

**Project Document of the Japanese Technical Cooperation  
for  
The Project on Improvement of Audio-visual Aids  
and Instruction Methods in Vocational Training  
at the Instructor Training Center  
(2002/412-1021-E-0/SC)**

**January 2002**

**Technical and Vocational Training Organization  
&  
Japan International Cooperation Agency**

## List of Abbreviations

### Names of the Iranian Organizations

MoLSA	Ministry of Labor and Social Affairs
TVTO	Technical and Vocational Training Organization
ITC	Instructor Training Center
TVTC	Technical and Vocational Training Center
IRIB	Iran Islamic Republic International Broadcast
PMO	Planning and Management Organization
ME	Ministry of Education
MSRT	Ministry of Science, Research and Technology
MHME	Ministry of Health and Medical Education

### Technical Terms Related to International Cooperation

C/P	Counterpart Personnel
JICA	Japan International Cooperation Agency
M/M	Minutes of Meeting
PCM	Project Cycle Management
PDM	Project Design Matrix
R/D	Record of Discussions
TOR	Terms of Reference

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# 1. Introduction

The Islamic Republic of Iran (hereinafter referred to as “Iran”) conquered the devastation caused by the Iran – Iraq War (hereinafter referred to as the “War”) that lasted for ten years from 1980 to 1988 and is presently carrying out the Third National Development Plan (2000 to 2004) aimed at the country’s economic reconstruction. The Government of Iran has set up important targets for the restructuring of the public sectors, the improvement of manufacturing, investment, employment and productivity and the introduction of free competition in economic activities in the Third National Development Plan. However, in Iran, in addition to its still high unemployment rate (average 13.7%\*<sup>1</sup>) and the result of the population policy during the War, the number of people aged 19 and younger has drastically increased and now make up 51% of the country’s population. It is anticipated that approximately 1,200,000 to 1,500,000 young people will enter the labor market annually. Therefore, providing necessary skills to young people and creating employment opportunities for them is an urgent matter for the Government of Iran.

In order to train people who are willing to improve the technical skills necessary for national development, there is a policy to upgrade manufacturing technologies to an internationally competitive level and to train skilled workers to meet advances in the complexity and precision in production processes. Thus, technical and vocational training has been improved at the 301\*<sup>2</sup> Technical and Vocational Training Centers (herein after referred to as “TVTC”) located in 29 states under the responsibility of the Technical and Vocational Training Organization (hereinafter referred to as the “TVTO”). In addition, the TVTO plans to increase the number of TVTCs approximately three times and the number of instructors approximately two times by 2004 in order to meet the present demand for vocational training. The TVTO aims to train skilled workers and provide them with higher technological skills and to improve the qualities of the technical and vocational training content, including the introduction of up-to-date technology. In order to achieve these aims, it is imperative to train instructors by introducing high level training equipment and technology, to improve the quality of training by using audio-visual aids and to adapt instruction methods to meet the needs of society.

In view of the above background, the Government of Iran made plans to improve the quality of vocational training through the production of audio-visual aids and the improvement of instruction methods, and requested project type technical cooperation from the Government of Japan.

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\*<sup>1</sup> Information released by the Planning and Management Organization in July 2001.

\*<sup>2</sup> Source :TVTO data in 1999

In response to the request by the Government of Iran, the Government of Japan has decided to implement the Project through technical cooperation, aiming at improving the quality of vocational training through the transfer of technology related to audio-visual aids production and instruction methods, and also improving the levels of the audio-visual aids production technologies and training methods at the Instructor Training Center (hereinafter referred to as the ITC).

## 2. Background of Project Implementation

### 2-1 Social Situation

#### 2-1-1 Macroeconomic Conditions

The Iranian economy relies heavily on oil\*<sup>3</sup> as symbolized by the fact that the revenues from oil are more than 50% of the general revenue of the Government of Iran. The Government of Iran considers the promotion of non-oil products for export, the improvement of industrial productivity by privatization of national industries and the introduction of foreign capital and up-to-date technology as a means of restructuring an economy that relies on oil. However, after the First National Development Plan, the country's economic development rate has been lower than in the original plan and an inflation rate that is higher than the economic development rate (see Table 2-1) makes living very difficult. As the major sector of the government revenue is revenue in foreign currencies from oil and oil-related industries, and this is more than 50% of total revenue, the variation of foreign currency exchange rates and the reduction of the oil export amount caused by a drop of oil prices on the international market immediately result in the lowering of the GDP. As for industrial products, manufacturing technologies and equipment, raw materials and half products, including parts, are largely dependent on foreign countries and the industrial products are largely affected by variations in foreign currency exchange rates and world market situations. Thus, the increase in oil prices causes an increase in the prices of half-finished goods to be imported. As a result, this situation causes price hikes of domestic industrial products and creates a bad economic cycle. Furthermore, domestic industries are way behind in the technological development and the modernization of manufacturing facilities that would result in the improvement of production, due to the effects of the policy for privatizing national industries, and are also behind in restructuring production systems to meet the increased demand for goods. In addition, the import regulations, including those for consumer goods, accelerate price inflation.

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\*<sup>3</sup> Japan is the third largest oil importing country from Iran (11.4% of the total imports by Japan comes from Iran)



Table 2-1 Planned Target and Actual Results of the National Development Plans

Item	First (1989~1993)		Second (1995~1999)		Third (2000~2004)	
	Planned	Actual	Planned	Actual	Planned	Actual
Economic Growth Rate (Annual Rate)	8.1%	7.2%	5.1%	3.8%	6.0%	
Inflation Rate	14.4%	16.7%	12.4%	25.5%	15.9%	
Created Jobs	-	800,000	2,020,000	-	3,800,000	
Ordinary Revenue Increase	6.6%	32.1%	10.9%	27.9%	18.8%	
Expenditure for Development	17.3%	51.1%	21.1%	24.6%	21.4%	

(Sources: National Bank of Iran and Iran Report of IMF)

Important policies of the Third National Development Plan are the privatization of national industries, the introduction of foreign capital and technology, as well as stable oil exports, the development of non-oil exporting industries, and the deregulation of the export sector. The government has been ameliorating the legal foundation related to the establishment of special economic zones, the introduction of foreign capital, export promotions and the development of domestic industries.

### 2-1-2 Industrial Structure

After the Iranian Revolution in 1979, the Government of Iran removed foreign capital and adopted the policy of government industry management, and nationalized major industries, i.e., oil, steel, automobile, and textile industries, in addition to financial institutions, such as banks and insurance companies. However, the promotion of privatization by the National Development Plan is presently hindered. Major industries are textiles, clothes and leather industries, machinery and equipment industries, the handicraft industry, food and tobacco industries, metal and non-metal industries, chemical and raw material industries and other manufacturing industries. These industries occupy more than 90% of the total output of industries. The top three industries are the traditional weaving industry, the metal processing and assembly industry and the machinery and equipment industry. The share of the three industries is 52% of the total. (Source: 1995 Statistics of the Central Bank of Iran).

As for the size of industries, 91.6% of all the industries employ five or less people. These employees represent 41.2% of all the workers in the country. The percentage of large industries that have more than 50 employees is 0.6%. But, the employees make up more than 38% of all workers in the country. Thus, the size of the domestic industries in Iran can be classified into two groups: many small companies having a small number of employees and a small number of large companies having many employees. The Third National Development Plan has as its objectives to promote privatization, improve industrial productivity, introduce foreign capital,

and develop non-oil-related industries into internationally competitive industries. However, the technological development of private industries on their own is obstructed by the lack of skilled technicians and workers, the ban on hiring foreign labor as a general principal, and inadequate industrial facilities.

**2-1-3 Population**

According to 1996 statistics, the total population of Iran was 60,055,488. The average size of a family was 4.8 persons. The ratio of people aged 19 and younger was 51.3%, and is characterized by the very high rate of the younger generation (see Fig. 2-1). This tendency is caused by the increased birth rate, early marriage and shifting to prolific and large families due to the effects of the War. The generation born during the War will reach a marriageable age within five to ten years and are expected to create a second baby boom.

