The Danida Private Sector Development Programme

Company Guidelines 2b

Applications for Support for Technical Assistance and Training

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**Applications for Support for
Technical Assistance and Training**

Guidelines on the PSD Programme

This is the third publication in the series of company guidelines on the Danida Private Sector Development Programme (the PSD Programme). The purpose of the present guidelines is to offer to the companies a practical set of tools for preparing the plan for technical assistance and training, which will often constitute a central part of the application to be submitted to the PSD Programme.

The series of company guidelines also includes:

Company Guidelines 1:   **Outline of the Support Facilities**
                               Applications for Visits and Studies
Company Guidelines 2a: **Project Preparation**
Company Guidelines 2c: **Applications for Support for Environmental Measures**
Company Guidelines: **The Start-Up Facility**

All guidelines including application and reimbursement forms are available in both Danish and English at the homepage of the PSD Programme: www.ps-program.dk / www.psdprogramme.dk

In addition to the guidelines listed above, several reports about the establishment of business co-operation in specific countries and sectors are available. These reports can be downloaded or ordered at the homepage of the PSD Programme.

Contents

1 Introduction

The objective of the Danida Private Sector Development Programme (PSD Programme) is to contribute to economic and social development in selected developing countries. The PSD Programme offers advisory services and financial support for Danish companies wishing to establish long-term and mutually binding co-operation arrangements with local companies in those countries.

The preparation of a plan for technical assistance and training is a central part of an application for support under the PSD Programme.

The aim of these guidelines is to offer to the companies a practical set of tools for preparing the plan for technical assistance and training ("the training plan"), which will often constitute a central part of the application to be submitted to the PSD Programme.

Experience from projects under the PSD Programme has shown that:
•   It is important to apply the necessary time and resources to assess the efforts in the form of technical assistance and training that are required to fulfil the commercial objectives of the project.
•   The design of technical assistance and training should be based on a holistic view of the various functions of the company. It should not only focus on technical skills, but also include the more administrative aspects of the activities of the partner company. This applies to e.g. purchasing, marketing and accounting.

There are no requirements that applications for support from the PSD Programme should be drawn up in a specific way. Companies are therefore welcome to submit an application in the form they find most appropriate. Applications must, however, be drawn up in such a way that they can serve as a basis for a possible pledge of support.

These guidelines offer an overview of the information that should be presented in the application in relation to the plan for technical assistance and training.

Furthermore, they contain a description of the various methods that can be used to transfer the necessary expertise and knowledge, as well as suggestions concerning how these methods can be applied in practice.

In order to simplify the preparation of the plan for technical assistance and training, an appendix section has been included with two checklists and five auxiliary forms that can support the preparation of a final training plan.

These guidelines on applications for technical assistance and training are a supplement to the general Company Guidelines 2a on preparation of a project description. Company Guidelines 2a also contain an outline of the different phases in the process, as well as an overview of expenses eligible for support.

2 Definition of Terms

2.1 Transfer of Knowledge

Technical assistance, training and education involve the transfer of knowledge. The most important difference between the terms is that technical assistance often takes place through two colleagues exchanging experience and advice, whereas training and education are planned activities (including the use of teaching materials, exercises, textbooks, timetables, teachers etc.).

Definitions of technical assistance, training, and education are included here to specify how the terms are applied under the PSD Programme.

The terms technical assistance, training and education refer to three different forms of transfer of knowledge.

2.2 Technical Assistance

Technical assistance under the PSD Programme is defined as:
- Practical guidance of employees in the partner company. This can, for example, be in relation to control and management functions or strategy and organisation development, as well as purchasing, marketing and accounting.
- Guidance in planning and introducing new technology (systems, processes and machinery) in both production and service companies.

For technical assistance, it is normally expected that one or more management employees from the Danish company are posted to the recipient country. On the other hand, a visit to Denmark, where management and other employees from the partner company see how things work, could also be part of technical assistance.

2.3 Training

Training under the PSD Programme is defined as:
- Training and supplementary education as a planned, structured process where participants learn specific skills and gain the knowledge, understanding and attitude necessary to be able to perform specific tasks or jobs.

