TACIS TRACECA PROJECT
International Road Transport
Transit Facilitation

Business Plan
Training Centre
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CONTENTS

BACKGROUND ON TRAINING CENTRE IN AZERBAIJAN 5

1.1 The road transport sector in Azerbaijan

The road transport sector in Azerbaijan

## 2	INTRODUCTION

3   REPORTS

Training Centre of ABADA

3.1   Other training providers in road transport

There are no other providers for training programmes in CPC and ADR.

4   THE MISSION OF THE TRAINING CENTRE

4.1   Mission

The mission of the Training Centre is the development and delivery of an optimum policy of training and education in the road transport industry. It will be the objective of the Training Centre to transfer knowledge and skills and to develop a professional attitude in the trainees. Courses will be developed In close consultation and co-operation with the road transport industry. The later is guaranteed by the fact that *ABADA* is closely involved. The Training Centre will identify trends and developments in the road transport industry and translate these into improvements and adjustments to the training courses and the introduction of new programmes.

Responding to the requirements of a changing environment implies constantly redefining the training centre's programmes, reworking the contents in the light of the objectives, designing methods best suited to the individual needs of the trainees, and putting these new methods and ways of working into practise.

The mission of the Training Centre is to provide high quality training to international and possibly also national and own account operators on all levels from drivers to managers in order to enable further development of international road transport system in Azerbaijan.

4.2   The need for training

There is a huge need to institutionalise training activities for drivers and managers to improve their professional competence. This will not only lead to an improvement of the transport industry in Azerbaijan and the development of a more efficient and competitive road transport industry, but also will narrow the gap towards complying with rules and regulations of the European Union.

Vocational training is a key element for the labour market to function correctly, to create employment, to promote workers both personally and professionally. It is also an essential factor in corporate competitiveness and the quality of services and goods.

There are various drivers of change that strongly influence the development of the road transport sector. Such forces should be taken into consideration by the management of the Training Centre when shaping the operational plan for the future. The main forces

of change include concerns over safety, developments in technology, demands on service quality, legal requirements and changes and changing customer demands.

Road transport companies will need to take into account these drivers of change if they are to operate successfully in an increasingly competitive market. The Training Centre will have a central role in developing industry personnel in accordance to changing needs.

Safety issues	• driving time, speed and distance • transport of dangerous goods • problems of overloading • vehicle construction and testing • regulations for drivers and road standards
Technology developments	• admin. & operations, EDI • vehicle technology • road infrastructure
Quality issues	• customer demands • ISO • impact of new technologies
Legal requirements and changes	
Flexibility and customer demands	

It is important to understand the effect of changes in legislation in this sector as it covers items as harmonisation of regulations, driving hours and training requirements. Changed legislation will force companies to upgrade, where otherwise they might not have done so. Some companies, on the other hand, will realise that legal requirements and regulations can be utilised as a promotional tool, as a tool for gaining competitive advantage to show customers that the company is at the leading edge of change in the industry.

The focus on legislation and regulations at EU level will lead to more discussion on items such as safety and quality. The requirement for companies to train employees who deal with the transport of dangerous goods in effect has meant that companies have engaged in formal training of their employees for the first time. It is understandable that smaller companies have some problems in releasing busy employees for long periods. In order to meet this problem the training could be divided into short, sharply focused modules.

5   SELECTION AND PLANNING OF TRAINING PROGRAMMES

5.1   Long-Term Objectives

The main purpose of training is to improve the road transport sector in Azerbaijan to become efficient and effective and internationally competitive.

It is the objective to formalise the foundation of the training activities set up within the framework of the Training Centre so that development and expansion is possible in the future.

5.2   The Formulation of Training Objectives in Response to Labour Market and Employment Requirements

One of the priorities in the management of a training organisation is the choice and nature of the training courses to be implemented and offered to trainees, and in formulation of their content.

The nature and the contents of the various training courses should comply as closely as possible to real needs. In order to do this it is necessary to focus on these needs in two ways - firstly, through consultation with employer representatives[1]; secondly through undertaking research designed to provide data on employment and training from all sources and presenting an overall view of it.

As stated above one of the long-term objectives maybe successful compliance with the main EU standards both with regard to a minimum level of training for drivers and with regard to professional competence of operators in road transport companies. In paragraph, 2.4, it will be made clear that a substantial part of the future training programmes will deal with these European challenges.

To be sure that there will be no misunderstanding about the contents of the European Directives the following documents are annexed:
- EU Council Directive 76/914 on the minimum level of training for some road transport drivers;

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[1]   The social partners, representatives of employers and employees, have a greater or lesser role to play in the development of the training institute for the transport industry. They are best able to identify and evaluate human resource requirements of the branch and work out the social, technical and educational conditions needed for the adjustments in training programmes to take place. The

- EU Council Directives 91/439 and 2000/54 on driving licences;
- EU Council Directive 96/26 on admission to the occupation of road haulage operator and road passenger transport operator and mutual recognition of diplomas, certificates and other evidence of formal qualifications intended to facilitate for these operators the right to freedom of establishment in national and international transport operations, codifying and abrogating the mentioned Directives and their successive modifications;
- EU Council Directive 98/76 amending Directive 96/26/EC.

