



# MANAGERS HANDBOOK

**eduSOIL & Design for Change (DFC)**  
*Systems, Sustainability & Delivery Support Roles*

**Applies to:** All eduSOIL Manager roles

***Building the systems, structures and conditions that allow people and programmes to thrive.***

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# 1. HANDBOOK OVERVIEW

This handbook sets out the purpose, responsibilities, boundaries and development pathways for **Manager roles** within eduSOIL and Design for Change (DFC).

Manager roles are senior, delivery-led leadership positions focused on building the systems, infrastructure and sustainability that enable high-quality education, wellbeing and youth leadership programmes to operate safely and effectively.

These roles are not advisory, honorary or purely strategic. They exist to:

- Support real delivery through strong systems and coordination
- Reduce founder dependency by strengthening organisational capability
- Enable ethical growth and sustainability
- Support Programme Directors and delivery teams to succeed

This handbook should be read alongside:

- Programme Directors Handbook
- Assistants Handbook
- Finance, Fundraising & Governance Handbook
- Wellbeing & Learning Systems & Innovation Handbook
- Products, Sales & Marketing Handbook
- Safeguarding & Wellbeing Policies

# 2. PURPOSE OF VOLUNTEERING AT eduSOIL

Volunteering at eduSOIL and Design for Change (DFC) is **delivery-led, values-driven, and impact-focused**.

Volunteers are not “extra help” or peripheral support. They are skilled contributors who play an active role in delivering education, wellbeing, youth leadership, and social innovation programmes in Northern Ireland, South Africa, Sudan - and internationally.

Across eduSOIL and Design for Change, volunteers:

- Contribute real skills to real work
- Support children, young people, educators and communities
- Strengthen organisational sustainability, systems and reach
- Work alongside staff, directors and partners as peers
- Engage in reflective, wellbeing-informed practice

Volunteer roles are intentionally designed to:

- Build mutual value (for the organisation and the volunteer)
- Respect professional expertise and lived experience
- Create access for people who may not have routes into paid work
- Support leadership development, employability and progression
- Strengthen intercultural understanding and global collaboration

**Manager roles at eduSOIL exist to:**

- Build and maintain systems that enable safe, ethical delivery
- Reduce founder dependency through shared leadership
- Support sustainability, income stewardship and organisational learning
- Translate strategy into practical, repeatable processes
- Protect safeguarding, wellbeing and learning integrity as the organisation scales

Managers do not replace Programme Directors. Instead, they **enable Programme Directors to focus on delivery leadership** by holding functional, system-level responsibility.

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### 3. WHO OUR MANAGER ROLES ARE FOR

Manager roles at eduSOIL and Design for Change are designed for individuals who want to apply their **functional expertise** to support delivery, sustainability and organisational systems within a values-led social enterprise.

These roles may be suitable for people with experience or interest in areas such as:

- Partnerships, business development or relationship management
- Fundraising, grant writing or income generation
- Finance, governance or organisational operations
- Marketing, communications or ethical sales
- Digital learning, platforms, product or systems design

Managers at eduSOIL are expected to:

- Be delivery-aware, even when working in systems or support functions
- Build tools, processes and structures that help others deliver well
- Work collaboratively with Programme Directors and teams
- Model ethical, safeguarding-aware and wellbeing-informed practice
- Support volunteers or assistants aligned to their function

Manager roles are appropriate for individuals who:

- Bring professional skills or transferable experience
- Enjoy enabling others rather than being the central deliverer
- Are comfortable working in evolving, mission-driven environments

- Are interested in contributing to organisational growth and sustainability
- Can hold responsibility with care, clarity and humility
- Are motivated by impact, equity and ethical leadership

Manager roles may suit people with backgrounds in:

- Finance, governance or compliance
- Fundraising and grant management
- Digital systems, learning design or innovation
- Sales, marketing and product design
- Creativity, communications and storytelling
- HR, people operations and volunteer systems

Manager roles are designed with a **clear pathway to paid employment**, subject to relationship building, demonstrated contribution and organisational funding.