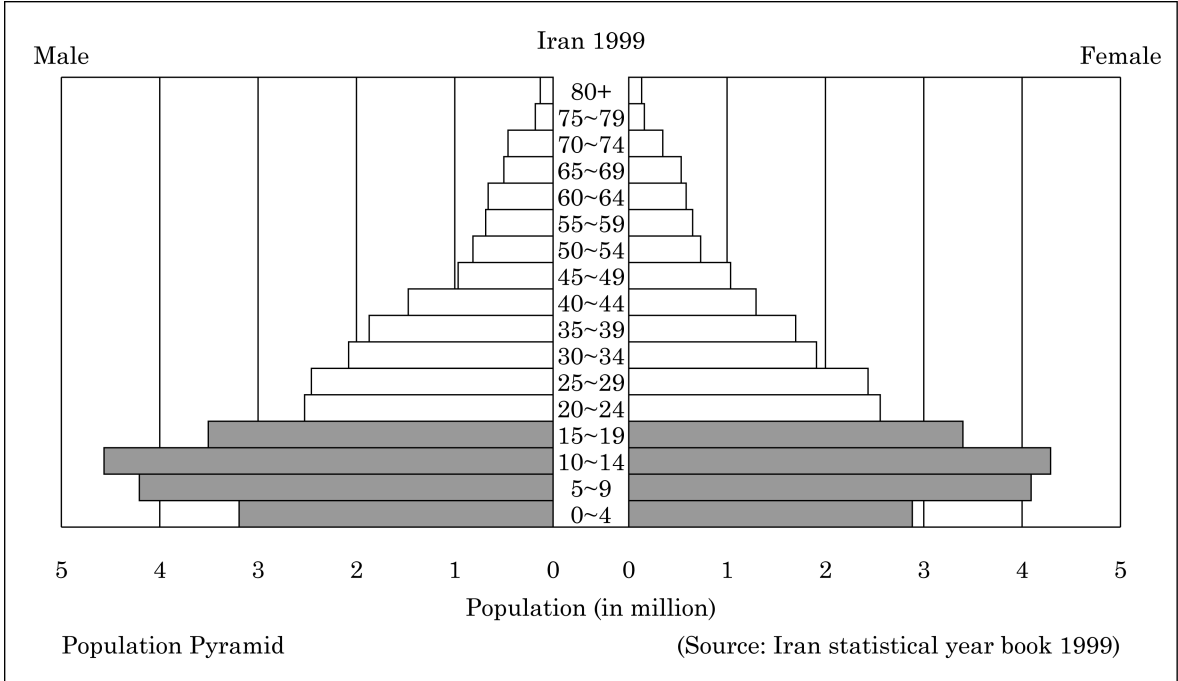


Fig. 2-1 Population Pyramid

According to the 1996 National Census, it is estimated that about 1.5 million youths, a total of approximately 400,000 guidance school graduates (about 22% of the total 1,800,000 guidance school graduates) and approximately 1,040,000 high school graduates (about 72% of the total of 1,450,000) were seeking employment. Within ten years, about 1.2 to 1.5 million young workers will come into the job market annually. The present unemployment rate among young people is high (23.6% for 15 to 19 year olds and 16.2% for 20 to 24 year olds). In the future, it is expected that this situation will be much severer. (ANNEX 9(1))

## **2-2 Overall Condition of Human Resources Development Sector**

The education of Iran is classified into primary and secondary education, higher education, medical education and vocational education. Each of them is under the jurisdiction of the Ministry of Education (hereinafter referred to as ME), the Ministry of Science Research and Technology (hereinafter referred to as MSRT), the Ministry of Health and Medical Education (hereinafter referred to as MHME), and the TVTO of the Ministry of Labor and Social Affairs (hereinafter referred to as MoLSA) respectively. For vocational training, requirements, such as educational background, for each field are set up. Applicants should take an entrance examination and interviews, and those who pass the examination and interviews can enter TVTCs. Most trainees who enter TVTCs are either guidance school graduates or high school graduates. The Iranian government is trying to improve science and technology education, has established laws for vocational training and is making an effort to secure the necessary budgetary funds. The government has set out the control of inflation, efficient administration, currency strengthening, the increase of non-oil export products, employment security and measures against poverty as important items in the 2001 annual budget. In particular, the government has tried to increase the budgetary funds to support the low-income group by 30% compared to the amount of the previous year, as a countermeasure against unemployment, and has created 650,000 jobs

## **2-3 Government Strategy**

### **2-3-1 National Strategy Regarding Education and Vocational Training**

The Government of Iran has given the human resources development, particularly the improvement of vocational training and measures against unemployment, an important status in the Second and Third National Development Plans. In the Third National Development Plan, the government established the following targets for the creation of employment opportunities and technical education by taking steps to counter high unemployment rates and by increasing the percentage of the youth population who seek jobs, setting out as important subjects:

- (1) To establish appropriate policies to clarify causes obstructing production and activate the manufacturing industrial sector;
- (2) To expand the private sectors;
- (3) To reform and modernize regulations and rules in the manufacturing industry sector;
- (4) To utilize up-to-date science and technology information in education;

- (5) To set up educational and vocational training plans that meet the needs of domestic industries;
- (6) To increase the government's budgetary funds for general, vocational and higher education fields.

In accordance with the increase in the number of new graduates who seek employment, the number of applicants to TVTCs also has been increased. The present acceptance ratio among all the applicants is in the range of 2 to 3. To meet the demand for vocational training, the TVTO has set up a drastic expansion plan to add 600 TVTC and 5,500 instructors by 2004, and to urgently train an additional 1.6 million people (from the 1999 figure).

Table 2-2 Vocational Training and Instructor Training Plan

(Target Number)

Item \ Year	2000	2001	2002	2003	2004
Number of TVTCs	401	701	801	851	901
Number of Trainees	1,809,000	2,109,000	2,509,000	2,809,000	3,092,000
Number of Instructors	6,670	8,670	9,670	10,420	11,170

Source: TVTO Data

### 2-3-2 Development Policy for Vocational Training

Vocational training is stipulated in the Labor Laws (enacted in 1958 and amended in 1990). The five important subjects are stipulated as listed below for vocational training in the laws.

Important Subjects:

- (1) To use up-to-date science and technologies in education and vocational training;
- (2) To improve the quality and number of vocational training instructors;
- (3) To increase private vocational training centers;
- (4) To improve the education and vocational training for females;
- (5) To improve the area difference of accessibility to vocational training centers.

The present Third National Development Plan has succeeded the following important subjects of the Second National Development Plan and continuously sets up vocational training as an important subject:

Important Subjects Achieved in the Second National Development Plan:

- (1) To provide young people with basic vocational training;
- (2) To upgrade the technical level of skilled workers in industries and introduce up-to-date technologies;
- (3) To conduct instructor training in specialty fields for public and private vocational training centers;
- (4) To conduct vocational training for non-skilled persons and socially weak persons and provide them with consultation;
- (5) To conduct vocational training for self-employed persons;
- (6) To conduct vocational training for people who are willing to accept life-long education;
- (7) To upgrade the technical level of vocational training;
- (8) To develop and supply the textbooks and practical training aids for vocational training;
- (9) To conduct certificate tests and technical skill contests.

## 2-4 Other Projects Related to the Project

### 2-4-1 UNDP/ILO

In 1980, UNDP and ILO assisted in building facilities, introducing equipment, developing curriculums, providing audio-visual aid production equipment, etc. for ITC. However, the audio-visual aids became obsolete and the equipment has deteriorated significantly. UNDP and ILO presently offer Iran no assistance in the vocational training field.

### 2-4-2 Past Japanese Cooperation Program

Two project-type technical cooperation programs were formerly provided to the vocational training fields in Iran:

Table 2-3 Japanese Project-type Technical Cooperation

Project Title/Location	Year Implemented
The Training Center for Small Scale Industries at KARAJ	September 1960 – September 1965
The Iranian Training Center for Small Scale Industries at KARAJ (Technical and Vocational Training Center of KARAJ, renamed in 1975)	October 1973 – October 1977

(Source: ODA White Paper)

### **3. Project Theme and Situations**

#### **3-1 Legal Framework of Vocational Training**

Vocational training in Iran is under the jurisdiction of the TVTO of MoLSA, that was established and reformed under Article 107 of the Labor Laws. The TVTO controls all the TVTCs located nationwide that provide vocational training mainly to workers. The ITC is an organization for training TVTC instructors. In the Iranian vocational training system, people can enter TVTCs after graduating from either guidance schools or high schools. However, priority is given to wounded soldiers and their family members, disabled people, unemployment insurance recipients, and those 17 years old and over who must support their families. Thus, a wide range of people 17 to 50 years old can enter the vocational training centers.