Training must enhance the qualifications of all personnel groups. The objectives and scope of the individual project will be decisive for which target groups training is aimed at.
- *Management Training* must firstly provide managers with the necessary knowledge and understanding of the new technology that is to be transferred to the partner company. It is important that management understands the changes in working methods and conduct, which are necessary in the company. Management must also be motivated to execute necessary changes in organisation, just as it may be necessary to introduce new forms of management. In addition, the external environment and the working environment must be included in the training, cf. Company Guidelines 2c.
- *Training of Mid-Level Managers* must provide them with the necessary knowledge and understanding of their responsibilities and specialist areas. Mid-level managers are typically responsible for employees' specialist qualifications and for ensuring appropriate work routines. Therefore, management tools, production methods, work routines and the working environment will often be included in the training of mid-level management.

- *Training of Technical and Administrative Personnel* must provide them with skills to carry out new tasks and use new technology in an effective and appropriate manner.
- *Training of Operatives* must enhance their specialist skills. This applies, for example, to training in the operation of new machines, assembly of components and installation. In addition to training in these skills, knowledge of quality control, the working environment and company culture should also be included, e.g. adapting attitudes to products or services.

2.4 Education

The term education is included here because education and training are often confused with each other. The definition applied to education is:
- A structured process, which is usually conducted within a country's education system at universities, schools or similar institutions. Education is usually concluded with a recognised exam and thus leads to formal qualifications.

The PSD Programme will usually not provide support for long-term education. Completion of shorter company-specific education and training at education centres in the country of co-operation or in Denmark may, however, be supported.

3 Preparation of the Training Plan

3.1 General Requirements for the Training Plan

In order to obtain support under the project phase, a plan for technical assistance and training ('the training plan') must be drawn up as part of the project description. This section reviews the overall requirements for such a plan.

In addition, the section contains useful advice on how the need for training can be assessed in practice and how the training plan can be structured. Two checklists and a number of auxiliary forms have been drawn up, which can support preparation of the final training plan.

The training plan must be prepared as part of the preparation of a project, and must, in line with the description of the commercial basis, contain sufficiently detailed information to enable Danida to assess the extent to which training needs are covered in a financially efficient manner. The degree of detail in the training plan will naturally depend on the scope and complexity of the project.

The training plan is elaborated as part of the preparation of a PSD project.

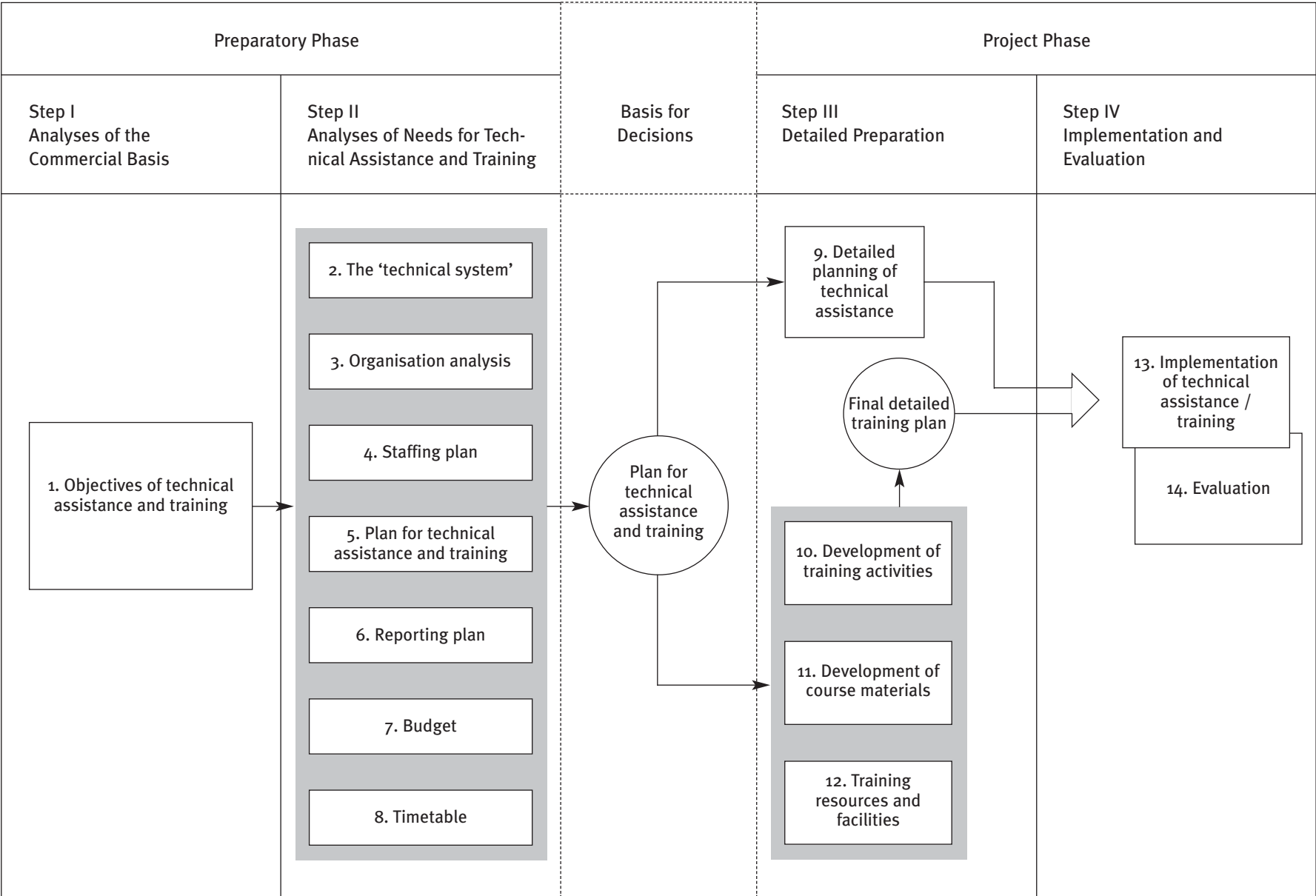## 3.2 Planning Technical Assistance and Training