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## 4. ORGANISATIONAL CONTEXT: eduSOIL & DESIGN FOR CHANGE

### 4.1 eduSOIL (Northern Ireland, South Africa, Sudan, India)

eduSOIL is an award-winning international arts, wellbeing and education social enterprise addressing:

- Youth mental health and emotional wellbeing
- Access to education
- Social cohesion and belonging
- Youth-led social action

We work through:

- Community arts
- Mindfulness and yoga (including Mindfulness-Based Stress Reduction – MBSR)
- Education partnerships
- Youth leadership through the Design for Change movement

#### Impact

- 16,000+ participants reached
- Programmes delivered across 12 countries
- Strong focus on Black, Asian, migrant, refugee and underserved communities

#### Evidence & Links

- Website: <https://www.edusoil.com>

- Structure and Governance: <https://www.edusoil.com/structuregovernance.html>
- Impact: [https://www.edusoil.com/ni\\_impact.html](https://www.edusoil.com/ni_impact.html)
- Research & documentation: <https://www.edusoil.com/research.html>

eduSOIL began as a grassroots, voluntary association in the Philippines in 2011, delivering self-funded/private donor-driven programmes across SE Asia and India until 2014. eduSOIL NPO (2015, SA) has been partners with Design For Change since 2015 and works through partnerships with schools, NPO's and corporates. Since 2018, eduSOIL Pty Ltd (2015, SA) has overseen programmes in Sudan in partnership with schools and parent networks. eduSOIL CIC (2022, UK) is an Arts Council of Northern Ireland Awardee and works through long-standing partnerships with schools, universities, NGOs and global networks. Through its SA and UK based entities, eduSOIL continues to deliver programmes in SE Asia, India and globally, particularly through partnerships with the Design For Change movement.

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## 4.2. Design for Change (Global Movement)

Design for Change is a UN-recognised global movement empowering children and young people to drive social change using the **FIDS framework** (Feel–Imagine–Do–Share).

### Global Reach

- 2 million+ young people
- 60+ countries

### International recognition includes

- LEGO Re-Imagine Learning
- INDEX Award
- Commonwealth Good Practice Award

### Global & Regional Evidence

- Global network: <https://www.dfcworld.org>
- Stories of Change: <https://stories.dfcworld.org>
- South Africa <https://dfcsouthafrica.com>
- Sudan: <https://designforchangesudan.com>
- Northern Ireland: <https://designforchangeneni.com>

eduSOIL leads Design for Change delivery in Northern Ireland and has previously established and led DFC chapters in South Africa and Sudan, with deep contextual knowledge and trusted relationships in each location.

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## 5. THE eduSOIL and DFC LEARNING & LEADERSHIP SPINE

All eduSOIL and Design for Change (DFC) programmes operate within a single, coherent progression framework:

- **MEtime for Change** – personal wellbeing, reflection and grounding
- **Design for Change** – core methodology for youth-led action
- **Art for Change** – creative civic action
- **Virtual Youth Exchange** – intercultural dialogue and collaboration
- **Be the Change** – applied leadership and international representation
- **Student Council Leadership** – international representation and systems-level change

Managers play a key role in **supporting the integrity of this spine** by ensuring that systems, processes, tools and communications:

- Support progression rather than fragment it
- Enable developmentally appropriate participation and leadership pathways
- Clearly distinguish between participation, facilitation and leadership roles
- Embed safeguarding, wellbeing and ethical practice into delivery systems
- Reduce friction and confusion for Programme Directors, Assistants and partners

Managers ensure that infrastructure and systems **serve the learning journey**, rather than shaping or distorting it.

## 6. METIME FOR CHANGE AS A CORE WELLBEING METHODOLOGY

MEtime for Change is a core wellbeing and leadership methodology underpinning all leadership and systems roles at eduSOIL and Design for Change.

For Managers, MEtime for Change supports:

- Emotional regulation and self-awareness in leadership and systems work
- Reflective, ethical decision-making
- Sustainable contribution without burnout
- Wellbeing-informed support for teams and volunteers

Managers are expected to **apply MEtime principles** in:

- Planning, prioritisation and workload management
- Communication with Programme Directors, Assistants and partners
- Ethical judgement and boundary-setting
- Supervision, mentoring and support of others
- Designing systems and processes that protect wellbeing rather than erode it

Managers are not expected to lead wellbeing practice for the organisation, but they are expected to **embed wellbeing awareness into how systems and teams function.**

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## **7. THE ROLE OF MANAGERS AT eduSOIL**

Manager roles are grouped into the following functional areas:

### **Finance, Fundraising & Governance**

- Finance & Governance Manager (Treasurer role)
- Fundraising & Grant Writing Manager

### **Wellbeing & Learning Systems & Innovation**

- Systems & Service Design Manager
- AI Analytics Manager
- Programming & Development Lead

### **Products, Sales & Marketing**

- eCommerce & Product Design Manager
- Marketing & Sales Manager
- Marketing & Sales Assistant

### **Creativity & Communications**

- Illustration Lead
- Videography / Media Lead

### **Human Resources & Volunteerism**

- People, HR & Volunteer Operations Manager

Managers work cross-functionally and do not operate in silos.

