



Training and Development Needs Assessment

Pu Luong Nature Reserve Thanh Hoa Province

May 2003

Summary

A training needs assessment was undertaken at Pu Luong Nature Reserve in order to determine specific work related needs and provided a basis for developing a training plan for the Nature Reserve. Staff from the Reserve were interviewed in small group sessions using participatory methods to identify needs. Five key areas were identified as having high priority for training:

- Communication skills (including report writing, presentation and awareness raising skills, negotiating community conservation and management agreements and English language skills);
- Field Craft (including First Aid, field navigation and map making using GPS, camp building skills, guiding ecotourist skills); Enforcement (Preparation of formal reports of offences and cases for court; issuing formal warnings and guidance; and planning and implementing patrol and enforcement activities);
- Natural Resource Management (including natural resource management, planning and organization; protected area management, cave management; agro-forestry methodologies);
- Biodiversity (Biodiversity survey and assessment skills (including cave survey and specimen preparation skills); and
- Administration (including proposal writing).

Presentations and discussion of these findings were given to District FPD staff from Lac Son, Mau Chau and Tan Lac, Hoa Binh Province. A provisional training strategy is proposed which will form a key component of the Project's capacity building activities at the Reserve.

Introduction

Staff development is concerned with enabling staff to gain the skills, knowledge and understanding to work effectively and efficiently. Training development should be designed and delivered to meet clearly identified needs. The needs analysis will not be useful if the necessary skills, and knowledge are not identified. The identification of this information is considerably more effective when undertaken in a participatory manner at all levels of an organizational structure, rather than when senior managers alone identify the needs.

Most of us learn in a number of different ways, and many learning style theories have been proposed. Individuals differ in their learning ability and we learn through reflection, discussion, experimentation and instruction. Therefore, it is important to recognize that there are many ways for people to gain skills, knowledge and understanding, and formal training is only one of these. Training is best designed to take into account both the competencies, which need to be developed, and the various learning styles. A training strategy must encompass direct practical experience, mentoring processes, whereby staff work with more experienced colleagues or consultants, through sharing ideas and new experiences with staff and other projects, perhaps through site visits and through reflection, reading and self-study and through more academic and formal training.

This report provides an overview of the results of a training and development needs assessment (TDNA) carried out at Pu Luong Nature Reserve (PLNR) by the Pu Luong-Cuc Phuong Conservation Project (PL-CP) in March/April 2003. It will be used as the basis for developing a training plan for the Nature Reserve and other stakeholders in Hoa Bin and Ninh Binh Provinces.

Methods

Training needs and development assessment strategy was prepared by project staff through review of available literature, outside correspondence and internal discussions. The aim of the process was to define and prioritise competences that staff feel are most relevant to their existing job descriptions; identify existing knowledge and skills; identify knowledge and skills gaps; identify difficulties that staff face in carrying out their work and determine suggestions of how these could be overcome and to determine priorities for training and development to bridge training gaps.

This strategy comprised four stages:

- Initial scoping and data collection;
- Participatory staff assessment;
- Review, feedback and finalization;
- Formulation of training and staff development strategy.

The first stage consisted simply of compiling relevant background information through informal discussions with PLNR staff and a review of key documents provided by the PLNR. This information provided the basis for the second stage of the assessment, which consisted of a series of structured discussion sessions with staff within the PLNR. The final stage consisted of a meeting of senior staff at the PLNR where the findings of the first and second stage were presented, reviewed and revised on the basis of recommendations made by senior staff, especially taking into consideration changes that are likely in the management of the Nature Reserve and to consider future needs in the management of the area that may not be evident to staff in the lower hierarchy. This final stage should be considered an ongoing process of

revision and reflection, given that training opportunities will arise during the course of project activities, however a provisional training plan has been developed.

Initial Scoping and Data Collection

Interviews and discussions were conducted with Reserve staff to gather information concerning the general management of the reserve. Information collected included assessments of obligations and objectives of the PLNR management board and priority activities for implementation within the current management period. In addition, the current staff situation at PLNR was examined to enable the project to understand the qualifications and experience of existing staff, the staffing structure and job descriptions of current personnel.

Participatory Assessment

Participatory assessments were conducted at two levels, namely junior staff, forest rangers and middle to senior staff, i.e. Senior Rangers, Vice Director and Director of the Reserve.

Three ‘tools’ were used during the assessment sessions. Firstly, a Problem Analysis exercise was carried out to identify problems staff faced in their work (with special emphasis on problems that could potentially be addressed through training). Secondly, a Duties and Skills Analysis was undertaken to identify skills required for existing staff duties, these skills were then ranked these according to the participants need for further training. Thirdly, a series of job-specific competence checklists based on existing job descriptions and the consultation document ‘*Competence Standards for Protected Area Occupations in South East Asia*’ (ARCBC, 2000) was prepared. Individual staff completed the competence checklists and a simple scoring system used to determine the relative importance of these skills to determine staff training needs. Data generated using these three tools was then analyzed to determine the key training needs of PLNR staff.