The youths who graduate from ordinary high schools, technical high schools, two-year colleges or universities can enter the ITC.\*<sup>4</sup> Due to difficulty in obtaining employment, the number of university graduates who want to enter the ITC is increasing. In some courses, almost one half of the trainees are university graduates. In addition to the instructor training course for new employees (approximately 48% of all trainees\*<sup>5</sup>), the ITC provides refresher courses (30%), short term trainee courses (20%), technician courses, and training courses for Bachelor of Science (BS)degrees. Due to the plan to increase the number of instructors, the number of trainees accepted into the training course for newly employed instructors has been increased. As a general rule, all instructors have to attend the refresher course in a set period (mostly once a year). For the improvement of employment opportunities for females as set out in the important subjects of the Third National Development Plan, 120 (2000 statistics) TVTCs for females were opened nationwide. These centers offer vocational training courses to meet the demands of female job seekers.

#### **3-1-1 The TVTO's Organizational Structure and Financial Situation**

In 1980, the TVTO was established for the purpose of training skilled workers. The TVTO's headquarters is located in Teheran. The headquarters has 450 staff members and controls its 29 regional headquarters and the ITC. In addition, the TVTO also supervises the activities of private training centers, distributed in more than 6,000 locations throughout the country, and assists with their management (see Table 3-1).

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\*<sup>4</sup> See Fig. 1 in ANNEX 9(2)

\*<sup>5</sup> ITC's Statistics in 2000

The organization of the TVTO consists of the Training Bureau, and Research and Development Bureau. The TVTO's major offices are the International and Public Relations, the Personnel Section, and the Technical Office. The Training Research Department of the Bureau for planning and the budget that is under the direct supervision of the President of the TVTO includes the Audio-visual and Training Document Procurement division that is in charge of the production and distribution of video aids and audio-visual aids, and the Training Methods and Curriculum Development division that is responsible for the development of curriculum and instruction methods.

Table 3-1 Vocational Training Facilities under Jurisdiction of the TVTO

No.	Classification	Total Number
1	Technical and Vocational Training Center	301*
2	Mobile Training Facilities	421
3	Internship Units	53
4	Private Sector Center	5,800
5	Other Training Centers	122
Total		6,691

Note: Including the Karaj Technical and Vocational Training Center.  
 (Source: 1999 statistics of TVTO)

TVTO Finance:

The TVTO's 2001 budget amounts to 727,860,000,000 rials (US\$90,000,000). The TVTO's major revenues are the taxes\*6 (20% of the total funds) that are collected from private industries, subject to the labor laws and social security laws, equivalent to 2% of the employees' salaries, the taxes (20% of the total funds) that are collected as vocational training tax from private industries equivalent to 2% of the construction costs when they build factories and bridges, and the funds (60% of the total funds) allocated from the national budget by the Government. The annual budgetary funds of the TVTO are directly delivered to the TVTO, after the approval of the National Assembly, by the government through the Planning and Management Organization (hereinafter referred to as PMO) without going through the MOLSA.

Approximately 20% of the TVTO's general expenditure is personnel expenditure: 60% of the personnel expenditure is salaries for instructors and staff of the TVTO's regional head quarters and 40% goes on the salaries of the Management and Administration Department (50% of the personnel expenditures of the Management and Administration Department is the ITC's personnel expenditure). In order to promote vocational training in the private sector, there is a special tax reduction system for the employees when

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\*6 The taxation is applicable to companies having more than 10 employees in engineering fields.

private industries conduct in-house vocational training. When a private industry establishes a technical training center, the industry can receive a preferential bank loan, subject to the condition that the training contents shall be approved by the TVTO. In addition, the TVTO may subsidize the interest on bank loans that are borrowed for conducting technical training by private industries. The TVTO's expenditures for supporting vocational training, the improvement of facilities, and various studies for females are approved in accordance with the Government Finance Special Laws. This rule corresponds to project expansion in the field of vocational training for females.

### **3-1-2 TVTCs**

According to Chapter 5 of the Labor Laws, TVTCs are responsible for the followings:

- (1) Basic technical training for the young generation.
- (2) Training for upgrading the skills of employed personnel.
- (3) Training of engineers, skilled workers.
- (4) Training of the handicapped people.
- (5) Vocational training of small firm owners and self-employed people.
- (6) Life-long training.
- (7) Training aids production<sup>\*7</sup> and supply.
- (8) Conducting of technical certificate examinations.
- (9) Development of technical training standards.
- (10) Conducting of technical contests.

TVTCs conduct technical and vocational training under the supervision of the TVTO's regional headquarters. There are 301 TVTCs nationwide (1991 Statistics). The content of the training courses of TVTCs and the number of trainees are reviewed every year by MoLSA in accordance to the request of technical training from private industries and by demand for employment, based on a study conducted in cooperation with the Organization of Training in Industry that has a direct connection with private industries.

The Government of Iran is preparing laws in order to give incentives for vocational training. Based on the laws, trainees who completed training courses at TVTCs will be able to acquire a TVTO Certificate subject to the condition that they pass the ILO standard examination. In addition, based on the apprentice rule, the

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<sup>\*7</sup> Such as transparent sheets. Video aids are presently produced by TVTO.



Certificate is recognized as a certificate of practical work experience.

### **3-1-3 ITC**

The Instructor Training Center (ITC) was opened to train instructors and upgrade the technical level of industries in Karaj in 1984, and training that adopted ILO's standard curriculums began. Prior to the opening, training equipment, facilities, teaching materials, audio-visual aids, and video editing equipment were introduced with assistance from UNDP and ILO in 1980.

The ITC conducts the following activities under the provisions of the Labor Laws:

- (1) Instructor re-training;
- (2) Evaluation of technical levels of industry personnel and conducting level-up courses;
- (3) Provision of vocational training assistance to friendly countries;
- (4) Establishment of research plans for vocational training;
- (5) Vocational training by utilizing university facilities and equipment;
- (6) Conducting of seminars and workshops by university staff;
- (7) Preparation of training schedules conforming to the needs in accordance with TVTO standards;
- (8) Selection of appropriate hardware and software and learning how to effectively use the hardware and software for technical and vocational training;
- (9) Production of teaching aids to be used by other training centers.

The ITC's budgetary funds are allocated from the TVTO's budgetary funds. The amount of the ITC's budgetary funds in 2001 is 13.116 billion rials (approximately US\$1.64 million). Its main expenditure items are staff salaries (27%), workshop operation and material costs (50%), machinery maintenance costs (10%), and costs related to trainees, food and dormitories (13%). The ITC includes the Finance and Administrative Bureau, and the Educational Bureau. The Educational Bureau includes the Audio-visual Department, the Pedagogy Department, the Testing and Evaluation Department, and the Specialty Department, such as mechanical, electrical, electronics, etc. according to the needs of industrial sectors. The ITC not only trains the TVTC's instructors, but also accepts trainees from neighboring countries, such as Tajikistan, Lebanon, etc., conducts curricula and textbook reforms to suit demands from industries, provides on-the-job training advice, and produces and distributes teaching materials using audio-visual aids. The ITC presently plays an important role in the TVTO in higher technical fields in addition to instructor training and re-training.

## **3-2 Situation and Problems of Vocational Training**

### **3-2-1 Overall Situation of Vocational Training**

In Iran, a total of 866,089 persons (535,423 males and 330,666 females) were trained at private and public training centers in 2000. The ITC annually provides instructor training to almost 2,000 persons. The number of persons trained at TVTCs is approximately 280,000 (1999 figure) annually. TVTCs offer more than 160 training courses in 22 fields. Training periods are in the range of 3 to 18 months. Among those training courses, the most attended courses are the computer course (15.6%), the auto mechanics course (11.8%), the handicraft course (13.6%), the electrical course (8.8%), and the office management course (6.1%). Popular courses among female trainees are the handicraft course (34.3%), the computer course (18.3%), the arts and crafts course (14.5), and the office management course (10.2%). The computer course and office management course are short-term courses and many people desire to take them. Training for the handicraft course, the computer course and service related courses that do not need large equipment and that require a relatively small amount of facility investment is gradually shifting to private training centers. Demands for automatic control equipment, precision machine tools, automobile manufacturing and repair, environmental pollutant measuring, and computer language training courses at TVTCs have recently increased. Thus, specialization of technologies to meet the demand, upgrading of the technological abilities of instructors to keep pace with the advancement of necessary knowledge, and high quality training by developing instruction methods are essential.

