.

In India, the section of “entrepreneurship” describes “self-analysis” as a learning outcome and shows that self-assessment of strengths and weaknesses is a part of the teaching that students receive. Students provide essential characteristics of entrepreneurs, and then they reflect on whether they observe strengths or weaknesses in these areas/features in themselves. These practices are designed to recognize the areas in which students have weaknesses so that to overcome them.

### **Canada:**

The conference, case studies, trainees, project teams, company visits or simulations.

### **Iran:**

Lecture, question and answer, observation, an internship at the training workshop, internship in the industry sector.

## **Evaluation Methods:**

### **India:**

The evaluation of skills in different occupations is carried out by a central board, and in the field of entrepreneurship, self-assessment is applied. Moreover, evaluation of practical and collaborative studies is one of the evaluation methods

### **Canada:**

The basis for the evaluation is the work, the group project as well as the use of the evaluation board. The self-assessment is the part of more importance in the assessment.

### **Iran:**

Written and verbal tests as a descriptive and examination forms as well as functional tests

## **2- Juxtaposition of the detailed study findings of the three selected countries' curriculum:**

In the two studied countries (India and Canada), the training programs are designed and implemented in provincial (state) level, and the central government is responsible for monitoring and determining macro policies. For this reason, according to the provincial conditions and decisions, the curriculum of technical and vocational training differs in each province.

Technical and vocational education in all three countries are performed as both officially and unofficially by governmental and non-governmental centers, with a stronger role for nongovernmental organizations in designing and implementing, and the role of the government in monitoring, evaluating and

defining the central policies.

In the two questioned countries, formal technical and vocational training (education), begins after the completion of the elementary school and it is subdivided into periods of two to five years. The continuation of education in vocational and technical fields is at colleges, where are provided for this purpose. Entrance examinations are not required to enter these colleges, and only the completion of the previous course and certification is sufficient.

The study of the curriculum in the two countries shows that over the past decade, much emphasis was on entrepreneur-oriented training with an approach to the role and importance of creating an entrepreneurial attitude and intention. It also has been emphasized in general policy-making so that, in all three countries, creating an entrepreneurial mentality and purpose are presented along with entrepreneurial skills.

The change in approach from traditional teaching method into active and group methods, scientific visits and research methods in teaching-learning activities are viewed in the technical and vocational education of all three countries.

Second language learning, communication, and marketing practices, working with computers and information and technology sciences are considered in the content of the technical and vocational training in all three countries.

The evaluation procedures have been led from the written towards self-assessment, observation, and evaluation of learning changes according to the learning results, setting up of small businesses and evaluator board.

Entrepreneurship has been emphasized as the central hub of technical and vocational training in all three countries.

India, despite the high size and population and trends in its development, regards the emphasis on entrepreneurial technical and vocational training, and creation of entrepreneurial attitude and intention as the only path to growth, the elimination of unemployment as well as improving economic and subsistence conditions. Thus, in the last decade, this approach has been highlighted in its macro policies.

In the two countries, the contents of vocational and technical training curriculum include primary and specialized courses, courses on general skills such as safety and health, human relations, English language, information and technology, sessions on entrepreneurship competencies as well as the content about creating an entrepreneurial attitude and intention. The teaching-learning activities emphasized in the curriculum of the three studied countries, is an active and non-traditional approach and emphasizes on research and team working. Traditional traineeship practices in the curriculum of these countries have been replaced by a severe internship in industrial environments, visiting entrepreneurial activities, talks with entrepreneurs and creating a new business with the guidance of entrepreneurs and powerful economic institutions as one of the criteria for determining eligibility and the learners' learning outcomes.

**Table1; below summarizes the four main elements of the curriculum in India and Canada and, Iran, regarding entrepreneurial education:**