The preparation of a training plan requires that an assessment of the needs for technical assistance and training is carried out during the preparatory phase of the project.

Preparation of the part of the training plan covering the need for *training* differs from technical assistance in the sense that the company may choose to conduct detailed planning of individual training courses and 'on-the-job training' at a later stage of the project process.

Prior to the implementation of individual training activities, the partners must inform the embassy of the contents, objectives and scope of the individual courses, so as to enable the embassy to approve the contents and help the partners optimise the benefits of the training efforts. The information could be presented by using Checklist 2 and Form 5, which contain suggestions concerning the way in which individual training courses can be structured and described.

Figure 1 on the following page and the associated explanations illustrate how the issue of technical assistance and training can be approached in both the preparatory and project phase.

Preparatory Phase

Project Phase

Step I
Analyses of the
Commercial Basis

Step II
Analyses of Needs for Tech-
nical Assistance and Training

**Basis for
Decisions**

Step III
Detailed Preparation

Step IV
Implementation and
Evaluation

1. Objectives of technical
assistance and training

2. The 'technical system'

3. Organisation analysis

4. Staffing plan

5. Plan for technical
assistance and training

6. Reporting plan

7. Budget

8. Timetable

Plan for
technical
assistance
and training

9. Detailed
planning of
technical
assistance

Final detailed
training plan

10. Development of
training activities

11. Development of
course materials

12. Training
resources and
facilities

13. Implementation
of technical
assistance /
training

14. Evaluation

Technical Assistance and Training

Figure 1

Explanation of Activities

Figure 1 (continued)

Activity 1
There must be a clear link between the technical assistance and training efforts and the commercial basis of the project.

Activity 2
The 'technical system' is a term for the know-how to be transferred to the partner company. It will often be of a technical and administrative nature, but it can also include work routines or exchange of other experiences within the business area of the partnership.

Activity 3
The organisation analysis must cover the areas in the organisation that influence the impact of training. At the same time it is used to assess the need for technical assistance and training.

Activity 4
Based on the information from activities 2 and 3, a staffing plan should be prepared together with job descriptions for the most important groups of employees.

Activity 5
At this stage a total plan for technical assistance and training is prepared (see Checklist 1, section 5).

Activity 6
Reporting will help the companies adjust efforts in time and should be included in the periodic project reports.

Activity 7
The budget must be prepared according to the guidelines of the PSD Programme as described in Company Guidelines 2a.