In Annex 5 a report on the status of relevant road transport legislation in Azerbaijan can be found elaborated by the Contractor.

To make it easier to work with the first and second directives a list is added (annex 6) on which the various items are categorised in *administration of transport goods* and *knowledge of the vehicle and technique*. Although traffic regulations are part of the examination for the driving licence, it is useful to update knowledge of the national regulations and to focus also on regulations abroad.

5.3 Six Steps from Training Needs to Training Programmes

On the next page there is a schedule covering the following:

Methodology on occupational and educational objectives

This deals with the process of translating a job profile into occupational standards and translating these into educational standards.

Step 1:
In the industry occupational needs are identified. With regard to these needs it is necessary to specify:
- the principle characteristics of a job
- orientation of the job within society
- enumeration of areas of expertise to practise a profession
- certificates and diploma's
- knowledge
- responsibilities
- professional skills (skills which enable a professional activity to be carried out successfully).

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role of the social partners can be important with regard to the identification of training needs, the definition of the training policy and the recognition of professional qualifications.

In the case of total training for a specific function, for example in the case of training for professional driver, we talk about a job profile: In the case of special courses, for example a refresher course for an employee in a warehouse on order picking, we talk about qualifications.

What sources can be useful to develop occupational standards? Firstly, empirical investigation can be used. This can include questionnaires, interviews and a thorough scientific approach in investigating the needs of the labour market. The last mentioned is often expensive and time consuming. As a substitute a survey may be sufficient in order to give an acceptable cost benefit ratio (such investigation is often done by a research institute).

When it is decided to send questionnaires to employers, it should be kept in mind that developing a good list of questions is time consuming. One also needs to gain insight into the occupational field of interest (which questions should be asked and why?). A problem is often to get back completed questionnaires (do we get a representative selection of the labour market within the field of interest?). A good method is collecting data by in-depth interviews. Because of personal contact (building up a network) with stakeholders within the labour market and flexible use of questions (making new questions while interviewing on the basis of already given answers in a pilot survey) a better and more detailed insight into the needs of the labour market is possible.

It is important to keep in mind the following critical issues in developing occupational standards:

- identification of economic needs
- taking into account regional variations and safeguarding national uniformity
- involvement of social partners
- horizontal classification (occupational groups) and vertical classification (levels) of an occupation
- EC directives and national legislation.
- Feed back to the companies.

Step 2 and 3:
The next step is to name the job. The name of the qualification is most of the time the same as the name of the job profile.

If necessary, the qualification is subdivided into sub qualifications. .
In case of the job profile for professional drivers for example the following aspects can be identified:
- loading and unloading

- regulations
- (technical) aspects of vehicle.

Step 4:
The necessary knowledge and skills have to be translated to educational standards (learning goals).

An example of an occupational standard is : a baker bakes bread. That is a task of a baker. In educational standards, knowledge and skills are enumerated - the student has to master the requirements to bake bread. For example: the graduate can give a precise description of the ingredients of bread. The student knows how to operate an oven.

Step 5:
After setting up the educational standards, the way is free for starting up the training plan and the schedule for examination.

It is important not to formulate the educational standards too strictly, they should be adjusted as necessary. During the phase of definition we are dealing with the details. For example when, in the educational standards, it is stated that the trainee should know all relevant rules and regulations, in this phase we are going to detail exactly what regulations the trainee should know.

This definition is the point of departure for setting up the syllabi and examinations.

For the training plan the items are selected and elaborated in a way that meets didactic standards.

Examination: here examination targets are set up.

Step 6:
The final step is to determine the most appropriate methodology, instructional materials and last but not least the production of a trainers guide. Then syllabi can be developed and written.

At the very end of the line the examinations are developed.

The organisation and the procedures for the examinations are also established in this step.

There is a strong preference to create a clear distinction between training and examination. The organisation of the examination will have to ensure an independent and thus reliable examination and system for the issuing of certificates.

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
			Attainment target learning goal		Methodology
		Sub qualification	Attainment target learning goal	Training plan Items / curriculum	Teaching aids / instructional materials
Job profile (demands and Requirements from the companies / sector)	Occupational qualification	Sub qualification	Attainment target learning goal	Definition (To mark exactly what is meant by the attainment targets)	Syllabi
		Sub qualification		Examination Targets	Examination

5.4 Planning of the Number of Trainees for Training Programmes in Road Transportation in the Period 2001-2005

In this paragraph an estimation will be given of the number of trainees that the Training Centre will train in the different programmes in the period 2001 - 2005. The estimations take into account the fact that the Training Centre has - for the time being - a monopoly of most of the training programmes

1. *Professional International Driver training: CPC administration and documentation (also including loading/unloading techniques)*

    5 days

    The market for training of international drivers of vehicles for the transport of goods of a maximum admissible weight of more than 7,5 tons is estimated to be 12,000. According to European Union Directives 76/914 and 3820/85 drivers of vehicles with a weight more than 7,5 ton and younger than 21 years should be in the possession of a certificate of professional competence, which includes knowledge of administration and national and international relevant legislation and regulations. There is also a new Council Directive under preparation making a Certificate of Professional Competence for all professional drivers compulsory.