	Educational objectives	Educational content	Teaching-Learning activities	Assessment methods
India	Awareness of the world of work, awareness of different types of employment, the recognition of what it means to be entrepreneurs, the definition of the role of the person in the world of work and its personal use, the expansion of individual awareness of its domain and limits, knowledge of concepts and processes related to entrepreneurship, awareness of Business environment and Business startup, awareness of fair trade, risk-taking, critical thinking and questioning, values of entrepreneurship, knowledge of responsible and social management, self-awareness and self-confidence, creativity: innovation, imagination and initiative, problem solving skill	communication skills, information and technology sciences, working with computers, English language learning, Business sciences entrepreneurial skills, networking and entrepreneurship culture	Practical research on partnership for entrepreneurship, group working, project management, procurement and implementation of business plans, communication skills, successful presentation and negotiation, teamwork skills, networking.	self-assessment, evaluation by evaluator team according to specified standards, practical test to present a successful teamwork
reference	Miss Kusum Kaushik (2014) GOI (2015)	GOI (2015) Zenner, Lea. Kumar, Kothandaraman. Pilz, Matthias (2017) Miss Kusum Kaushik (2014)	Zenner, Lea. Kumar, Kothandaraman. Pilz, Matthias (2017) GOI (2015)	GOI (2015) Miss Kusum Kaushik (2014).
Canada	gaining the skills of the trade and its development, - Employment skills required to create effective school-to-work transition, understanding professional development, and planning, to become an independent and lifelong learner to adapt to required future skills and knowledge, problem-solving -based learning, co-op and autonomous training and learning	working with computers, information and technology sciences, business sciences	group work- internship, the, case study, project teams, company visits and simulations, using seminars, business plan competitions, visiting companies, linking events between students and foreign shareholders, coaching plan, modeling of real business environments	performance appraiser group, evaluation of team projects, an assessment of launching a small business, evaluation of entrepreneurial attitude and behavior, performance observation
reference	A Pan-Canadian Study of Career Education.. 2013 Manitoba Education School Programs (2013)	A Pan-Canadian Study of Career Education.. 2013 ILO (2015).	A Pan-Canadian Study of Career Education.. 2013 Manitoba Education School Programs	Tam martin (2013)
Iran	Gaining the general competence and entrepreneurship to create, improve and develop business to earn money and increase employment through participation in cooperative and private sectors of the economy based on the country's general policies.	new work and technologies production management, professional ethics Innovation and Entrepreneurship	lecture, question and answer, observation, an internship at the training workshop, internship in the industry sector.	written and verbal tests as a descriptive and test forms as well as functional tests
reference	The official website of the technical and vocational university (2017) Official site of the Research and Curriculum Organization. 2018	The official website of the technical and vocational university (2017) Official site of the Research and Curriculum Organization. (.2018)	Navidi (2016) Sabert nejad (2011) Bsghezadeh (2012)	The official website of the technical and vocational university (2017) Official site of the Research and Curriculum Organization. (2018)

### **3- Comparison:**

The study of the curriculum of the two selected countries and our country reflects the similarities and differences in the four major elements of the technical and vocational filed curriculum with an emphasis on entrepreneurship:

The objectives of the curriculum of all three countries as well as our country, Iran, are getting to know the labor market and gaining the entrepreneurial competencies.

Considering the curriculum content, all three countries and Iran emphasis on business, information and technology, and entrepreneurial skills management.

In teaching-learning activities, the three selected countries use active and group methods and, in general, has adopted new and emerging approaches. Teaching-learning activities in Iran have a traditional approach, and they are restricted to lecture, question, and answer and in practical courses to apprenticeships methods.

The evaluation methods used in the three selected countries are also the new and non-traditional methods concerning expected results of learning and teaching-learning activities. In these countries, attempts have been made to evaluate the methods of evaluation of the learning outcomes in practical terms, using evaluation teams and comprehensive self-assessment are the strengths, and proportionate to the content and the teaching-learning activities. Evaluation methods in Iran are written and oral tests as well as the practical tests by the coach.

Comparing the main elements of the curriculum of the selected countries with our country, Iran shows that the goals and content of the curriculum are very much in common. However, there is a clear difference in the teaching-learning activities and evaluation practices which are actually the executive part of the curriculum.

### **Discussion and Conclusion**

Technical and vocational education today is more than just a skill achievement. The ability to compete in a complex labor market plus its continuous and rapid changes, the need for skills and abilities such as technology and information, creativity and innovation, communication and so on suggest that the form of technical and vocational training must shift from the traditional to the modern one. Thus it should be consistent with these complexities and rapid changes. Creating an innovative mentality and entrepreneurial intention as a missing chain of technical and vocational training can meet these needs. The most important and significant step in entrepreneurship education is to create entrepreneurial purpose in a learner, as by the creation of entrepreneurial intent, the learner, with all its power, will employ his educational needs on entrepreneurial skills and become a lifelong learner. However, given that technical and vocational education are precisely targetd the labor market, employment and business, the importance of entrepreneurship training in this period cannot be neglected. Therefore, the most significant goal of that is to improve motivation and trends in individuals. For instance, the desire for independence, the use of desirable opportunities, initiative, the tendency to risk-taking, commitment to work, the desire to solve problems and joy of uncertainty, should always be considered and thus based on this fundamental goal tutorials designing have to be done.

Accordingly, this study, aiming at using the experiences of prosperous countries in the field of technical and vocational education as well as entrepreneurship, selected the two countries and then carried out a comparative investigation employing the George Brody analysis method. The comparison of the results of this research confirms the previous studies such as Mohammadzadeh (2017), Sabet Nejad (2011), Bagherzadeh (2017) and Malekipour (2017). The findings of those studies also indicate that the curriculum approach in Iran is traditional and there is a need of reviewing curricula of higher education as well as the technical and vocational education.