These roles exist to:

- Build, maintain and improve systems that enable safe, high-quality delivery
- Enable Programme Directors and Assistants to focus on participant impact
- Support ethical growth, sustainability and clarity of organisational offer
- Line-manage or mentor relevant Assistants or junior contributors (where assigned)
- Translate organisational strategy into practical, repeatable processes, tools and assets

Managers are not typically responsible for direct delivery with children and young people. However, they are expected to be **delivery-aware**, safeguarding-informed and wellbeing-informed, with a clear understanding of organisational boundaries, ethical practice and duty of care.

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## 8. SCOPE OF RESPONSIBILITY & AUTHORITY

Managers typically hold responsibility for:

- Functional planning, prioritisation and workload coordination
- Developing and maintaining systems, templates and workflows
- Supporting income generation, sustainability and compliance (where relevant)
- Supervision or mentoring of role-aligned Assistants or contributors (where assigned)
- Providing functional guidance and problem-solving support to Programme Directors
- Contributing to organisational learning, evaluation and continuous improvement

Managers do not hold statutory or fiduciary responsibility. Authority is **delegated, role-specific and bounded**, with final accountability held by the **Founder & CEO** and the **Board of Directors**.

Managers are expected to exercise judgement, communicate clearly, and escalate risks or concerns appropriately.

Final accountability rests with the Founder & CEO and the Board (where applicable).

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## 9. RELATIONSHIP TO FOUNDER, PROGRAMME DIRECTORS & TEAMS

Managers work closely with:

- **Founder & CEO** – strategic direction, priorities, alignment and escalation
- **Programme Directors** – delivery needs, coordination, quality assurance and safeguarding alignment
- **Operational roles** – coordinators, Assistants and volunteers (as relevant to function)

Leadership at eduSOIL is **collaborative and relational**, not rigidly hierarchical. Managers are expected to contribute to a culture of:

- Trust and transparency
- Clear communication and accountability
- Reflective practice and shared learning
- Respect for roles, boundaries and lived experience

- Managers play a key role in holding the organisation together operationally while supporting others to lead and deliver well.
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## 10. SAFEGUARDING

All Managers operate within eduSOIL’s safeguarding and wellbeing framework and are expected to model wellbeing-informed leadership.

### 10.1 Safeguarding, Vetting & Training

Managers complete role-appropriate vetting via Volunteer Now where required:

Volunteer Now: <https://www.volunteernow.co.uk/>

Managers also complete role-appropriate safeguarding training:

- Safeguarding Children – Level 2 (CPD Online)  
<https://cpdonline.co.uk/course/safeguarding-children-level-2/>
- Child Protection Practice (CI-NI)  
<https://www.ci-ni.org.uk/events/child-protection-practice-88/>

Managers must ensure their systems and communications are safeguarding-aware (especially marketing, digital storytelling, online learning environments, and partner comms).

Safeguarding procedures are documented in:

- eduSOIL Training & Induction Manual
  - Risk & Safeguarding Assurance Summary  
(Shared during induction and hosted on eduSOIL systems.)
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## 11. WELLBEING TRAINING, SELF-CARE & COMMUNITY

At eduSOIL, we recognise that much of our work is made possible through the time, skills and care offered by volunteers and senior volunteer leaders. While we are not always able to remunerate all contributors financially, we are committed to **“paying” volunteers by investing organisational time, facilitation expertise and leadership attention into their wellbeing, learning and sense of belonging.**

Our training and weekly practice spaces are therefore a deliberate organisational commitment rather than an optional benefit. They provide:

- Regular spaces to unplug, breathe and de-stress
- Lived experience of the programmes we offer and their benefits
- A foundation for reflective, wellbeing-informed leadership

- Opportunities to connect with members of our global community

Through shared practice, all volunteers can participate in free monthly **MEtime for Change** sessions for adults, and in age-appropriate sessions for young people where relevant safeguarding checks and supervision are in place. These spaces are central to building trust, relational depth and a strong sense of community across staff and volunteers.

All volunteers are expected to spend **at least one hour per week** in shared wellbeing practice. This time **counts as part of agreed volunteer hours**, recognising that caring for ourselves is integral to caring for our mission.

As busy professionals, this is a gift we give ourselves: volunteering our time, attention and presence to the present moment — despite the many demands we carry. By consciously volunteering time to self-care and reflection, we build the capacity to offer our best to our common cause and to the communities we serve.