    In countries like the Netherlands all drivers of vehicles more than 7,5 tons already need such a certificate.

    As the training programmes aim to improve the skills of the drivers and thus to increase the efficiency of the road transport operations, it is strongly recommended to make this compulsory for all drivers of heavy vehicles.

    We assume that following number of international professional drivers will be trained: 100 trainees in 2001, 125 in 2002, 150 in 2003, 175 in 2004 and 200 in 2005.

2. *Driver training: CPC mechanics; maintenance*

    2 days

    More and more vehicles from the old fleet of trucks and trailers are being replaced. New trucks and trailers need new types of maintenance and repair skills. Therefore, it is recommended to organise a two-day workshop on mechanics and maintenance for drivers of new trucks and trailers. This workshop should not be compulsory.

We estimate that in 2001 20 drivers will be trained in mechanics and maintenance; in 2002 20; in 2003 20; in 2004 20; and in 2005 20.

3. *Driving techniques (safe and economic driving)*

2 days

Improving driving techniques and cost-efficient driving are important potential savings for road transport companies. Therefore, it is recommended to organise two-day training programmes on improving driving techniques.

We estimate the number of trainees in 2001 to be 20; in 2002 20; in 2003 20; in 2004 20; and in 2005 20.

4. *ADR for drivers*

5 days

European Union Directives stress the need for a special certificate for drivers engaged in transport of dangerous goods (ADR).

The validity of the ADR-certificate is 5 years as stated in the ADR-agreement and in the EC-directives.

The number of trainees for this part of the training will thus be increased by the number of drivers who have to take a compulsory refresher course and a test for a new certificate.

The contents of the training and the organisation of the examination are regulated by the international ADR agreement, which is a part of EC-directives in this field.

We plan 40 trainees in 2001; 60 in 2002; 80 in 2003; 100 in 2004; and 120 in 2005.

5. *ADR for managers*

5 days

There will be a training course in ADR for managers/operators. It is estimated that 100 operators will be trained in a five-year period.

Thus the number of managers trained in ADR will be 20 in 2001; 20 in 2002; 20 in 2003; 20 in 2004; and 20 in 2005.

6. *Training Dangerous Goods Safety Advisers*

   5 days

   It is estimated to train in 2001 20 safety advisors, in 2002 20 trainees, in 2003 20, in 2004 20 and in 2005 20 trainees.

7. *Language Training English and German*

   5 days each

   In order to provide international drivers going to Western countries with the language communication skills in an efficient way, language courses in German and English are being planned.

   We assume to organise one training programme German per year for 20 participants.

   In the language training English it is expected 20 participants in 2001, 20 in 2002, 20 in 2003, 20 in 2004 and 20 in 2005.

8. *CPC course for international freight managers/operators*

   10 days

   This course takes 10 days, but for practical reasons this course might be delivered in separated modules.

   The course for transport managers and transport operators, which leads to the certificate of professional competence (CPC), will be compulsory by national legislation (which is also according to the EU Directives) in order to obtain a licence for operating a transport company.

   Therefore, all road transport companies carrying out haulage need such a licence and thus someone - the manager/operator directly involved in the day-to-day transport operations – within the organisation requires such a CPC.

   We assume that in 2001 40 new managers/operators will be trained, in 2002 60 trainees, in 2003 80, in 2003 100 and in 2005 120.

9. *CPC refresher course for international freight managers/operators*

4 days

International freight transport operators need every five years a refresher programme of 4 days.

We assume that 600 operators will need this training every year.

10. *CPC course for international passenger managers/operators*

    10 days

    The market for this programme is estimated at 20 participants in 2001, 40 in 2002, 60 in 2003, 80 in 2004 and 100 in 2005.

11. *CPC refresher course for international passenger managers/operators*

    4 days

    The market for this programme is estimated at 160 participants per year.

12. *Business administration (accounting, costing, management information systems and taxation)*

    5 days

    We assume that 20 trainees per year will be trained.

13. *Planning and middle-management (including trip and route planning)*

    5 days

    Planning (including trip and route planning) is an important skill to be developed. Therefore, a course has been planned to train dispatchers. The course also has to include some basic management skills at middle-management level.

    We assume that 20 trainees per year will be trained.

14. *Road Transport Legislation*

    1 day

We assume that in 2001 20 participants will attend this programme, in 2002 40, in 2003 60, in 2004 80 and in 2005 100.

