Doc 2.8. Example TREE staff role descriptions

All staff should have the skills, flexibility and sensitivities to deal with the diversity of the TREE target groups and be open and willing to participate in the training and other activities.

National level

National programme coordinator

They are the officer in charge of the overall implementation of the programme and head the national TREE team. They are responsible for gender mainstreaming into the TREE programme and day-to-day coordination among participating agencies. Their duties and responsibilities include the following:

— coordinates and monitors the activities of the national TREE team;

— prepares the programme's annual budget for approval by the head of the agency and manages the use of such funds;

— ensures that gender issues, disability and other relevant diversity issues are properly addressed in all aspects of the TREE programme and is able to provide or organize the necessary training for other staff on these issues;

— coordinates the adaptation and development of tools and processes to suit the specific socioeconomic requirements in the programme area as these tools (survey questionnaires, monitoring forms, etc.) will be needed for implementing the TREE methodology;

— reviews and takes action when necessary on all incoming reports and communications from the regional or local TREE teams relating to programme implementation i.e. documentation on the selection of the programme sites, survey reports and feasibility studies, such as baseline surveys, consumer demand survey, etc., reports on the planning of skills training programmes, reports on completed skills training courses, reports on post-training monitoring and follow-up and financial plans for each programme cycle;

— represents the programme in meetings (internal and external) related to the TREE programme and prepares the necessary reports and papers;

— visits the local TREE teams and programme sites and provides technical assistance in the major areas/concerns of the methodology to programme officers;

— prepares terms of reference for hiring consultants required to conduct technical support studies; works closely with the consultants for the duration of the their work; and reviews and makes comments on the submitted studies and ensures their completion in line with the terms of reference;

— prepares proposals that will facilitate/improve programme implementation;

— acts as resource person/discussant during seminars or workshops in topics related to the TREE programme;

— schedules and presides over regular staff meetings;

— prepares bi-monthly or quarterly progress reports and other monitoring reports as required; and

— ensures that the experiences of the TREE programme are properly documented.

Socio-economist

The socio-economist works under the direction of the national programme coordinator and with the assistance of local TREE teams. They are responsible for the planning, implementation and coordination of the various socio-economic surveys (i.e. community profile, consumer demand surveys, feasibility studies, etc.) that need to be undertaken prior to training needs assessments as well as for the planning and implementation of post-training support.

They are also responsible for supervising and coordinating the activities of team members and community support teams at the regional and local level in placement activities and other post-training follow-up support, developing guidelines in this area for use of the local TREE teams and providing technical assistance as necessary. They shall likewise liaise with the relevant organizations active in post-training support activities such as credit assistance, marketing, consultancy, etc.

National training specialist

The training specialist is responsible for the planning, implementation, monitoring and evaluation of the TREE training programmes. This covers training needs assessments, the review of training proposals, technical supervision and monitoring of training programmes, conduct of tracer studies and preparation of reports on training activities.

The national training specialist reports to the national programme coordinator. This may be a single post or divided into the two or three posts described below:

— entrepreneurial training specialist;

— instructors' training and training delivery specialist (in charge of programme-specific instructor training and training delivery, providing guidelines and technical assistance to the regional officers in this area);

— national programme officer for curriculum development and course evaluation (responsible for the development of new training curricula, in collaboration with the regional staff and local instructors, as well as for course evaluation).

Additional positions or consulting expertise

micro- and small-enterprise development specialist;

— gender and/or diversity specialist;

— community development specialist;

— documentation and evaluation officer;

— officer for placement and follow-up services.

Administrative and finance assistant

Needed to provide support to the TREE programme in financial, logistics, and administrative matters. They are in charge of cash records and disbursements, procurement, operation and maintenance of programme office, personnel records, and related functions. Under the supervision of the national

programme coordinator, the administrative assistant prepares payments and budget requests. In small-scale pilot programmes the administrative and finance assistant also takes on secretarial tasks.

Local TREE teams

Local TREE coordinator

They head the local TREE team and are responsible for the management, coordination and administration of all programme activities in the programme site. Specifically, they shall:

— be responsible for the general planning, programming and organization of TREE activities and programmes in the locality including interagency coordination;

— coordinate the conduct of the various assessment surveys and feasibility studies in the TREE community;

— prepare and organize training of trainers' programmes on gender mainstreaming, instructional methodology and technology transfer;

— supervise the delivery of training and posttraining support and ensure prompt and adequate provision of resources and inputs necessary to undertake such activities;

— monitor overall programme implementation in the community and prepare necessary progress reports;

— maintain close coordination with the national TREE team;

— establish and maintain close working relationship with GOs and NGOs that are active in the promotion of employment in general and skills training and related activities (credit in particular).