Participatory Review & Feedback

A draft report was prepared that drawing together the information collected in Stages 1 and 2. This outlined the assessment of training and development needs of the Reserve. A meeting with Senior Staff from the Reserve enabled the documents contents to be discussed and forms the basis for the formulation of a training strategy for the Reserve.

Formulation of Training and Staff Development Strategy

The process described above will provide a sound basis on which to build a training and staff development strategy for Pu Luong Nature Reserve. The project will undertake a consultative process to design a staff training and development strategy and to determine the priority activities for project support.

Number of Staff Interviewed

It was the intention was to use departmental focus groups for the bulk of the participatory assessments; however, significant changes were made to the agreed schedule due to PLNR staff members being consistently unavailable. This resulted in only one group session being conducted. The remainder of the assessment consisted of individual discussions. In total, eight of the current 24 staff of PLNR were interviewed over the course of five sessions, including at least one member of staff for every post currently held at the PLNR, bar that of director and vice-director (see Table 1.0). Discussions regarding the training needs of the PLNR director and vice-director occurred during the course of the training meeting on the 28th of April.

Hoa Binh District FPD

In order to obtain ideas regards the training needs of the projects Hoa Binh FPD partners, presentation of the TNDA results was given to selected senior management from Hoa Binh,

Tan Lac, Lac Son and Mau Chau FPD. These were discussed and the needs of Hoa Binh staff determined and presented.

Table 1. Coverage of training needs assessment at the PLNR

| Post | No. of staff interviewed | Skills Analysis | Problem Analysis | Skills Checklist |
|------------------|--------------------------|-----------------|------------------|------------------|
| Planning Officer | 1 | Yes | Yes | Yes |
| Legal Officer | 1 | Yes | Yes | Yes |
| Accountant | 1 | Yes | NO | Yes |
| Station Chiefs | 2 | Yes | Yes | Yes |
| Forest Rangers | 3 | Yes | Yes | Yes |

Results

Staff Structure

The current organizational structure of the PLNR is depicted in Appendix 4.0. The Reserve has a total of 24 staff, with two Directors, twelve Regional Rangers, three Station Chiefs, and three in the Planning and Logistics sections, and one each in the Legal and Finance Section. There are three Ranger Stations located in Phu Le, Than Son and Co Lung Communes with each station comprising four – five staff, and two Ranger Stations with only one staff per station. Detailed Job Descriptions and staff skills are reported elsewhere. Six staff hold forestry degrees from Xuan Mai

One Station Chief (Nguyen Van Tho) graduated from Legal College and the Reserve Accountant (Le Thanh Hai) graduated from Finance and Accounting University. There are no staff that have received formal training in conservation, protected area management or biodiversity conservation, and no staff educated at Masters level. The Reserve Director reported that he they are intending to change the structure of the Reserve management, to include a ‘Biodiversity and Scientific section’.

The majority of the staff have forestry qualifications, eleven staff have BSC Forestry qualifications from Xuan Mai Forestry University; eight staff have Forestry Diplomas from a Forestry College and one has a Forestry Certificate from Forestry School.

Training Needs and Job Descriptions

Accounting Officer

The accountant’s primary role is to plan, manage and monitor expenditure of the Reserve’s budget and advise directors regarding its management following government policy. Duties include developing periodic plans for expenditure; submission of monthly reports and audits to provincial FPD as required; and liaison with planning officials to ensure disbursement of funds under the 661 program to forest protection contract holders. The key area identified for training was in accountancy skills and budget prediction and planning, though the post holder has a Degree in Finance and Accounting. The chief suggestion was for a short ‘improvers’ course in accountancy skills, including use of relevant accounting software.

Legal Officer

The primary role of the legal officer is to interpret the law and advise the PLNR directors and staff in relation to a wide range of relevant legal issues. Duties include resolving legal cases

and deciding penalties for offenders; devising local regulations for forest use and monitoring their compliance; assessing and promoting law enforcement; responding to local petitions and requests; managing violation records and ensuring accuracy of staff reports; and managing material evidence, as well as general equipment and stores. The key areas for training suggested were first and foremost, legal knowledge (via formal legal training), followed by organizational skills (via a short-training course and useful literature), report writing and communication skills (via a short-training course) and lastly, stores and equipment maintenance.

Planning Officer

Due to demands on staff time, only one individual was available for the assessment. On this basis, the role of the planning officer appears to encompass a relatively diverse set of tasks, the most relevant of which are mentioned here. These include devising and supervising the implementation of discreet projects; assisting the PLNR in devising work-plans for staff; organizing and supervising forest protection, management and fire prevention programs; resolving land disputes; maintaining records of land use for the PLNR; day to day office administration; and producing periodic reports for submission to provincial FPD. Key areas for training identified included (in descending order of priority): project design and management (via a short training course and/or study tours), biodiversity and conservation assessment and management (via a training course and staff exchanges), communication and negotiation skills (via a short training course), computer literacy (via a short training course) and cadastral skills (via a short training course).