As for the employment situation of people who completed training of TVTCs, the employment rate is about 75 to 90% for each training course. In particular, the employment rate for those who completed industrial mechanics, welding, machinery, and electrical courses is high. The methods of employment can be mainly classified in two ways: either through public employment agencies or introduction by relatives and friends. Employment by small-sized firms falls into the latter category. As technical and vocational training centers are not obliged to conduct follow-up surveys and monitoring of people who have completed training courses, information relating to employment situations and working conditions has not been sufficiently accumulated.

Standard teaching materials, such as textbooks and audio-visual aids used at TVTCs are presently produced and distributed with the approval of the Training and Research section of the TVTO. All of the videos used at TVTCs are produced at the Video Production Studio of the Audio-visual and Training Documentation Procurement office of the TVTO and distributed to each TVTC. Videos used for instructor training at the ITC

are also produced at the Video Production Studio. The Video Production Studio has four staff members, a set of video shooting cameras, video editing equipment and two editing computers. Due to the obsolete equipment and insufficient studio space to shoot and edit videos, its production capacity is about four or five videos per year. After the development and improvement of the capacity of the Audio-Visual Department of the ITC, the transfer of the video production work under the Video Production Studio of the TVTO to the ITC will be considered.

### **3-2-2 Instructor Training at ITC and the Training Situations**

At the ITC, there are 160 to 170 instructors totally (80 full time and 80 to 90 contracted instructors), and each instructor trains an average 16 trainees. Instructor training at the ITC is carried out in two shifts; the day and nighttime. The number of daytime trainees is 450 to 500 and the number of nighttime trainees is 300. The total number is in the range of 750 to 800. More than 1,700 persons annually have completed the instructor training since the establishment of the ITC. The recruitment of instructor trainees is made by the TVTO's regional headquarters with the cooperation between the TVTO and the Official Employment Organization. The TVTO asks the PMO the number of trainees to be accepted and the number is decided upon after approving the amount of the budgetary funds and salaries. The examinations of instructor trainees are conducted at the ITC for the Bachelor of Science (BS) certificate course and at TVTCs for all other courses. Persons who passed the ITC's examination are hired by TVTO as the candidates for becoming instructors at TVTC. The ITC provides them with training. More than 80 courses are taught at the ITC in 20 areas. The course contents are reviewed every year in accordance with the technical level demanded by industries and the employment situation. Instructor training is conducted by each special department of the ITC's Education and Training Division.

Training courses provided by the ITC can be classified into two large groups: one for training of newly hired instructors; the other for re-training of instructors in service. For training of newly hired instructors, there are six to twelve-month period new instructor training courses and two-year period training courses for earning Bachelor's Degree certificate. After completing these courses, trainees take an examination and those who passed the test obtain the instructor certificate. On the other hand, the re-training courses for instructors in service are intended to improve their skills. Their training period is normally one month. In addition to these training courses, there are training courses for instructors of private training centers and training courses that are specially opened when the Ministry of Industry requests the ITC to open based on requests from private industries. The fiscal year of the ITC is from March 21 to March 20 the following year. The ITC's training

course schedule is set up within the fiscal year period.

According to the provisions of the Labor Laws, the qualifications for an instructor are to be an Iranian national and formal Muslim, to have a moral, political and cultural disposition, to have no criminal record, not to be a drug addict, and to be sufficiently healthy to performing his/her duties. The TVTO's instructor training is conducted by the ITC, and trainees have to complete the required training within a certain period. After completing the training, an instructor candidate will have a qualification to take the instructor examination.

Table 3-2 Training Period for Taking Instructor Examination at the ITC

	Classification of Educational Background	Training Period	Requirement for taking Examination	Remarks
1	Ordinary High School Graduate (12 Years)	Six months to two years	To complete required instruction method courses during the set training period.	Can enter ITC after completing required training at TVTC.
2	Technical School Graduate (14 Years), Two-year College Graduate, and University Graduate			Six to twelve months for newly hired instructors. Two years for BS certificate earning course.

The instructor certificate examination for becoming an instructor of a TVTC is given by the TVTO to those who passed the qualification examination after completing instructor training at the ITC. On the other hand, to obtain a certificate for becoming an instructor of a private training center, it is not required to complete ITC instructor training. After passing the certificate examination, an instructor's certificate is given by the TVTO.

To provide an increasing number of youths with sufficient technical and vocational training along with the vocational training and instructor training plan to be implemented within five years, existing facilities and the present number of instructors are not sufficient. In addition, the number of audio-visual aids that supplement the insufficient facilities and the insufficient number of instructors and that are produced at the TVTO is extremely lacking. Further, their quality is not satisfactory. Due to these situations, the supply of audio-visual aids is not sufficient. Thus, it is difficult to conduct uniform quality training and to accomplish sufficient training results at the ITC's instructor training and TVTC practical training courses. Introduction of up-to-date technology cannot be conducted with appropriate timing and the needs from industries cannot be satisfied. As for instructor training for special fields, it is planned to establish small training centers in Esfahan for woodworking, Azerbaijan for air conditioning, Hamadan for agricultural machinery, Kerman for business services, and Mashhad for traditional handicrafts.

**(a) Audio-visual Department**

There are four staff members in ITC’s Audio-visual Department. Two of them are cameramen, one a graphic artist and one member in charge of the use of audio-visual aids. A temporary staff member is hired depending on the need. The Audio-visual Department is in charge of the 4-month audio-visual special training course, basic audio-visual knowledge and the technical instruction course for pedagogy course trainees, in addition to audio-visual aid production and regular maintenance work. In the audio-visual special course, they conduct the explanation of video shooting equipment and the practical training of audio-visual aid production, the explanation of special photographic techniques and practical picture production training. They used to conduct the practical training of video aid production in the video aid production course, but, due to the obsolete equipment, equipment deterioration, and the lack of knowledge and experience relating to video aid production, lectures without practical training are presently being conducted.

The basic audio-visual aid training subject in the pedagogy course teaches the use of overhead projectors, the production and use of transparent sheets, the use of slide projectors, and the production and use of audio-visual aids, such as posters and pamphlets.

Table 3-3 Activities of Audio-visual Department

Group	Field	Training Contents	Number of Staff 4
1	Audio-visual Special Training	Photography Techniques Graphic Techniques Video Techniques	Cameraman: 1 Instructor for Camera and Art: 1
2	General Training in Instruction Methods Course	Knowledge and Use of Audio-visual Aids	Graphic Art: 1 Audio-visual Aid Production: 1

**(b) Pedagogy Department**

The ITC’s Pedagogy Department was established in 1985. The Pedagogy Department conducts training for instruction methods necessary for improving training quality. The objectives of the Department are to teach the trainees (candidates for instructors) communication skills, course management methods, audio-visual aid use and production techniques, in addition to the special knowledge necessary to train and upgrade the level of trainees’ teaching skills. There are six staff members in the Pedagogy Department: one supervisor, two ordinary instructors, and three contracted instructors. Trainees at the instruction methods course are those who are newly hired candidates for instructors, participants in re-training course for instructors in service,

Bachelor of Science course and participants in short-term courses. The trainees have to take courses during the set periods as a general rule (see Table 3-4 for training course contents). The course period is fixed by the beginning of each fiscal year depending on the outcome of the previous year and the number of applicants of the year.