TABLE 1
Training Centre Azerbaijan

Number of trainees 2001-2005	No. Days	2001	2002	2003	2004	2005	Total
International Drivers training : CPC	5	100	125	150	175	200	750
Drivers training : mechanics	2	20	20	20	20	20	100
Driving techniques	2	20	20	20	20	20	100
ADR for drivers	5	40	60	80	100	120	400
ADR for managers	5	20	20	20	20	20	100
Safety Advisor Dangerous Goods	5	20	20	20	20	20	100
Language German	5	20	20	20	20	20	100
Language English	5	20	20	20	20	20	100
CPC Int. Freight Managers	10	40	60	80	100	120	400
CPC Int. Freight Managers refresher	4	600	600	600	600	600	3000
CPC Int. Passenger Managers	10	20	40	60	80	100	300
CPC Int. Passenger Managers refresher	4	160	160	160	160	160	800
Business administration	5	20	20	20	20	20	100
Planning	5	20	20	20	20	20	100
Road Transport Legislation	1	20	40	60	80	100	300
Total		1140	1245	1350	1455	1560	6750

TABLE 2

Number of trainees days 2001-2005	2001	2002	2003	2004	2005	Total
International Drivers training : CPC	500	625	750	875	1000	3750
Drivers training : mechanics	40	40	40	40	40	200
Driving techniques	40	40	40	40	40	200
ADR for drivers	200	300	400	500	600	2000
ADR for managers	100	100	100	100	100	500
Safety Advisor Dangerous Goods	100	100	100	100	100	500
Language German	100	100	100	100	100	500
Language English	100	100	100	100	100	500
CPC Int. Freight Managers	400	600	800	1000	1200	4000
CPC Int. Freight Managers refresher	2400	2400	2400	2400	2400	12000
CPC Int. Passenger Managers	200	400	600	800	1000	3000
CPC Int. Passenger Managers refresher	640	640	640	640	640	3200
Business Administration	100	100	100	100	100	500
Planning	100	100	100	100	100	500
Road Transport Legislation	20	40	60	80	100	300
Total	5040	5685	6330	6975	7620	31650

TABLE 3

Training days of trainers/instructors

Trainers/instructors	2001	2002	2003	2004	2005
CPC Managers/Operators					
Trainer International Freight (10)	20	30	40	50	60
Trainer International Freight refresher (4)	150	150	150	150	150
Trainer International Passenger (10)	10	20	30	40	50
Trainer International Passenger refresher (4)	40	40	40	40	40
Instructor CPC Drivers Administration (4)	20	25	30	35	40
Instructor CPC Loading/Unloading Techniques (1)	5	6,25	7,5	8,75	10
Instructor Drivers Mechanics/Maintenance (2)	2	2	2	2	2
Instructor Driving Techniques (2)	2	2	2	2	2
Instructor ADR course drivers (5)	10	15	20	25	30
Instructor ADR course managers (5)	5	5	5	5	5
Instructor Safety Advisor DG (5)	5	5	5	5	5
Trainer Business Administration (5)	5	5	5	5	5
Trainer Planning (5)	5	5	5	5	5
Trainer German (5)	5	5	5	5	5
Trainer English (5)	5	5	5	5	5
Road Transport Legislation (1)	1	2	3	4	5
Total	290	322,25	354,5	386,75	419

TABLE 4

List of possible courses to be developed and introduced

- Temperature controlled transport
- Customer service for drivers
- Terminal worker
- Terminal tractor driver
- Terminal operator
- Reachstacker driver
- Forwarder
- Warehouse assistant
- Warehouse foreman
- Warehouse manager
- Forklift truck driver
- Business license for passenger transport (buses/coaches)
- Taxi drivers (customer service)
- Express services/courier
- Removers
- Quality management
- Physical distribution manager
- Logistic manager

BUDGET TRAINING CENTRE
(in US$)

2001-2005	2001	2002	2003	2004	2005
Fee director	7200	7400	7600	7800	8000
Fee training coordinator	0	0	0	0	0
Fee curriculum development	0	0	0	0	0
Fee trainers	0	0	0	0	0
Fee administration	0	0	0	0	0
Fee secretarial services	1200	1300	1400	1500	1600
Fee canteen/cleaning	600	650	700	750	800
Fee others	0	0	0	0	0
Fee trainers	5800	7089,5	8508	10055,5	11732
Fee others	0	0	0	0	0
Rent office	0	0	0	0	0
Rent training room	1200	1300	1400	1500	1600
Electricity/water	200	210	220	230	240
Stationary	1200	1250	1300	1350	1400
Printing	2520	2842,5	3165	3487,5	3810
Postage	600	650	700	750	800
Telephone/fax/e-mail	1200	1250	1300	1350	1400
Advertising	600	650	700	750	800
Promotion	600	650	700	750	800
Legal charges	600	650	700	750	800
Office equipment	0	0	0	0	0
Training equipment	5040	5685	6330	6975	7620
Canteen costs	2520	2842,5	3165	3487,5	3810
Cleaning costs	300	350	400	450	500
Subscriptions/papers	600	650	700	750	800
Documentation	600	650	700	750	800
Car costs	2400	2500	2600	2700	2800
Travel costs	2400	2500	2600	2700	2800
Representation costs	1200	1250	1300	1350	1400
Repairs/maintenance	600	650	700	750	800
Other costs	600	650	700	750	800
Grand total	40380	44269,5	48338	52485,5	56762
No trainees/days	5040	5685	6330	6975	7620
Cost per trainee/day	8	8	8	8	7