As such, wellbeing at eduSOIL is not optional; it is treated as a **core leadership and delivery capability**. Volunteers are required to participate in the same wellbeing foundations expected across the organisation.

### 11.1 Mindfulness-Based Stress Reduction (MBSR) - Light

- 8-week programme with 1 hour of guided practice per week as opposed to the full 2.5 hours of a full MBSR course
- Completed during the first two months of engagement (or at the earliest available cycle)

### 11.2 Weekly Guided Reflective Practice

A facilitated weekly space integrating MBSR, MEtime for Change and other eduSOIL Wellbeing methodologies that include:

- Mindful movement and/or yoga
- Meditation and breath-based regulation
- Reflective inquiry, journalling
- Mandala colouring and affirmations

### 11.3 Ongoing Wellbeing-Informed Culture

Across the full term, Assistants are expected to model:

- Reflective journalling
- Peer dialogue and exchange
- Values-led integration into work and decision-making

## 12 DELIVERY, SYSTEMS & ACCOUNTABILITY

Managers are accountable for:

- Progress against agreed functional priorities
- Quality and usability of systems, templates and workflows produced
- Use of organisational systems (Skool, monday.com, CRM/accounting tools as relevant)
- Clear documentation and transparency
- Supporting monitoring, evaluation and organisational learning

Accountability is maintained through:

- Regular check-ins with the Founder & CEO
- **Two-week planning and review cycles** (priorities set, work delivered, learning captured, adjustments made)
- Reflective practice and improvement, rather than punitive performance management

## 13. TIME COMMITMENT, LOCATION & WAYS OF WORKING

Manager roles are:

- Senior volunteer / hybrid leadership roles
- Typically **4 - 10 hours per week**
- Remote or hybrid, with NI presence preferred for certain functions where beneficial
- Flexible, but requiring reliability, consistency and clear communication

Managers operate within shared systems to ensure clarity, safeguarding, continuity and accountability:

### 13.1 E Learning platform + online community software

Used for:

- Induction and onboarding
- Wellbeing programmes (including MBSR)
- Reflective practice and leadership learning
- Community interaction and peer exchange

### 13.2 Online Project Management platform and Google For Non-profit Workspace

Used for:

- Delivery planning and timelines
- Task allocation and supervision
- Collaboration and documentation

- Handover and continuity

Access is role-appropriate and safeguarding-informed.

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## **14. SUPPORT, SUPERVISION & REFLECTIVE PRACTICE**

Managers receive:

- Direct support from the Programme Directors, Founder & CEO
- Role-relevant access to organisational systems
- Structured reflective practice spaces
- Peer learning across the leadership team

eduSOIL aims to ensure leadership roles are sustainable and developmental, not extractive.

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## **15. PATHWAY TO PAID EMPLOYMENT & PROGRESSION**

Manager roles are designed with a pathway to paid employment, subject to:

- Relationship building and trust
- Demonstrated systems leadership and delivery support
- Organisational funding and growth
- Mutual agreement on role scope, outcomes and expectations

Progression is not guaranteed, but it is intentional and transparent.

# APPENDIX 1: ROLE MAP

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## A. PROGRAMME DIRECTORS (DELIVERY LEADERSHIP)

**Primary accountability:** programme quality, safeguarding, partnerships in delivery, mentoring, learning integrity.

- Programme Director – Design for Change Northern Ireland
  - Programme Director – Design for Change South Africa
  - Programme Director – Design for Change Sudan
  - Wellbeing Programmes Director – eduSOIL Global
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## B. MANAGERS & LEADS (SYSTEMS, SUSTAINABILITY & SCALE)

### B.1. Finance, Fundraising & Governance

- **Finance & Governance Manager**  
(Treasurer, UK filings, payroll, governance, risk)
- **Fundraising & Grant Writing Manager**  
(pre-award fundraising strategy, bids, narratives)
- **Finance Officer (Contracted)**  
(technical accounting review, continuity)
- **Finance & Governance Assistant**  
(day-to-day invoicing, bookkeeping, post-award grant tracking)

**Note:** Partnerships & Growth Manager removed — absorbed across Fundraising, Sales, Programme Directors.

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## B.2. Wellbeing & Learning Systems & Innovation

- **Systems & Service Design Manager**  
(UX, service design, cross-platform journeys, onsite + online + hybrid)
- **AI Analytics Manager**  
(learning analytics, evaluation, ethical AI, insights, no-code MVP strategy)
- **Programming & Development Lead**  
(integrations, APIs, automations, builds, technical execution)

Learning design, progression and safeguarding in learning now live **across these three roles**, with clear RACI (below).