Table 3-4 Number of Trainees in Instruction Methods Course

Classification	1998	1999	2000	Total
1. Training Course for Newly Hired Instructors (including supervisor training course)	733	1,102	1,188	3,623
2. Re-training Course for Instructors in Service	27	74	38	139
3. Bachelor of Science Course	291	106	60	457
Total	1,051	1,282	1,286	4,219

(Source: Publication of the ITC's Pedagogy Department)

Table 3-5 Activities of Pedagogy Department

	Name of Course	Activities
1	Training Course for Newly Hired Instructors	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Education technology</li> <li>• Educational assessment</li> <li>• General psychology</li> <li>• Safety at work</li> <li>• Instructor's qualification</li> <li>• Teaching methods/techniques</li> <li>• Service and maintenance</li> </ul>
2	Re-training Course for Instructors in Service	<ul style="list-style-type: none"> <li>• Innovation and creativity training</li> <li>• Quality control</li> <li>• New methods and teaching of training</li> <li>• Making educational aid materials/facilities</li> <li>• Educational planning</li> <li>• Occupational and vocational guidance</li> </ul>
3	Supervisor Training Course	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Human resource management</li> <li>• Methods and techniques</li> <li>• Improvement</li> <li>• Work safety</li> <li>• In-service training</li> </ul>
4	Bachelor of Science Course	<ul style="list-style-type: none"> <li>• General psychology, labor rules, safety and sanitary principles</li> <li>• Research methods,</li> <li>• Occupational analysis</li> <li>• Evaluation of work skills</li> <li>• Educational evaluation</li> <li>• Others</li> </ul>
5	Short-term Training Course	<ul style="list-style-type: none"> <li>• To be established upon request</li> </ul>

As for communication techniques, audio-visual aid use and audio-visual aid production training courses that are specified in the objectives of the Pedagogy Department, the audio-visual equipment that is absolutely necessary for the training courses is obsolete, and the number of audio-visual aids necessary for teaching is not sufficient. Thus, training related to instruction methods is not sufficiently carried out.

## **4. Project Strategy**

### **4-1 Overall Strategy**

In order to achieve the national target set by the Government of Iran, that is, to upgrade the quality of technical and vocational training and to expand its scale, it would be necessary to conduct instructor training to provide effective instruction methods and to develop audio-visual aids in order to offer uniform quality training, in addition to preparing a plan to increase the present number of TVTCs. Thus, the Project will be implemented to support the upgrading of audio-visual aid production methods and instruction methods. There are various kind of audio-visual aids. They are able to record and playback necessary moving pictures and sound and to easily make copies for distribution. Thus, these video aids should be produced with higher priority by the Project.

### **4-2 Project Strategy**

The Project shall be implemented for the purpose of upgrading audio-visual aid production and instruction methods by selecting the ITC, which is the only instruction training organization in Iran, as the counterpart of the Japanese side for Project implementation, in particular for the Audio-visual and Pedagogy Departments.

The Audio-visual Department should produce video aids for practical training use. In order to make these video aids available as soon as possible for training at TVTCs and for evaluation and analysis in view of teaching materials, video aid production should be targeted at those courses where the use of audio-visual aids is desirable. Then, they should be evaluated and improved in order to produce high quality video aids. Also, courses for producing video aids should be established and reviewed.

The Pedagogy Department should improve and develop curriculums and teaching materials based on the training needs assessment, and conduct high quality training in order to meet the needs of industries.

The Audio-visual Department that has taken on the important role of counterpart to the Japanese side for the Project is the only audio-visual department for instructor training in Iran. The Department can secure the necessary technical staff, video shooting and editing equipment rooms, and classrooms. The Pedagogy Department is the only pedagogy department for vocational training in Iran and has been teaching instruction methods using video aids, OHP and picture slides. Thus, the Department is able to utilize an organization

structure to conduct needs assessment and to develop curriculums and teaching materials and other aspects based on the needs assessment results.

#### **4-2-1 Setup of Project Contents and Implementation Plan**

##### **(a) Audio-visual Department**

###### **1) Set up of Number of Courses Requiring Video Aids**

TVTCs presently offers approximately 160 training courses in 22 fields. Among these courses, approximately 80 courses for which audio-visual aids may need to be produced were selected based on the following criteria (all TVTC courses and those that need the production of audio-visual aids are in the ANNEX 9(4)):

- (1) Welding, automobile mechanics, industrial machinery, and electrical courses in which it is considered desirable to use audio-visual aids, based on the inquiry result (these courses are high priority courses).
- (2) Training courses that contain frequent practical training.
- (3) Courses that require practical training but lack the equipment and facilities for such training.
- (4) Training courses that require a standard handling method (such as machinery operation) for certain engineering fields.

The number and contents of video aids to be produced for each training course shall be decided on based on the results of the investigation to be done by Japanese experts and Iranian counterpart personnel at the early stage of the Project implementation. As TVTC training courses are reviewed from time to time, it is also necessary to review the corresponding audio-visual aids production courses.

###### **2) Project Accomplishment Schedule**

Production Plan:

Video production is carried out in the order of (i) needs assessment, (ii) planning and arrangement, (iii) scenario preparation, (iv) video shooting, (v) editing, and (vi) previewing and revision. Video aid production for one course should be four months for the second year and three months for the third year of the Project.



Table 4-1 Audio-visual Aid Production Schedule (Tentative)

Time Period	Contents	Production	Number of Videos Per Year
First Year	Training	Sample video only	0
Second Year	Two teams start activities: Production period: 4 months per course 2 videos per course	1. Production per team 3 courses a year 6 videos a year 2. Total of 2 teams 6 courses a year 12 videos a year	12 videos for 6 courses
Third Year	Two teams carry out activities: Production period: 3 months per course 2.5 videos per course	1. Production per team 4 courses a year 10 videos a year 2. Total of 2 teams 8 courses a year 20 videos a year	20 videos for 8 courses  Total: 32 videos for 14 courses

\* Accomplishment Target in Each Year:

- First year: Fundamental training, teaching material development, and sample video production.
- Second year: Two teams acquire basic skills and start to produce audio-visual aids by themselves for one course within a four-month period.
- Third year: Two teams improve their skills and produce audio-visual aids by themselves for one course within a three-month period.

## (b) Pedagogy Department

### 1) Necessary Technology Improvement

When instructors give an introduction and explanation of theories and provide guidance in practical skills and training by using technical and vocational training equipment, teaching materials and audio-visual aids at TVTCs, the improvement and development of instruction methods, including a series of training processes (such as training needs assessment, curricula and teaching material development) become important as a means for transmitting their knowledge and skills.

Education and training in instruction methods for technical and vocational training are presently available at the ITC. This education and training in instruction methods are mainly for newly hired candidates for instructors and for instructors in service who need re-training, but its content is not adequate for effective training that meets the needs of industries. In order to conduct effective training at TVTCs based on the industries' needs, it is inevitable to improve the training in instruction methods presently conducted by the Pedagogy Department.

## **2) Accomplishment Plan**

The accomplishment processes for the improvement of instruction methods at TVTCs are as follows:

- (1) To conduct needs assessment of the TVTC instruction methods.
- (2) To conduct needs assessment of present ITC instructor training courses.
- (3) To improve current training courses and develop new training courses at ITC based on needs assessment results.
- (3) To produce teaching materials necessary for conducting instruction methods courses at ITC.
- (4) Trial courses carried out by the counterpart.
- (5) To examine the improvement plan and to implement it.

## **5. Basic Design of the Project\*<sup>8</sup>**

### **5-1 Overall Goal**

The overall goal is the development result that is expected several years after accomplishing the objectives of a specific project. The overall goal of the Project is “conducting high quality training at Technical and Vocational Training Centers (TVTCs)”, using the video aids produced at the Instructor Training Center (ITC), the audio-visual aids produced at TVTCs, through the knowledge, techniques and instruction methods acquired at the ITC.

The indicators of the assessment and evaluation of the overall goal of the Project are set out as follows: “Video aids for all the courses in need of audio-visual aids at all TVTCs are produced”, “Use of video aids produced at the ITC”; “production of audio-visual aids at TVTCs (number, date and quality)”; and “training conducted by the instructors trained at the instructors’ training courses on audio-visual aids and instruction methods (number, date and quality).” The assessment and evaluation time should be in 2010, five years after the completion of the Project implementation. As the means of verification, interviews with and questionnaires to the instructors and trainees at TVTCs should be obtained.

### **5-2 Project Purpose**

The project purpose is that which is actually attainable by the completion of a concerned project. As a result of the Project Cycle Management (PCM) workshop held in May 2001, the purpose of the Project was set up as “Standards of the ITC are improved in terms of production of audio-visual aids and instruction methods.” As the indicators related to the Project purpose, they were set up as “Video aids for 14 courses in total are produced”, “Examination pass ratio of graduation test becomes over 90%”, “video aid produced (number, date and quality)”, “degree of understanding of participants of audio-visual courses,” and “degree of understanding of participants of instruction methods courses.”

As a means of verifying the indicators, “video production plan and records” and “interviews with and questionnaires to the instructors and participants and Japanese experts at the ITC” should be obtained.