6 MANAGEMENT ISSUES FOR TRAINING CENTRES

6.1 Staffing of the Training Centre

The institutionalising of training activities calls for a well managed and equipped training centre. Although the new training institute could be the host for the central administration of both training centre and examination centre, the examination body itself and the tasks to be performed in this field should be structurally independent of the training organisation.

The further development of the training centre has to be done carefully and step by step. This means not only the development of an up-to-date training centre, which will have at its disposal both class rooms for theoretical education and, in the future, workshops and facilities for practical training, but also the infrastructure that has to be built up to enable the recruitment of trainers and the development of courses.

How the training centre is staffed will largely control how effective it is both in helping its clients (employers and trainees) and in its dealings with the outside world. Attention should be paid to equipping the office with modern communications and computer facilities. These can be of great use in keeping reliable records of trainees and the courses they have followed.

6.2 Taking into account the trainee's personal needs

Training needs are such that access to training must be opened up to all those able to benefit from it, with none being systematically.

The way training programmes are delivered should keep pace with developments in society as a whole. While training retains its skill-building nature, the system must also ensure that the future individual needs of the people to be trained are taken into account through a system that is as flexible as possible.

This means that training must be devised to suit the trainee, rather than seeking to select the people who suit the available training courses. Of course, the basic requirements for those beginning courses leading to legally required qualifications remain.

Ideally, a good training course is one which gives every applicant the possibility of acquiring the necessary skills along with the guarantee that they will be recognised on

the labour market. All this should be achieved through a programme which takes into account the trainee's personal situation, his needs his capabilities and his experience.

Training must be designed in such a way that its elements can be easily identified, selected and combined to form personalised programmes containing only what is necessary. In fact this is the first objective of *modularization*.

This objective is related to a second and a more financially based one. So that this development of training products suited to varying situations and to rapid change does not lead in practice to the unnecessarily expensive creation of a mosaic of educational programmes with overlapping and partially redundant contents, training design should be as rigorous as possible. In this way the selection and organisation of training contents can be carried out in an economical and rational way.

In this perspective, training modularization means designing and developing modular training products the objectives of which correspond to work requirements or meet legal guidelines in a given vocational field, for example the international driver, and which can be combined in various ways to form training programmes.

The approach is three-fold:
1. the module must be self-standing. It must consist of a full training period developing real skills that are required by the labour market and relate to real company needs;
2. it must be possible to combine the module with other modules, either in the same vocational area or between different areas. The trainee therefore has the means to gradually raise or widen and diversify his range of skills in order to facilitate his on-going adjustment to changes in the needs of the companies; different programmes can then be followed by the trainees whether they are looking for training leading to a recognised qualification, re-training or the acquisition of supplementary skills; the possible routes through the system are then either: a single module, a group of modules, or a course leading to a recognised qualification;
3. trainees following modules must be appraised and the skills acquired certified so as to be added in a cumulative way in the training process. In chapter 4 attention will be given to certification.

6.3 Recruitment of trainers

Programmes, policies, approaches, tools etc. are only fully efficient if they are implemented by competent and efficient personnel. Clearly, the modular organisation of training courses, the development of the training centre covering wider areas than only courses for drivers all effect the very nature of training as an occupation.

Although the basic functions of the trainer are not radically affected, there will be more emphasis on structuring and facilitating roles. The role of the trainer has to be changed from just a transmitter of knowledge to someone capable of stimulating a group by such teaching methods as role playing, case studies and simulation.

The trainer must be prepared for continuously improving his own technical, interpersonal and educational skills while at the same time keeping in touch with his speciality so as to be able to understand technical and structural changes.

The recruitment of trainers is a serious matter. We have to make distinction between those who are more or less permanently involved with the training centre and those who are asked to work for the training centre on a free lance basis. In this stage of establishing a training centre it is important to realise that it is advisable not to get too many full time trainers on a permanent basis because of the costs involved, but that at the same time the use of free lance trainers has the disadvantage that it is difficult to prevent the dashing away of useful experience. A good balance has to be found. The *planning of the number of trainees in the period 2000-2004* in the previous chapter might be useful in this respect.

For recruiting trainers one needs firstly a profile of the trainer, an example is annexed (annex 6). On the basis of this profile one is able to make a first pre-selection. By identifying topics as years of experience and specific knowledge and ascribing value to these it is possible to compare with the norm. Ideally staff assigned to a training course should be suitably qualified and have long term experience in the field covering the subject of the training course concerned. With the assessment form one can select the best, second best etc..