Activity 8
The timetable should be divided into phases and activities that are clearly linked to the budget.

Activity 9
Technical assistance often requires detailed planning and preparation before the project can start.

Activity 10
Development of individual courses should be finalised at this stage with a precise description of objectives, target groups, duration, content and resources, as well as teaching and evaluation techniques.

Activity 11
Based on the description of the individual courses, the various course materials are developed at this stage in line with the objectives and content of the course.

Activity 12
A number of practical conditions must be fulfilled before training can start. These include the availability of appropriate teachers, premises etc.

Activity 13
When implementing technical assistance and training, it should be ensured that new knowledge is firmly anchored in the partner company.

Activity 14
Evaluation should be done continually in order to ensure that the technical assistance and training provide the desired results, and to ensure that adjustments to the training plan are made in due time.

3.3 Preparation of the Training Plan

As it appears from the above, an inclusive plan for technical assistance and training ('the training plan') is prepared as a part of the application. The plan must contain the information necessary for Danida to conduct a critical assessment of whether the training plan provides an effective tool to meet the objectives of the project.

Preparation of the training plan for larger and more complex projects can take place in two phases:
- When applying to the PSD Programme for support to carry out a project, the training plan must, as a minimum, contain a description of the need for technical assistance and an assessment of the need for training without, however, detailed planning of the content of various training courses.
- On-going, detailed planning of training courses can take place during the implementation of training so that training efforts are continually adjusted to cover the actual needs at the time an individual course takes place.

The training plan must furthermore provide a clear description of how training efforts are to be conducted, including the link between:
- Training in Denmark or the country of co-operation
- Utilisation of technical assistance
- Utilisation of local training institutions

When selecting the personnel to be trained, it is necessary to be aware of the social and cultural conditions applying in the country of co-operation. Furthermore, special attention should be given to assuring that there is a connection between the qualifications held by the trainer and the tasks to be performed by this person. A higher theoretical qualification or management position is not always the most appropriate background for solving the often very practical tasks to be performed locally.

Moreover, it is always important to ensure that:
- Employment conditions at the partner company motivate employees to work at the company after training.
- The newly acquired knowledge and skills are transferred to other employees in the partner company.
- The employees selected have an adequate theoretical and practical background to receive training.

Local training should be considered as an alternative that can be both cheaper and quicker to establish than training overseas. Local training usually does not offer the same prestige as training overseas, but on the other hand it can lead to a more stable workforce so that training does not merely become a stepping-stone to a job outside the company.

3.4 Evaluation of Training Efforts

Evaluation of technical assistance and training should be an on-going process irrespective of whether it takes place inside or outside the company, and the results must be included in the periodic reports to the embassy. The evaluation should provide the company with an opportunity to adjust efforts over time according to the results that are to be achieved.

Evaluation of technical assistance can rarely be performed in the same way as evaluation of training. However, it is also important to define clear and precise objectives for technical assistance with regard to the assistance to be provided, the results to be achieved and the effect to be expected. In this way, it will be easier to carry out a satisfactory evaluation.

In general, evaluation of technical assistance and training should be conducted at four levels:

1. *Reaction* – What is the immediate reaction of the participants to the course/training?

2. *Learning* – Have participants learned what they should in relation to knowledge, skills and attitude?

3. *Skills at the workplace* – Are participants able to transform the knowledge acquired into improved skills at the workplace?

4. *Results for the organisation* – Have the new knowledge, skills and work efforts obtained at the individual level contributed to improved efficiency and to achieving the commercial objectives?

The principles for evaluation at four levels are described in more detail in Checklist 2, section 5.

If serious problems arise in the training process, or if the basis for the training efforts changes significantly, it is important that the embassy is informed in due time so that agreement can be reached on necessary corrections in order to achieve objectives and results as planned.

It is important that the training efforts are evaluated continually throughout the project implementation.

3.5 The Training Plan Budget

In order to ensure that the training plan is simple and understandable, it can be divided into phases and activities with accompanying budgets. As is explained in Company Guidelines 2a, budgets must be broken down into:
• Salaries
• Fees
• Travel expenses
• Other expenses

The following main rules apply for costs that may be included in the budget for PSD support in connection with the training plan:
• *Direct Technical Assistance* is covered whether it is provided for an individual or for groups. Preparation time may not be included in technical assistance.
• *Management of Technical Assistance* comprises planning and support for the imple-mentation and evaluation of assistance. The hours needed depend on the duration of the assistance, the number of participants etc. Budgeted hours must be based on realistic assumptions.
• *Salary Costs for Training Activities* must be specified and divided into hours spent on teaching/training and hours spent on preparation/management.