Based on the data of these indicators, the ITC’s instructor training should be evaluated as to how the quality

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\*<sup>8</sup> For Project Design Matrix (PDM) refer to ANNEX 1.

of the audio-visual aids and instruction methods has improved, and how these methods correspond to the need for training. An increase in the number of instructors who accomplish the audio-visual course and instruction methods course will contribute to upgrading the quality of training at TVTCs, and, as a result, will prove the effects of training at the ITC.

### **5-3 Project Outputs and Activities**

Outputs of a project are those that must be accomplished during the project term in order to accomplish the purpose of the project. Activities of a project mean those particular activities that produce project output by effectively utilizing project inputs. Outputs of the Project are described in the Project Design Matrix (PDM) as follows:

Output (1): The equipment necessary for the development, production and use of audio-visual aids are introduced into the ITC and staff of the ITC gains the ability to maintain the equipment, which allow for the continuous use of the equipment.

Activities: 1-1 Elaborating working plan for procurement and maintenance of the equipment  
1-2 Procurement and installation of necessary equipment  
1-3 Production of routine maintenance manuals for equipment  
1-4 Training on maintenance of the equipment for the staff of the audio-visual department  
1-5 Maintenance of the equipment accordance to the maintenance manuals

Indicators: • Manuals necessary for daily equipment maintenance have to be prepared and daily equipment maintenance have to be conducted accordingly.  
• Sufficient training have to be conducted regarding to maintenance skills.

Output (2): The ITC gains the ability to develop and produce video aids using the adequate video equipment.

Activities: 2-1 Conducting needs assessment and evaluation activities on production of video aids.  
2-2 Elaborating working plan for production of video aids  
2-3 Designing and development of training manuals on production of video aids  
2-4 Training of the staff of the audio-visual department on production of video aids  
2-5 Production of video aids by the staff of the audio-visual department

- Indicators:
- Necessary training manuals have to be prepared.
  - Video aids for 14 courses have to be produced.

Output (3): The ITC gains the capacity to manage the instructors' training courses on audio-visual aids and instruction methods

- Activities:
- 3-1 Conducting needs assessment and evaluation activities for the instructors' training courses on audio-visual aids and instruction methods
  - 3-2 Elaborating working plans for instructors' training courses on audio-visual aids and instruction methods
  - 3-3 Development of curricula for the instructors' training courses on audio-visual aids and instruction methods
  - 3-4 Development of training manuals for the staff of the audio-visual and pedagogy departments for the instructors' training courses on audio-visual aids and instruction methods
  - 3-5 Development of training materials for participants of the instructors' training courses on audio-visual aids and instruction methods
  - 3-6 Conducting instructors' training courses on audio-visual aids and instruction methods

- Indicators:
- Necessary instruction manuals have to be prepared.
  - Teaching materials necessary for audio-visual course and instruction methods courses have to be developed.
  - Actual results of conducting training courses.

## 5-4 Inputs

### 5-4-1 Inputs to be made by the Government of Japan

#### 1) Japanese Experts

Necessary experts to be dispatched from Japan are considered to be as follows:

Experts to be Dispatched	Specialty Field
Long-term Experts	a) Chief Advisor b) Coordinator c) Production of Audio-visual Aids d) Instruction Methods
Short-term Experts	Short-term experts are to be dispatched as needed for the Project implementation. Specialty fields, period and the number of experts to be dispatched shall be decided upon in accordance with the discussions between the Iranian side and Japanese experts. The roles of short-term dispatched experts are considered to be as follows: a) Advice and instruction on the use of equipment provided by the Japanese side; b) Supplementing the transfer of technologies related to audio-visual aid production and instruction methods; c) Advice and instruction on the operation and maintenance of provided video equipment;

Roles of long-term experts are considered to be as follows:

- (1) Providing advice on needs assessment related to the development of training techniques and evaluation work;
- (2) Providing advice on audio-visual aid production by using newly introduced equipment and supervision for adequate equipment use;
- (3) Providing advice for audio-visual aid production that may be produced by using existing equipment at TVTCs;
- (4) Developing instruction methods, including the use of audio-visual aids, and improving and implementing instruction methods.

Experts to be dispatched for the Project shall have the following qualifications:

- (1) Training experience at a vocational training center.
- (2) Training experience in the field of audio-visual aid development.
- (3) Training experience in instruction methods in vocational training fields.
- (4) Good English communication ability .

## 2) Provision of Equipment

Equipment to be provided to Iran for the Project activities is as follows:

- (1) Video studio system
- (2) Video editing system
- (3) Video shooting system
- (4) Audio-visual system for classroom use
- (5) Video duplication system
- (6) Tapes
- (7) Training equipment for Audio-visual Department
- (8) Training equipment for Pedagogy Department

Special consideration for Equipment Provision:

For the provision of equipment, it is necessary to secure the procurement of spare parts and reliable equipment repair and maintenance work on the local market. The existing local equipment distributor and repair company are as follows:

“A” Company (Distributor):

Services: Sales and repair of business use broadcasting equipment.

They can obtain spare parts and have experience in undertaking the repair work of equipment owned by the Iran Islamic Republic International Broadcasting (IRIB). They can give training on broadcasting equipment maintenance and repair work in the company. But, engineer training has to be carried out in Dubai.

“B” Company (Repairs and Sales):

Services: Repair of equipment for broadcasting and audio-visual aids (for each unit on an annual contract basis).

They sell videotapes and other expendable items. They mainly handle general-use equipment. Their technical capabilities are high and they once earned a gold prize at the technical service contests in the Middle East. Technical training is conducted either in Dubai or Malaysia.

### 3) Training of Counterpart Personnel in Japan

Within the limit of budgetary funds appropriated for the cooperation program, and in accordance with the annual plan of operation of the Project, the Iranian personnel will be provided with training in Japan. The training fields and period shall be decided upon based on discussions between the Iranian side and the Japanese side in reference to the progress of Project implementation.

#### 5-4-2 Inputs to be made by the Government of Iran

##### 1) Staff Assignment

The numbers of technical staff and management staff shown in Table 5-1 shall be assigned as the counterpart personnel.

Project Director: President of the TVTO

Project Manager: President of the ITC

Table 5-1 Number of Staff to be Assigned

Department	Supervisor	Instructor	Total
Audio-visual	1	7	8
Pedagogy	1	5	6

##### 2) Buildings and Facilities

The ITC shall arrange and provide buildings and facilities necessary for the Project implementation. In particular, they should include (i) securing of spaces for the installation and storing of equipment and materials to be provided by the Japanese side, (ii) undertaking utility work and appurtenant work related to equipment installation, (iii) securing work spaces and providing the necessary facilities and furniture for the Japanese experts, (iv) providing the necessary means of transportation for the Japanese experts, (v) other equipment and facilities necessary for Project implementation, and (vi) to exempt Japanese experts from customs duties, internal taxes and other fiscal levies, which may be imposed in Iran with respect to the supply of equipment, products and services under the Project. In addition to the above, the ITC shall bear all recurrent costs, such as for electricity, and necessary consumable items. Equipment to be provided under the Project will be installed mainly in the Audio-visual Department and Pedagogy Department.



## **5-5 Analyses of External Conditions and Risk Factors**

External conditions are those that result in the successes of a specific project. Even if the purpose of the Project is attained, if the conditions “the policies of the TVTO do not change” are not satisfied, its overall goal cannot be achieved.

External conditions necessary to achieve the Project purpose are “the policies of the ITC do not change”, “C/Ps continue to work in the audio-visual and pedagogy departments”, and “assistants to video aid production are secured”.

External conditions necessary to achieve the Project outputs are “C/Ps continue to work in the audio-visual and pedagogy departments”, and “the appropriate procurement and installation of the equipment units”.

For the sake of having a smooth transfer of technology and continuous use of the provided equipment, as well as self-development of transferred technologies, it would be very important to secure a sufficient number of counterpart personnel and carry out continuous training.

## **5-6 Project Management and Implementation Structure**

### **5-6-1 Project Implementation Structure**

As shown in the organization structure chart of Fig. 5-1, the Project shall be implemented under the responsibility of the ITC. The ITC shall establish the Steering Committee and shall take full responsibility for supervising Project implementation. The Steering Committee, headed by the president of the ITC, shall undertake management and administrative work for the Project implementation with the cooperation of its Audio-visual Department and Pedagogy Department and other departments and divisions under the assistance of the Japanese Project Team, and shall manage instructors who will undergo training as part of the Project. The Steering Committee shall conduct the necessary activities to make the Project implementation smooth and to lead it to a successful completion. The Steering Committee shall consist of experts from the Iranian and Japanese sides. The Committee meeting shall be called once a quarter, or more frequently as needed, in order to carry out the following functions:

- (1) Elaboration of the Project implementation plan for each quarter and Project contents in accordance

with the plan of operation.