Special attention is necessary for the training of the trainers with regard to:
- further training of an educational nature, aimed at maintaining and improving educational skills;
- improvements linked to training modernisation corresponding to modification of training objectives or of a set of training courses within a vocational area;
- updating activities, the aim being to maintain and update the knowledge of those concerned in relation to the changes in techniques and technologies used in the job, for instance new software.

6.4   Marketing activities

Marketing has amongst other things to do with knowledge of your target group. That is why it is important to identify the needs of the road transport industry as stated in

chapter 2, and to produce basic statistics on the clients (trainees and transport companies).

The quality of the database is important because it will be an important factor in determining the quality of the training programmes of the training centre, but it can also be utilised as a tool for management information. The database should contain information such as:

- data about the trainees (age, experience etc.)
- name of the trainee's employer (links to the database of the transport associations, so it is possible to get such operation characteristics as number of vehicles, personnel)
- the modules the trainee has followed

The database should be user friendly. One of the staff members of the training centre should be trained to manage the data base. At the end it should be possible to set up something like a starting point for a marketing plan. This marketing plan will focus on recruitment of trainees, and will include the set up of a brochure in which the courses are presented and will include a promotional campaign to attract companies and to convince them of the importance of training and retraining.

After experience is gained by delivering courses in the training centre in Kiev serious consideration should be given to the establishment of one or two regional centres in order to make it easier for the potential trainees to follow one or more modules of the offered training programmes. By doing this we are bringing the course to the customer instead of the other way around.

6.5 Co-operation possibilities

For the sake of sustainability it is important to give the new training institute the possibility of receiving the latest information and training methodologies. An agreement with a west-European training institute seems to be a conditio sine qua non.

Besides international co-operation it can be considered that for certain training programmes the training centre should seek co-operation at a national level. At this stage it is advisable to benefit form this experience in stead of trying to reinvent the wheel.

6.6 The fee structure

In general the fee structure should increase the chances for the training centre to be able to develop itself for the long term. The prices that can be paid by the companies is

at this moment a (potential) problem, at the same time the training centre must avoid delivering courses below realistically estimated direct costs

From this point of view it is important to realise that the training centre has the task to convince the companies of the fact that they really need the training programmes ("if you think training is expensive, just try ignorance…"). The training centre has to ensure the relevance of its programmes, and has to do its best to provide the courses in the most cost effective and efficient way.

The pricing policy should also include prices and payments for the examinations. It might be advisable to include the fee for the examination in an overall price for the course and the examination. There could also be a possibility for separate fees for the course and for the examination. In this way the examinations could also be taken by candidates who prepare themselves for the examination in other ways such as distance learning.

7 EVALUATION AND EXAMINATION

Evaluation

When a training programme has been delivered it is important to know whether the programme has met the expectations of the trainees and of the employers (who are likely to be the customers of the training centre). When the trainee returns to the company after a two-day course it is hoped that he will be able to be positive and enthusiastic about he course. This is the easiest and best way of advertising.

To identify whether the course really fulfils the needs of trainees, it is recommended that the trainee be asked to fill in a questionnaire about various items of the course such as content, organisation, length, method, trainer, location etc. before he leaves the training centre. The result of these questionnaires may lead to an adjustment of the training programme. This method of evaluation should be a permanent part of every course.

Examination

The development of examinations should be based on the situation and circumstances in Azerbaijan. The following elements have been considered:

- Available time for attending courses and taking examinations
- Costs for examinations
- Organisation of the examinations
- Reliability
- Examinations in relation to European standards and CPC

Since the overall training will be divided into several modules in accordance with the priorities in training need the examination will also be divided into modules.

There should be a validity-period for the examination modules such that all examinations must be passed within a fixed period.

The examination can best be organised in a written form at the end of each training module. A combination of multiple choice, open questions and case studies should be used depending on the subjects to be tested. Since the training will focus mainly on day to day practice, the objective of the examination will be to assess whether the candidate is able to apply his knowledge in practical operational situations.

The examinations will be based on the European directives as well as on national legislation and any specific needs expressed by the transport organisations.

With regard to the ADR-examination, the regulations in the international ADR-agreement as well as the EC-directive (which are the same) must be taken into account. There are rather strict regulations for the examination, the examination body and the training.

An important aspect is that the examination body has to be approved by the "competent authority", which is usually the national government.

The certificates for ADR and CPC are formal documents, that have to be recognised by the national government. Consequently, the examination body also has to be approved.

Since developments in an open market will create the possibility that more training institutes will be founded it is important to ensure the uniformity and reliability of the examinations and the issued certificates. Therefore the examination centre should be an independent part of the organisation in order to meet the demands of the government in this respect.

This will also give the possibility that the examination centre will be able to take examinations of candidates who are trained elsewhere or who have trained themselves.

For ADR, the training must be given by an approved training body.

As a consequence of this the examinations should be developed by an independent body and only be issued at the start of the examination in the presence of the examination authority.