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## B.3. Products, Sales & Marketing

- **eCommerce & Product Design Manager**  
(storefront, productisation, pricing logic, user journeys, monetisation)
  - **Marketing & Sales Manager**  
(pricing strategy, funnels, partnerships, campaigns)
  - **Marketing & Sales Assistant**  
(campaign delivery, content, coordination)
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## B.4. Creativity & Communications

- **Illustration Lead**
- **Videography / Media Lead**

(Delivery of creative assets in line with safeguarding, consent and brand guidance)

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## B.5. Human Resources & Volunteerism

- **People, HR & Volunteer Operations Manager**  
(recruitment admin, onboarding, records, wellbeing, volunteer lifecycle, employee volunteers)

HR Assistant role removed (as requested).

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## **C. ASSISTANTS (DELIVERY, COORDINATION & EXECUTION)**

### **C.1. Programme Coordination & Growth Assistants**

*(Project coordination absorbed here)*

- Northern Ireland Outreach & Growth Assistant
- South Africa Outreach & Growth Assistant
- Sudan Outreach & Growth Assistant

#### **Supports:**

Programme Directors + Managers across delivery, partnerships, MEL, comms, finance coordination.

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### **C.2. Programmes Facilitation Assistants**

*(Individuals & Employee Volunteers)*

- Programme Facilitation Assistant – Individuals
  - Programme Facilitation Assistant – Employee Volunteers
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### **C.3 Learning Support**

- **eLearning & Instructional Design Assistant**  
(content structuring, LMS support, learning materials)
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### **C.4 Administration & Executive Support**

- **Administration Assistant (Outward-Facing)**  
(clients, schools, partners, participants, onboarding, records)
- **Executive Assistant (Founder Support Role)**  
(link between Founder & leadership team)

## APPENDIX 2: HIGH-LEVEL RESPONSIBILITY & RACI MAP

This is the **MASTER MAP**, with role-specific RACIs nested inside each handbook.

### PROGRAMME DIRECTORS

**Accountable for:**

- Programme delivery & quality
- Safeguarding in practice
- Partnerships in delivery contexts
- Mentoring youth, educators, volunteers
- Learning integrity in lived delivery

**Consulted on:**

Digital, product, pricing, fundraising decisions affecting delivery.

### FINANCE, FUNDRAISING & GOVERNANCE

Area	Accountable
Fundraising strategy (pre-award)	Fundraising & Grant Writing Manager
Post-award grant stewardship	Finance & Governance Assistant

Financial records & prep	Assistant → Officer
Statutory filings & payroll	Finance & Governance Manager
Governance & risk	Finance & Governance Manager
Budget reality checks	Programme Directors (C)

## WELLBEING & LEARNING SYSTEMS & INNOVATION

Area	Accountable
Service design & UX	Systems & Service Design Manager
Learning integrity & progression	Systems & Service Design Manager
Safeguarding in learning systems	Systems & Service Design Manager
AI analytics & evaluation	AI Analytics Manager
Ethical AI boundaries	AI Analytics Manager
Technical builds & integrations	Programming & Development Lead

Founder & CEO = **final sign-off** on high-risk decisions.

## PRODUCTS, SALES & MARKETING

Area	Accountable
Pricing & monetisation	Marketing & Sales Manager
Storefront & user journeys	eCommerce & Product Design Manager
Product packaging	eCommerce & Product Design Manager
Campaign strategy	Marketing & Sales Manager
Campaign delivery	Marketing & Sales Assistant
Revenue alignment with delivery	Programme Directors (C)

## CREATIVITY & COMMUNICATIONS

Area	Accountable
Illustration assets	Illustration Lead
Video & media assets	Videography Lead
Consent & safeguarding	Programme Directors (A)
Narrative alignment	Marketing & Sales Manager (A)

## HUMAN RESOURCES & VOLUNTEERISM

Area	Accountable
Volunteer recruitment & onboarding	HR & Volunteer Ops Manager
Employee volunteer programmes	HR & Volunteer Ops Manager
Records & compliance	HR & Volunteer Ops Manager
Wellbeing & retention	HR & Volunteer Ops Manager

## ADMINISTRATION & ASSISTANCE

Area	Accountable
Client & participant admin	Administration Assistant
Internal coordination	Outreach & Growth Assistants
Founder support	Executive Assistant
Learning content support	eLearning Assistant