- (2) Examination of the Project implementation plan and confirmation of the Project implementation progress.
- (3) Evaluation of the degree of the Project goal accomplishment level.
- (4) Examination of problems incurred in the Project and matters related to the Project, and the exchange of opinions.

#### **5-6-2 Joint Coordinating Committee for the Project**

The Project shall be supervised by the TVTO and MoLSA. The representatives of the TVTO and MoLSA shall be members of the Joint Coordinating Committee and shall supervise the overall Project. The Joint Coordinating Committee meeting shall be called once a year, or more frequently as needed, to confirm the Project output accomplishment, elaborate on annual plans and conduct the Project monitoring.

Composition of the Joint Coordinating Committee:

Chairperson:

Technical & Training Deputy, Technical and Vocational Training Organization (TVTO)

Iranian side:

- (1) Deputy of Finance and Administration, Technical and Vocational Training Organization
- (2) Deputy of Research and Development, Technical and Vocational Training Organization
- (3) President of Instructor Training Center
- (4) Director General of International Relations, Ministry of Labor and Social Affairs
- (5) Executive Director of Training, Technical and Vocational Training Organization
- (6) Director of Planning Office, Technical and Vocational Training Organization
- (7) Director of Research Department, Technical and Vocational Training Organization
- (8) Deputy of Training and Technical Department, Instructor Training Center
- (9) Deputy of Financial and Administrative Department, Instructor Training Center
- (10) Experts, Technical and Vocational Training Organization
- (11) Chief of A.V. Department, Instructor Training Center
- (12) Chief of P.G. Department, Instructor Training Center

Japanese side:

- (1) Chief advisor
- (2) Coordinator
- (3) Long-term experts
- (4) Official(s) of the Embassy of Japan in the Islamic Republic of Iran and other personnel concerned to be assigned by JICA, if necessary.

### 5-7 Prerequisite and Necessary Conditions

A prerequisite is the necessary conditions to be satisfied prior to the Project implementation. If the prerequisite were not satisfied, it would be difficult to commence the Project implementation. The prerequisites for the Project are that “C/Ps are secured as planned,” that “the facilities for the Project in the ITC are provided as planned”, and that ”necessary budget is allocated.”

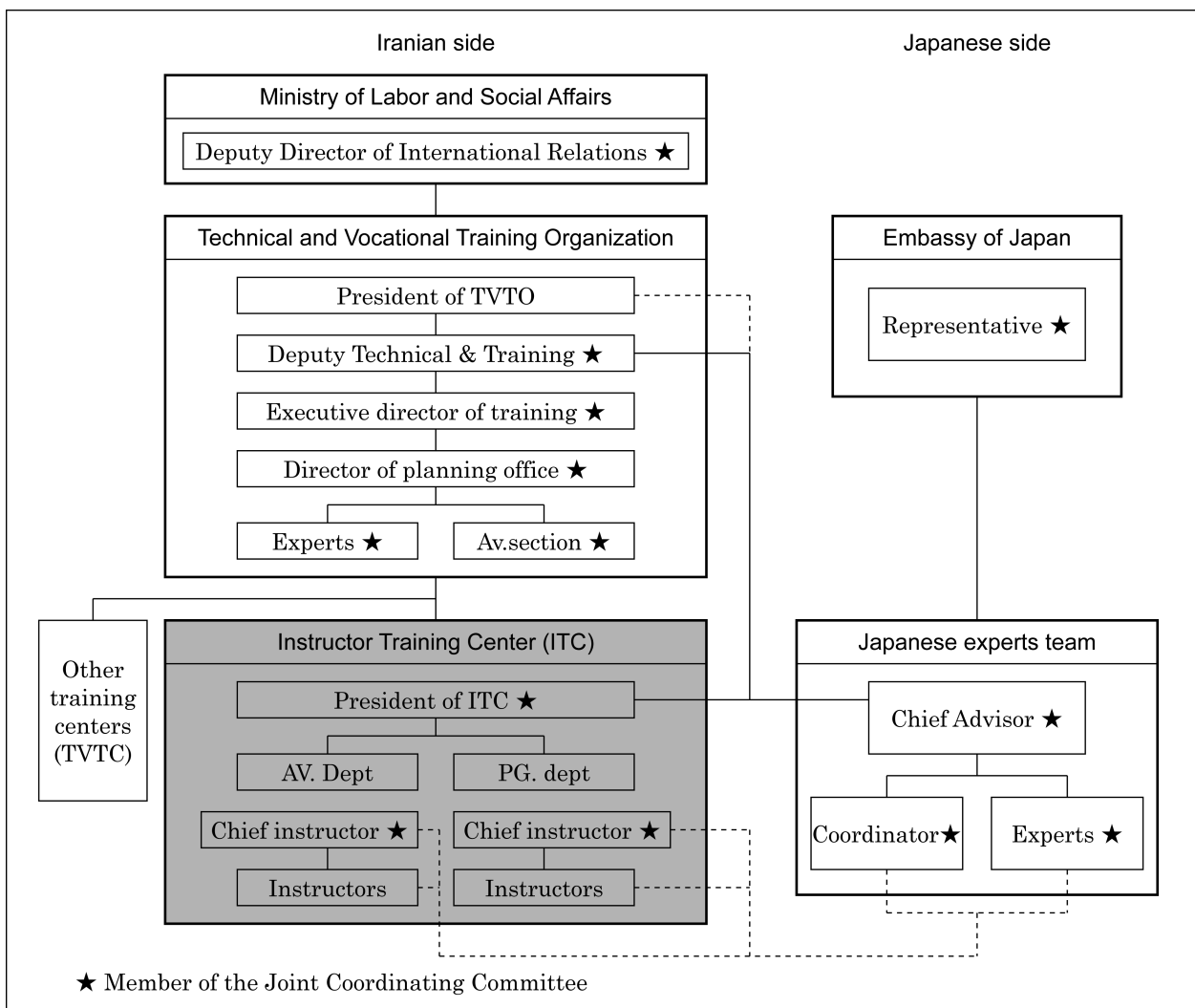


Fig. 5-1 Project Implementation Structure

## **5-8 Project Design Matrix**

The Project Design Matrix is commonly used in Japanese technical cooperation in order to manage and implement projects efficiently and effectively. It will also be used as a reference for monitoring and evaluating the Project.

- (1) The PDM is a logically designed matrix which defines the initial understanding of the framework of technical cooperation for the Project and indicates the logical steps toward the achievement of the Project purpose.
- (2) The PDM is to be flexibly revised according to the progress and achievements of the Project, upon agreement between the Iranian and Japanese sides.

## **5-9 Tentative Schedule of Implementation**

The Tentative Schedule of Implementation has been formulated according to the Record of Discussions, on condition that the necessary budget will be allocated for the implementation of the Project by both sides. The schedule is subject to change within the scope of the Record of Discussions, if necessity arises, in the course of Project implementation.

The Tentative Schedule of Implementation is shown in ANNEX 2.

## **5-10 Plan of Operation**

The Plan of Operation has been tentatively formulated according to the Record of Discussions. The Plan of Operation for the whole period of the Project is shown in ANNEX 3 and the Annual Plan of Operation for the first year is shown in ANNEX 4.

The Annual Plan of Operation is to be drafted by both the Iranian counterparts and the Japanese experts, and is to be submitted to the Joint Coordinating Committee. The activities are subject to change within the scope of the Record of Discussions, if necessity arises, in the course of Project implementation.

## **6. Overall Project Relevance**

### **6-1 Relevance**

In accordance with the needs of Iran, the relevance of the Project, whether its objectives will be effective or not, should be examined at the present stage. Matters concerned with the relevance of the Project objectives prior to the Project commencement are considered in view of the priority and necessity of assistance from Japan as follows:

Iran's political and economical stability is very important from the viewpoint of not only Japan's stable oil resource development and the maintaining of economic activities, but also the peace and stability of the Middle East. Iran's request for the economic and technical cooperation from Japan is serious and Japan maintains its role as a supporting country for Iran. Japan has extensive experience and technology in the vocational training field that has a great dissemination effect on economic activities. Furthermore, Japan is considered as being a front runner in the technical fields of audio-visual equipment and aids and has similar experience in implementing various technical cooperation in many countries. On the other hand, the ITC is the only agency that can conduct training in accordance with ILO's standards for vocational training and offer certificates for taking examinations for training instructor certificates in Iran. The ITC has qualified instructors and is an agency that can most effectively carry out the Project. Thus, it can be considered appropriate for Japan to provide cooperation to the Project by selecting the ITC as the counterpart for the Project implementation.