The examination forms should be evaluated by two persons and kept for later inspection.

The results will have to be registered in order to collate the various results for inclusion on the final certificate.

This method means the development of a collection of questions from which examinations can be derived when needed and the development of information systems to use the questions. The results will have to be registered in a database for the preparation of certificates and possible later checks.

These information systems could be a part of the overall information system for the registration of applications for training, payments, planning, training-participation etc.

The detailed test-results could be used as feedback to the training-programs and trainers in order to optimise the training.

8   SWOT ANALYSIS OF THE TRAINING CENTRE

The S.W.O.T. analysis involves the assessment of the strengths, weaknesses, opportunities and threats of the Training Centre:

Strengths   :   Why do customers buy our services?
Weakness   :   Why do people use our competitors; what can be improved?
Opportunities :   Is the market expanding; are there new services?
Threats   :   Who are the potential competitors?

Strengths	Weaknesses
• Existing client base through ABADA • Training is an integrated part of the services provided to international transporters by ABADA • Potential support from IRU and IRU Transport Academy • Potential strong links with CIS Associations of international transporters through ABADA • Potential network of relations with professional training centres in road transport in Western Europe through ABADA/IRU • Adequate course materials available for CPC Freight, CPC Passenger, DGSA, ADR for Drivers and SafeTIR	• Training centre lacks legal status • No enforcement legislation
Opportunities	**Threats**
• Implementation of ADR convention by Government of Azerbaijan • Implementation of DGSA system • Licensing of national and international road freight operators according EU norms and standards • Licensing of national and international road passenger operators according EU norms and standards • Licensing of operators in CIS countries • Stronger and stricter enforcement on existing laws and regulations	• Lack of modern client based training culture • Potential conflicts between working and studying, particularly in small road transport companies • Increased competition between training providers in the future

Opportunities

The present situation offers opportunities for the Training Centre.

- Implementation of the ADR agreement implies a new market for ADR training for drivers and managers. The *training* of ADR for drivers is compulsory and drivers will have to undergo training on a regular basis.
- The implementation of the DGSA regime also offers a market for the Training Centre. Safety Advisors on Dangerous Goods need training every five years. Some training providers in Western Europe are offering knowledge contracts to keep the knowledge of the safety advisors up to date on annual basis. The DGSA not only involves transporters; but also manufacturing; handling and storage of dangerous goods; military; municipal services; health services; etc.
- Introduction of a more comprehensive operator's licensing regime in compliance with the EU standards implies that national and international CPC courses for both freight and passenger are becoming compulsory for all road transport operators.
- Stronger and stricter enforcement of the road transport law and road transport regulations will favour competent and high quality training providers.

Threats

Certain characteristics particular to the road transport work against the effectiveness and development of the Training Centre in Azerbaijan.

- Lack of a training culture: there is a general lack of a training culture in road transport companies. This is also true for every European country. This means that training needs are not reviewed regularly and as a result management is not aware of them. The situation has arisen as a result of the low level of education required for new recruits. Driving experience has been all important and the need for other skills such as route planning etc. and the focus on service quality have only become apparent relatively recently. As such there is still a relatively low appreciation of the benefits of training except for compulsory courses, and management is only beginning to become more aware of the training requirements of employees.
- Small company constraints: smaller companies state that the reality of their business is that they can not spare the staff to attend courses or the time to develop long term training policies. This is significant as a high proportion of the road transport companies are relatively small.

- Unconventional working hours: the unconventional working hours of the drivers, who represent the major occupational category, also work against the further development of the training centre.
- Fear of poaching of trained employees: it might be possible that companies are reluctant to spend money to train their employees as they feel that it merely results in other companies poaching their valuable staff[2].
- Increased competition: the Training Centre will have to face increasing competition in the future.

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[2] One of the advantages of imposing a training levy on companies as they do in the Netherlands is that those who do not train staff still have to pay certain amounts while those who do train staff now have to pay less for the training (as the cost is being shared by all companies). In this way the threat of poaching is reduced. In England this system was tried but failed. Each country has individual problems and solutions.

9   MARKETING PLAN

In the process of the elaboration of the business plan efforts have been made to ensure that the limited resources of the Training Centre were used in an efficient way by striving for planning. In some concepts of business planning marketing planning is an integral component. However, in the intensively competitive environment of business today - also the training business - being efficient is not enough and customers are as scarce as time or money. Planning has to be focused to deliver satisfaction to those precious customers and clients and effective use of scarce resources is as critical as efficient use. Therefore, it is justified to pay attention to a separate marketing plan complementing, correcting - where necessary - and implementing the existing business plan.

In the marketing plan the central focus should be on the customer, the participant of the training programmes and - if applicable - their employers.

It is important to bear in mind that there at least three reasons why employers and employees participate in training programmes:

1. Because it is compulsory by law or delegates are sent by their superiors.
2. Because the delegate involved wants to participate in order to increase his/her knowledge and/or improve his/her work performance.
3. Because the delegate wishes to improve his/her status by successfully participating in a training programme.