Hours Spent Teaching/Training cover direct teaching, instruction and demonstration, 'on-the-job training' and field trips in connection with training. Normally, only one instructor may be allocated to a training group per hour.

Preparation Time comprises hours spent preparing training materials and other aids, as well as time spent by the instructor in preparation for class teaching. Preparation time can vary in that the type of training (class teaching or 'on-the-job training') and the degree of difficulty of the course content can influence the need for preparation time.

Management of Training comprises planning of and support for implementing and evaluating training activities. The hours needed depend on the length of a course, the number of course members etc. Budgeted hours should be based on realistic assumptions.

It is assumed that the Danish partner is fully acquainted with the relevant technology and the production process in general.

The parties may agree to include expenditure for miscellaneous teaching materials, training materials and job-related field trips. The statement of additional expenses must follow the normal rules of the PSD Programme as indicated in the Company Guidelines 2a.

Salary subsidies cannot be obtained for employees of the partner company when participating in training or technical assistance.

Expenditure on technical assistance and training is calculated quarterly in arrear and is to be submitted to the embassy for reimbursement together with the reimbursement claim for any other expenditure.

3.6 Timetable

A detailed timetable should be prepared for the implementation of technical assistance and training, divided into phases and activities and with a clear link to the budget.

It is important that the training efforts are given the necessary priority in the daily operation and that it is carried out without significant changes to the timetable.

Checklist 1
Plan for Technical Assistance and Training

1. Introduction and Summary

- Description of the commercial objectives of the partnership.
- The overall objectives for technical assistance/training.
- The expected results of technical assistance.
- Description of the expected skills of individual personnel groups after training.
- Overview of planned efforts, including:
  - Number of employees to be instructed/trained
  - Total number of days of assistance in Denmark
  - Total number of days of assistance in the country of co-operation

2. Analysis of the 'Technical System'

- Description of the production process and the functions that must be performed in order for the 'technical system' and the technology applied to work. If possible, enclose a production diagram. For projects without technical production, resources to be transferred to the partner company should be described in detail.
- Description of the differences between the new technical and administrative functions and the functions that the local partner/company is used to operating. Use Form 2 if necessary. The differences between the 'new' and the 'well known' constitute the overall need for assistance/training, and must therefore be used in formulating the objectives for technical assistance and training.
- Description of the Danish company's ability to and potential for providing the technical assistance and training needed. Please indicate employees with the desired qualifications and abilities to provide assistance and training in the partner company. Describe the need to involve external consultants and co-operation partners.

3. Organisation Analysis

- Enclose proposals for the organisational structure of the local company, possibly in the form of an organisation diagram or chart.
- Analyse the organisation diagram and indicate where overall responsibility for personnel development is placed, as well as who has direct responsibility for the qualifications of individual personnel groups. State arguments for the locations chosen for various functions.
- Compare the old and the new organisation with a view to assessing the need for technical assistance and training from an organisational viewpoint.
- Describe salary and employment conditions as well as career prospects. The purpose should be to cover conditions influencing employees' efforts and motivation that are not directly influenced by training. Assess whether it may be necessary to change the current practices in order to achieve greater motivation among the employees.
- Describe the current personnel development procedures of the partner company. Are personnel trained internally or externally? Has the local company got a training department or access to a local training institution? If so, will the institution be involved in the partnership? Are the existing opportunities suitable, or should they be improved?

- Describe the current personnel situation in the partner company with a view to establishing employee stability (average term of employment, loyalty etc.). Is it possible to attract and keep qualified employees who will fill key positions in the partnership? How? Is there a need for people with special qualifications who are difficult to employ locally? If so, how will the partner company handle this problem?
- Assess the impact of new techniques on the working environment. In which way is account taken of environmental conditions in the proposal for technical assistance/training? Include new technical environmental problems, for example waste or air and water pollution.