The results of this research indicate valuable points in the curriculum of technical and vocational education of these countries, which can be useful in the revision of existing curricula in the field of technical and professional training in our country:

- The emphasis and attention of educational system and government to entrepreneurship so that the government of India, by highlighting this, has declared entrepreneurship the only way to reduce unemployment and reach a development, and has applied macro policies in the field of education. In The Canada, as leading countries in the field of technical and vocational training, have also been continually reviewing their curricula over the past decades, making entrepreneurship an integral part of that.

- The overall intention, cooperation and coordination of the educational system, industry and business organizations in all three countries in the field of entrepreneurship training.

- lack of focus on the training, design, and implementation of technical and vocational training programs based on the needs of each region and province in all the three countries and the accurate monitoring of government on training.

All three countries regard entrepreneurship and entrepreneurship education both in the curriculum and in the non-formal as well as extra-curricular programs.

- The learning outcomes in the entrepreneurship education curriculum of these countries have obviously been identified in the technical and vocational area and also the content, teaching-learning activities of learning as well as the assessment methods are determined to reach these learning results. An interesting point in the study of the goals and expecting learning outcomes of the three countries is an emphasis on the learning results considering the determined goals beforehand. The learning outcomes are precisely defined based on a learner's ability and the path he should go through during the learning process. Also, attention to the cognitive and attitudinal dimensions of learning outcomes, which is the basis for the promotion of entrepreneurial intention, is clearly and emphatically highlighted in the curriculum of the studied countries.

- According to research findings and table 1, the goals of the curriculum is focusing on entrepreneurship, and regarding the creation and promotion of entrepreneurial intent, modern teaching methods and active teaching-learning activities, such as group research, scientific visits, talks with entrepreneurs, trainees in economic institutions, role play, and group work.

- The evaluation methods in the studied countries had been involved the use of evaluation teams, self-assessment and assessment of the created business quality, which is based on the determined learning outcomes outlined in their syllabus with high alignment with it. For example, in assessing the change of

attitude, the self-assessment, in creating individual and specialized skills, the assessor group and in the establishment of the business, quality assessment are the appropriate methods of evaluation, and thus, the evaluation criterion is not just written and oral tests and traditional practices.

During the past years in Iran, entrepreneurship topic has been highlighted in the educational system, especially in the technical and vocational education. In the formal entrepreneurship education at the conservatory and also in the curriculum of the technical and vocational university, a course called entrepreneurship has been determined and is running. However, the investigation of the primary objectives of formal technical and professional education in Iran shows that the central emphasis in the field of technical and vocational training is to train technicians to attend the industry and the labor market, and its entrepreneurial and value-added sectors are less regarded. The goals defined in the technical and vocational training curriculum concerning the entrepreneurship are general and ideal and are less bright than the studied countries. The research findings point that teaching method, and teaching-learning activities in Iran continue to be traditional and often is held as a lecture, and the primary goal of entrepreneurship education is transferring the entrepreneurship knowledge. For this reason, the evaluation is mainly conducted in written form. As teaching-learning activities play a crucial role in entrepreneurship education and promotion of entrepreneurial intention; it is probably one of the reasons why Iran's curriculum has failed to be efficient, as it was expected, in employment and entrepreneurship (the findings of Jafari Harandi (2016), Sharif (2008)).

Considering the necessity of a focus on the entrepreneurial intention in entrepreneurship education, it is necessary to review the curricula of formal technical and vocational education in Iran and also;

- The training objectives are afforded in a clear and learning outcomes ways.
- Teaching-learning and teaching practices should be shifted from the traditional mode and use methods consistent with appropriate learning outcomes.
- due to the importance of teaching-learning activities in creating an entrepreneurial intention, informing educators on entrepreneurship lessons and all other and introducing them to new teaching methods, the pivotal role and importance of the learner-focus program in education and regarding the learning process and its preference on advance determined goals, is required
- To create an entrepreneurial intention in the learners, the technical and vocational instructors should also have an entrepreneurial and value-oriented approach to education and use new teaching methods in teaching-learning activities. Thus, an approach taken by the entire technical and vocational curriculum should be the entrepreneurial one. The investigations by Khatami Kia (2015), Mirza Beigi (2015) and others also show that in general, consideration of entrepreneurship components in Iran's higher education curriculum is insignificant.

To create an entrepreneurial intention, the content of entrepreneurial knowledge is not merely useful, and thus the material should be compiled and applied flexibly, accessibly and diversely and be designed to change the attitude and create entrepreneurial intent. Building entrepreneurial purpose as the first and perhaps most crucial step toward entrepreneurial competencies should be taken into consideration, because, by creating an entrepreneurial intention, there could be hope for entrepreneurial behavior. The creation of skills in learner while intent has not been strengthened, may not lead to the entrepreneurial behavior.

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