### **6-2 Effectiveness**

Benefit that may be achieved for the Project target as the result of the Project implementation shall be examined as follows:

#### **6-2-1 Range of Benefit and External Conditions**

The framework for the vocational training in Iran is almost established. The administrative capability of the Project implementation agency is reliable. It is expected that budgetary funds and the staff necessary for the Project implementation will be secured. As for instructor training at the ITC, it is now at the stage of increasing the number of trainees and upgrading the training contents. In accordance with the plan, the ITC will train

4,215 instructors in the Pedagogy Department and 317 in the Audio-visual Department by 2004.

Table 6-1 Instructor Training Plan during Project Implementation Period

Course	2002	2003	2004	Total
Instruction Method Course	1,715	1,286	1,214	4,215
Audio-visual Aid Production Course	130	96	91	317

In concrete terms, at the time of Project completion, audio-visual aids will be developed for particularly high priority 14 courses among those in which it is considered to be effective to use audio-visual aids in training at TVTCs. Approximately 3,000 instructors in the concerned fields will be able to gain instruction methods using the developed audio-visual aids (it is assumed that approximately 70% of the total number of instructors who will be trained during the entire Project implementation period will be involved in courses related to the use of the audio-visual aids). In addition, the aim is that approximately 90% of trainees in the instructors' training courses in the fields that will not develop audio-visual aids will be able to gain instruction methods to be introduced by the Project.

After the Project implementation period, audio-visual aids developed by the ITC will be used at TVTCs, and instructors who acquired instruction methods at the ITC will provide training at TVTCs. As a result, the training quality of TVTCs will be upgraded.

As for audio-visual aids, the organization structure established during the Project will be maintained and audio-visual aids will be continuously produced even after the Project implementation period. It is expected that audio-visual aids will be produced for approximately 80 courses that will require audio-visual aids eight years after the completion of the Project implementation. Furthermore, by assuming that TVTCs annually provide approximately 300,000 people with vocational training, about 70% of them will be able to receive training using audio-visual aids.

**6-2-2 Monitoring and Evaluation**

Six months prior to the end of the Project implementation, the Project evaluation will be done. But, the conducting of periodical monitoring is inevitable. It is desirable that the Steering Committee establishes the monitoring and evaluation system and conducts periodical monitoring and evaluation.

**(a) Monitoring**

During the Project implementation period, the Project team shall conduct careful monitoring of each Project purpose for the accomplishment level of the audio-visual aid production training and the development of instruction methods. The monitoring shall be carried out in cooperation between the Japanese and Iranian sides. The monitoring methods will be transferred to the counterpart personnel and will be maintained for further development.

**(b) Evaluation**

To evaluate the effectiveness of the Project, periodical evaluation shall be conducted in cooperation between the Japanese and Iranian sides based on the monitoring results. It is expected that JICA will dispatch its project evaluation team during and after the Project implementation period.

**6-3 Efficiency**

After learning the level of project outputs resulting from project inputs, then the contents of the cooperation program, its method, time period, timing for making inputs, the adequacy of its cost, and coordination with other donors should be examined.

Introduction of equipment will begin in April 2002. But, prior to the introduction, a Project starting expert should be assigned in order to confirm the readiness for the Project implementation, preparation of training plans, and coordination of implementation timing in order to make the Project implementation progress effectively.

The Iranian government has set up and has been steadily accomplishing the plan to expand the vocational training to provide the number of youths and unemployed persons that are expected to drastically increase within 10 years with vocational training and develop their capabilities. The plan has the largest scale ever. To successfully accomplish the plan, it is urgently necessary to secure quality instructors who will be its foundation. In view of this situation, it is intended to implement the Project in order to make the quality of training uniform through upgrading the instruction methods of the instructors and developing audio-visual aids to be distributed to each TVTC. In the meantime, as audio-visual aids (i.e., video aids) are the most suitable materials for increasing training efficiency and are easily duplicated for distribution, they will be effective tools for

supporting the expansion of vocational training.

#### **6-4 Impact**

Direct beneficiaries of the Project are the staff of the ITC's Audio-visual and Pedagogy Departments and the approximately 4,000 instructors who participate in the instructors' training courses at the ITC during the Project period. Their gained skills and knowledge will further contribute to the training at each TVTC and trainees from neighboring counties who participate in the training.

The number of trainees who will be trained at TVTCs in various areas by those trained instructors at the ITC will reach 280,000 a year. According to the National Vocational Training and Instructor training Plan, the total number of trained people at TVTCs will reach approximately 3 million by 2004. On the other hand, the TVTO, with the cooperation of IRIB, will dedicate one of the IRIB's five TV channels to support the promotion of vocational training in the country and will utilize video aids produced by the ITC for nationwide broadcasting. Once this plan is realized, many people including those among the approximately 1.5 million new youths (about 7.5 million in 5 years) who cannot access the TVTCs will receive the benefits of the broadcasts.

Presently, video aids are produced by the TVTO. Once it becomes possible for the ITC to produce video aids, the workload of the Audio-visual Department of the TVTO may be lessened and present personnel assignment may be effectively made. In addition, by introducing video aids and new instruction methods, daily training will be effectively conducted by TVTC instructor and the improvement of the TVTC s' organizational structure, such as personnel assignments, may be possible. Furthermore, through the training of highly skilled workers as the result of the upgrading of the vocational training, the Project will contribute to the development of human resources that will be the foundation of the economic and production activities stipulated in the National Development Plan.

#### **6-5 Sustainability**

It should be evaluated, from the viewpoints of the management, the financial situation, the technical capabilities of the Project executing agency and the social situations, whether or not project outputs and development effectiveness will continue even after the completion of the technical cooperation program of JICA.

Since its establishment in 1984, the ITC has been the largest national instructor training organization in Iran



and has a substantial experience in instructor training. Technologies and know-how gained by the Project implementation will be continuously maintained within the country by TVTCs through the ITC, and the beneficial effects of the Project will be quite large. Through the Project implementation, the ITC's function will be further strengthened. The amount of the annual budgetary funds of the TVTO is 727.86 billion rials (approximately US\$9 million) in the fiscal year 2001. The amount has been greatly increased since the commencement of the Third National Development Plan. It is planned to increase the allocation to the employment measures with the highest priority and to the education and vocational training fields. Thus, it is expected that budgetary funds for the Project will be secured without problems during the period of the Third National Development Plan. It can be considered that the necessary activities continue even after the completion of Project implementation and the sustainability of the Project will be quite high.

#### **6-6 Overall Relevance of Project Implementation**

To accomplish the development plan of technical and vocational training for an increasing number of youths and people unemployed due to the economic reform, and their capability development, it would be necessary to secure the quality of instructors and to maintain uniform training of the highest level. The Project will be implemented for the purpose of upgrading the instruction methods of instructors and the production skills of audio-visual aids to be distributed to each TVTC. As audio-visual aids are most effective training material for increasing training effectiveness and are easy to make copies of for distribution in a wide area, they are most effective as the tools for supporting the expansion of vocational training. The legal framework of vocational training in Iran is almost established and the Iranian side is at the stage of developing the rules. The ITC, which will be the counterpart organization of the Project is the only national instructor training organization in Iran, and has been continuing large-scale training activities since its establishment. It has been making an effort to further develop its capacity during the period of the current National Development Plan. As the largest training center in the Middle East, the ITC has the experience of accepting trainees from neighboring countries. As there are no problems in securing a sufficient amount of budgetary funds necessary for the Third National Development Plan, it can be considered that the Project has sufficient sustainability.

In view of the above consideration, providing assistance for developing audio-visual aids at the ITC and cooperation for upgrading the instruction methods would be helpful for human resources development in the field of the vocational training in Iran. As the result, the Project will contribute to the upgrading of technologies for the development of Iran. Thus, it can be concluded that the overall relevance of the Project implementation is high.