4. Staffing Plan

- For projects requiring recruitment of new personnel, to the extent possible, a list should be prepared of the personnel needed, also indicating when who will be needed and where.
- For co-operation between already existing companies the current personnel and their qualifications should be listed.
- Personnel should be divided into categories, e.g.:
  - Management
  - Mid-level management
  - Technicians/operators
  - Other personnel
- The strategy of the partner company for maintaining the staffing plan should be assessed and an assessment should be undertaken of how far it must be supplemented with new employees or development/training of existing employees.
- Prepare, if necessary, job descriptions that indicate areas of responsibility etc. for job categories requiring technical assistance or training. If necessary, use Form 3.

5. Plan for Technical Assistance and Training

- Based on the analysis of the 'technical system', organisation and staffing requirements, an inclusive plan for technical assistance and training must be prepared.
- The overall training strategy should be described, including the extent to which training needs will be met by means of technical assistance, training or, usually, a combination of these. Will training take place in the country of co-operation at the partner company, at local training institutions or at the Danish company?
- The need for technical assistance and training should be assessed for the following groups:
  - Management
  - Mid-level management
  - Technicians/operators
  - Other personnel
- State the number of employees to be instructed or trained and describe specific areas for instruction or training and who is to instruct or train. Sub-objectives should be described as precisely as possible.
- The need for training should also contain an assessment of local training opportunities and the quality of these, as well as an assessment of the extent to which local education programmes should be included in training.
- If necessary, use Form 4 to describe the plan for technical assistance.
- If necessary, use Form 5 to describe the contents of different training courses.
- An overview of planned technical assistance and training should be prepared (title, content, participants, teacher, place and duration), which can be used as a basis for preparation of the budget. If necessary use Form 1.

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6. Plan for Reporting and Evaluation

- Both the partners and Danida need to periodically measure the effects of the efforts made. Therefore a plan must be prepared for reporting on the assistance and training, which has been carried out. The plan should be co-ordinated with the overall project reporting.
- The plan should include information on:
  - The objectives of the assistance/training carried out
  - Selection of participants
  - Status of completed assistance/training
  - Results achieved
  - Results of course evaluation
  - Any problems
  - Any changes to the plan
  - Budget follow-up

7. Budget

- The budget should be prepared so as to follow the general instructions in Company Guidelines 2a.

8. Timetable

- A detailed timetable for implementation of the project should be prepared. The timetable should be divided into phases and activities and there should be a clear link to the budget. For example, the timetable could be presented as a diagram with the horizontal axis representing time and the vertical axis representing the different phases/activities.

Checklist 2
Detailed Planning of Training

This checklist contains useful information for the preparation of the final training plan. The list is based upon the plan for technical assistance and training presented in Checklist 1.

1. Development of Individual Training Activities

- Based on the training plan developed in the preparatory phase, describe each training activity with information on:
  - The objectives of the activity/course: Describe what the participants should learn from the course – to what standard and under what conditions.
  - The target group: Describe which employees should participate in each training activity and state which specialist and/or practical qualifications they must possess to participate.
  - Duration of the training/course
  - Short description of contents
  - Course structure (number of modules/lessons)
  - Resources (teachers, training materials, premises, tools etc.)
  - Teaching methods (adjusted to the objectives of the course, participants and duration)
  - Evaluation methods (how will the teacher ensure that the objectives of the course have been achieved? As a minimum levels 1, 2 and 3 must be described, as stated under section 5 in this checklist).
- A course plan is developed that takes into consideration employment dates of new employees, duration of courses, introduction of new technology and operation of production.

2. Development of Course Materials

- Course materials, which are adapted to the needs of the target group, enhance the effectiveness of training activities both educationally and financially. In general, the more complex the area of learning, the greater the demands on the materials.
- Usually, training materials should be developed for both class teaching and for training in practical skills, i.e. 'on-the-job training'.
- For class teaching, it is recommended that training materials are developed in two formats: One for use by the teacher, and one for use by course participants.
- Existing machine and production manuals are often less suitable for use in teaching and must therefore often be adjusted.
- In general, teaching materials should be prepared so that they can be further developed for use in future courses over the project period.