All above-mentioned reasons are relevant for the training centre and should be taken into consideration.

Market research

Regular market research is fundamental for each provider of training services. This market research should be focused on at least three elements:

- What kind of training is and will be needed in the road transport industry?
- Who are your potential clients?
- What kind of training do potential clients think they need?

The problem is that those elements do not need to coincide. This 'problem', however, can easily be transformed into an opportunity for the training centre.

Therefore, a training centre needs to do regular training needs assessments.

The information needed can be divided into the following components:

- Information about the environment.
- Information about competitors.
- Information about customers.
- Information about pricing of training services (affordability).
- Information about effectivity of marketing activities.
- Information about feasability of new business opportunities.

Important sources of information for the Training Centre should be ABADA, especially for secondary sources of data, but also for primary data. Questionnaires can be used complemented by visits to a sample of members of ABADA to assess their real and perceived training needs.

Also use should be made of the participants of training programmes and their employers - if applicable -. After completing a training course, oral evaluation techniques and questionnaires can be used to identify their further training needs. This information should be processed in a systematic way.

Marketing strategy

The Training Centre wants to remain the major player in the training market of the road transport industry. Although there is not yet much competition in this field, the Training Centre should try to deliver training according to the highest quality standards. The training services, therefore, will not cheap, but providing value for money.

The competitive advantage of the Training Centre is its structural relationship with ABADA, the association of international road carriers of Azerbaijan. This facilitates the marketing of its programmes to most of its potential clients operating internationally in the road transport. But also the nationally operating companies have to be considered as potential clients.

The planning process has to become routine for the management of the Training Centre. The planning process involves a one-year, four-months and a one-month time horizon. This planning is communicated to ABADA, which distributes it along its own network of members.

However, direct marketing techniques could also be used by the Training Centre as well as the production and distribution of an annual brochure with details on the Training Centre, training programmes, application and registration forms, etc.

In its promotional activities emphasis should be put on the fact the training programmes are fully compliant with European standards and that the Training Centre is part of wider network of professional training centres in Europe. Accreditation by the IRU Academy should seriously be considered.

Table: Marketing Action Plan

Tasks 2000	Months											
	1	2	3	4	5	6	7	8	9	10	11	12
Discussion Marketing Plan	▓											
Adoption Marketing Plan	▓											
Preparing plan training activities for 2001	▓											
Adoption plan training activities for 2001	▓											
Production brochure 2001	▓											
Direct marketing training programme 2001		▓										
Advertisement		▓										
Distribution brochure 2001		▓										
Advertisement each time before start training programme		▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Prepare Training Needs Assessment		▓	▓									
Carry -out Training Needs Assessment				▓	▓							
Organisation Workshop on Training Needs Road Transport						▓						
Preparing plan training activities for 2002									▓	▓		
Adoption plan training activities for 2002											▓	
Production brochure 2002											▓	
Direct marketing training programme 2002												▓
Distribution brochure 2002												▓
Evaluation performance 2001												▓

Management control

Management control has to do with monitoring the implementation of the plans; to make sure that the plans will work; and to intervene when necessary and correct the original planning. Management control is a continuous process and therefore structures have to be created to facilitate the management control activities.

The Training Centre should adopt a multiple time-horizon planning (1 year; 4 months; 1 month), which facilitates the monitoring of the implementation of the plan and enables corrective measures. Also a management information system should be installed to monitor in detail the revenues and expenditures of each of the training activities.

Also permanent management control on the quality of the delivered services is essential for the further development of the training centre. Obviously, each course is being evaluated by the Training Centre by using questionnaires to be filled by the participants. Also post-assessment questionnaires may be developed both for participants of former training programmes as well as for their employers - if applicable. Important also is to obtain feedback on passing rates if the exam is being carried out by an external body as in the case of CPC and ADR programmes.

10   GENERAL RECOMMENDATIONS

1.   Companies should be encouraged to seek to ensure that the problems of anticipated skills shortages are understood at senior management level and taken into account in strategic planning.

2.   To make sure there will be enough skilled professional drivers in the next five years, a careers awareness campaign aimed at school leavers covering opportunities in transport should be developed with the full participation of employers and supported by ABADA.

3.   ABADA should try to convince companies of the importance of providing vocational transport career paths within their organisations.

4.   The Training Centre should elaborate a marketing plan and implement the selected marketing strategy together with the association to promote its training activities.

5.   The Training Centre should apply at the IRU Academy for accreditation of its CPC programmes for road transport operators. The IRU accreditation is a quality certification of professional recognition, which can be used as a promotional tool. Also the path towards ISO 9002 quality certification may be considered in the next future. This is all the more important because of the emerging competition of existing and new training centres in Azerbaijan.

6.   The training programmes should be offered in various forms and packages to enable the whole potential client group to participate. The trainers and the training centre should be aware that it is possible to develop even shorter, closely targeted training programmes capable of delivery on an in-company basis.