Local socio-economist

They shall :

— be responsible for the various socio-economic surveys that need to be undertaken prior to training needs assessment (baseline surveys including community profiles, identification of economic opportunities, feasibility studies, etc.);

— be responsible for the planning and implementation of post-training support;

— assess the need for and assist the graduates in post-training support such as business plan/proposal preparation, access to credit, product development, marketing, product promotion and other services related to the establishment of microand small-scale businesses with the assistance of programme partners as appropriate

— explore, liaise and maintain close collaboration with government and non-governmental organizations involved in post-training support, such as credit, product development technologies, marketing and product promotion;

— liaise with local placement services, where they exist, and with employers' organizations and other business associations to help graduates find wage employment;

— in collaboration with the local training officer, analyse information from the record of the TREE graduates' employment status and propose strategies to improve their situation.

— prepare and submit the required reports as necessary.

Local training officer

They will, together with the training providers:

— organize and undertake training needs assessment activities based on the results of the survey of economic opportunities and feasibility studies that will have been undertaken in the TREE community.

— analyse and review results of the training needs assessment surveys with the TREE partners responsible for training provision and thereafter they shall prepare and submit reports on findings of the surveys as inputs to planning for training, curriculum development and instructors' training activities;

— be responsible for the training delivery process including the preparation of the training venue, provision of training tools and equipment, training supplies and materials, recruitment and hiring of instructors and monitoring of on-going training programmes;

— maintain an updated, sex-disaggregated record of the trainee-graduates of TREE training programmes including disability and other diversity characteristics and keep close contact with and monitor all graduates employment status;

— review enrolment and terminal reports prepared by the training providers and ensure their completion in accordance with the terms of reference;

— prepare analytical synthesis reports on training, as required.

Trainer

In view of the unique design and goals of community-based training, several competencies and personal attributes are required for trainers to be effective. This includes the following:

— Competence in his/her Trade Area - The trainer should be thoroughly competent in the trade that he/she is asked to teach. He/she must also be conversant with knowledge and information such as those pertaining to the creation of income generating activities along his/her line of expertise. The level of motivation of the training participants is also dependent on how favorably they perceive the competence of their trainers. The trainers are looked up to as role models and are therefore expected to earn the respect of the trainees and the community.

— A strong personal desire to teach - Possibly no single factor in the complex group of qualities and abilities leading to good instruction is as important as the love for teaching. The trainer must have an inherent desire to help people. The trainer must have that patience to create a learning climate, which would persistently show, tell, and guide the adult trainees until they have acquired the necessary competencies and to be able to make full use of them.

— Resourcefulness and creativity - The methods that work well for one individual or for one lesson, may not be effective in another situation. A good trainer is alert to the early signs that indicate confusion, misunderstanding, or lack of interest on the part of the trainees. He/she must, right there and then, instantly adapts courses of action to correct the difficulty. The trainer must be quick to modify his instruction in a way, which the trainees understand and learn. One of the most important things that a trainer needs to master is the learning pattern of the adult trainees.

— Most notable is the point that with adult learners, variation of methodologies to be employed is critical. Younger trainees may exhibit a wide range of abilities, talents, and interests, to a learning situation; adults, on the other hand, may bring in actual life experiences and even more.

— Community-based trainers are expected to possess skills in basic instructional techniques. This covers skills in presenting a lesson, facilitating learning situations, and assessing the effectiveness of training. A competent trainer will prepare the training plan and strategies to ensure that:

   o there is maximum participation and interest in the learning process

   o the best use is made of the participants' time

   o the planning of the lesson relates to objectives of their planned post-training economic activities

   o the planning is flexible enough to capitalize on special interest or unique experience of the trainers

   o there is a respect for individual needs and rights of the adult learners.

— Knowledge and skills in training evaluation - A good trainer should constantly monitor if the trainees are actually acquiring new knowledge and skills. This can be done continuously and periodically through oral and/or written questions, skills, or performance tests. It should be emphasized that the primary purpose of the tests is not to rate a participant, nor to let him/her pass or fail, but rather to assess the amount and quality of learning and thereby reinforce the instructions, if necessary.

— Ability to work well with Project Officers and staff, with the community leaders and stakeholder, and with the trainees themselves - The Training participants are people with varied backgrounds and idiosyncrasies. The trainer should develop a quality of searching for causes and solutions, assisting participants to discover productive things for themselves as much as possible.

— Similarly, trainers must also work in harmony with the other members of the Project staff, leaders of the community, fellow trainers and with supervisors.

— An understanding of, and commitment to community enterprise and rural development