3. Training Resources and Facilities

- It should be ensured that the physical framework and qualified teachers are available so that training can be implemented professionally and smoothly. For more comprehensive training tasks in particular, this will often imply:
  - That pedagogical courses are implemented for teachers in both the Danish company and the partner company, and
  - That training management is established and that administrative systems are developed for implementation of the training programme.
- Prepare proposals for a system that will ensure that capacity is developed to continuously upgrade and improve the training materials in the partner company.

4. Implementation of Training

- Implementation of training is usually the most expensive part of the project. It is therefore important that training management follows up on individual activities and ensures the quality of the training efforts.
- In industrial projects, there is always a close relationship between training and production and therefore it is important that training is planned in detail so that production is disturbed as little as possible. On the other hand, it is important that training receives the necessary priority and that it is implemented without significant changes to the timetable.
- Detailed information for all groups of employees affected can often prevent unnecessary delays.
- Training management should ensure that participants make the most of each part of the training programme by, for example, ensuring that theoretical lessons are followed up by practical exercises or 'on-the-job training', so that participants are able to apply what they have learned in practice.

5. Evaluation

- Evaluation is carried out at four levels:

1. Reaction	What is the immediate reaction of the participants to the course/training?
2. Learning	Have participants learned what they should in relation to knowledge, skills and attitude?
3. Skills at the workplace	Are participants able to transform their newly acquired knowledge into improved skills at the workplace?
4. Results for the organisation	Have the new knowledge, skills and work efforts acquired at the individual level contributed to improved efficiency and to achieving the commercial objectives of the project?

- The immediate reaction (1) and learning (2) will usually be evaluated by participants and the trainer during training or immediately after. For technical assistance, the task of evaluation will be performed periodically by the consultant posted locally.
- Skills at the workplace (3) are measured during practical training.
- Training materials must therefore contain evaluation systems for levels 1 to 3.
- The results for the organisation (4) are assessed by comparing the work conduct of trained employees with the business targets and the overall objectives of technical assistance and training.
- Evaluation of the impact of training on the organisation (4) is included in the overall evaluation of the performance of the project, where an assessment must be made of the role, which technical assistance and training has had in the transfer of technology and whether the chosen training strategy has been financially sound. The report should contain results from all evaluation levels and describe the changes and adjustments resulting from the training.

Activity No.	Title	Content (areas to be covered)	Participants (target groups)	Place	Teacher (trainer)	Duration
Phase 1						
Phase 2						
Phase 3						

Overview of Technical Assistance and Training

Form 1

Job task	Existing functions	New functions	Need for assistance/training

Job Description

Job title	
Employment requirements	Education Experience
Areas of responsibility	1. 2. 3.
Functions	Re area 1 Re area 2 Re area 3
Qualifications required	Knowledge Skills Attitudes
Needs for assistance/ training identified	

Plan for Technical Assistance

Prepare an inclusive plan for technical assistance, stating:	Assistance Type 1	Assistance Type 2	Assistance Type 3

a) Target group:
  • Management
  • Mid-level management
  • Technicians/operators
  • Other personnel
 	
(If necessary use one form per employee category)			

b) Number of employees to receive training			
c) Number of days of technical assistance in Denmark			
d) Number of days of technical assistance in co-operation country			
e) Number of days for administration of technical assistance			
f) Total number of working days which will be used by the Danish partner company			
g) Timetable			
h) State intermediate objectives of technical assistance and describe the specific training areas. Intermediate objectives should be described precisely as the situation expected after the technical assistance has been completed.			
i) Name of adviser/ consultant			
j) How will the technical assistance be managed?			

Course Description   Form 5

Course number and title of each course *(One description per course)*	
Target group *(Who can participate)*	
Participation requirements *(Specialist/practical qualifications for participation)*	
Course objectives *(Describe what participants should learn from the course)*	Knowledge Skills Attitudes
Course contents *(Short description of the main subjects of the course)*	
Course evaluation *(Describe briefly how the course will be evaluated, see Checklist 2)*	Reaction Learning Work skills
Duration of training in class	
Duration of 'on-the-job-training'	
Duration of field trips	
Total duration of course	
Course location *(in DK or abroad, at the company or externally)*	
Teachers *(Who will conduct classes and 'on-the-job training')*	
Development of materials *(Who will develop/procure training materials)*	
Course administration *(State those responsible for course administration)*	

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