Forest Rangers & Forest Station Chiefs

Forest rangers and station chiefs effectively represent the public face of the PLNR and perform a diverse range of duties. Shared duties include guiding local authorities in relation to forest protection and development (including creation of local forest use regulations); patrol and inspection of forest areas and supervision of their use; raising levels of awareness about forest laws; prevention and control of forest fire (during the dry season) and illegal activities e.g. hunting, logging, forest product trade; active ongoing liaison with the commune forestry departments; promotion of agro-forestry methods; assisting local authorities in making land and natural resource use changes compatible with conservation and maintaining accurate records of forest ownership; devising measures to combat illegal activities in 'hotspot areas'; monitoring road traffic; and guiding local authorities in recruiting appropriate personnel for commune forestry departments and village-level forest protection and fire prevention groups. Additional duties performed by station chiefs include: producing monthly station reports (based on similar reports produced by rangers); organization and supervision of ranger activities; and management of stores and equipment.

The most important areas identified as requiring training by station chiefs and forest rangers were (in descending order of priority): participatory methods and technical skills in agro-forestry (via on-site training from an agro-forestry expert), natural resource management planning and organization (no suggestion), collection and analysis of resource use data, leadership skills, communication and negotiation skills, forest fire prevention (all via short-term training), planning skills (expert advice), legal knowledge (relevant literature), and administrative management (via group training). Additional areas of special need for training (voiced during a separate discussion) included: equipment use, awareness-raising skills, and data analysis and report writing skills.

Problem Identification

A number of problems were identified that affect staff working at the Reserve.

- Excessive staff workloads due to staff numbers being insufficient to manage and manage an area the size of the PLNR (At present, only one forest ranger is responsible for one commune, in some cases one Ranger may be responsible for several communes;
- Low salaries and allowances compared to other professions;
- A lack of staff training program and other opportunities for further education and development;
- A general lack of supporting equipment; and
- Uneven distribution of work during the calendar year (partially due to the nature of the work). Staff are exceptionally busy during the dry season (largely as a result of fire protection activities) and relatively unoccupied at other times.

These difficulties are compounded by lack of local community support for forest rangers. Reasons for this were cited by the Forest Rangers as being due to high levels of poverty, natural resource dependence and poor understanding of local forest issues. However, lack of local support may be compounded by ineffective working practices centered around enforcement and policing activities, poor relationship building with the communities and poor methods of awareness raising. Current awareness-raising activities were felt to be inadequate to address this problem. This in itself identifies an important training need for the Reserve staff, as they are inadequately equipped in terms of knowledge, skills and attitude to work with communities effectively.

Other problems cited included the difficulty of developing an effective informant network due to close-knit relations in local communities and limited incentives available; insufficient legal powers on the part of forest rangers; and the difficulty of promptly dealing with emergencies due to a lack of communications equipment and limited staff numbers at the commune/village level.

Training Needs Analysis

All the high priority training needs identified through the needs analysis are presented in Table 2., a ranking (high, medium or low) has been designated to the final column. Summaries of this analysis, taking into account the priority areas that would have greatest benefit to number of staff and contribution to the conservation and management of the Reserve were compiled and are presented elsewhere.

Table 2. shows that there was a general correlation between the priorities identified by the Reserve Staff and Directorate. Some areas identified by the Staff for example Enforcement Skills, Negotiating Contracts and Socio-economic Survey Skills were considered a priority for the Reserve staff, but not by Senior Management. This indicates a lack of competence, perhaps in terms of confidence to do the task rather than lack of knowledge. Other areas such as Presentation and awareness Skills, Biodiversity and Conservation and various Field Craft skills were considered to be of high priority by all parties.

Table 2. Summary of results of training assessment meeting at the PLNR

| | Area/ Skill | Ranking by Reserve Staff | Ranking by Reserve Directorate | Ranking by Hoa Binh FPD staff |
|----|---|--------------------------|--------------------------------|-------------------------------|
| | Communication skills | | | |
| 1 | English language skills | * | High | High |
| 2 | Report writing skills | High | Medium | High |
| 3 | Presentation and awareness raising skills | Very High | High | Medium |
| 4 | Negotiating community conservation and management agreements | High | * | * |
| | Socio-economic survey skills | | | |
| 5 | Natural resource-use assessment | High | Low | High |
| 6 | Planning and implementing socio-economic surveys. | High | Low | * |
| | Management and capacity-building skills | | | |
| 7 | Natural resource management, planning and organization | Medium | High | Medium |
| 8 | Facilitating and coordinating capacity-building activities | High | * | * |
| 9 | Agro-forestry methodologies | High | Medium | Medium |
| 10 | Participatory methods | Medium | Low | * |
| 11 | Leadership skills | Medium | Low | * |
| 12 | Forest fire prevention skills | Medium | Low | * |
| | Biodiversity skills | | | |
| 13 | Biodiversity conservation, protected area management and cave management | Medium | High | High |
| 14 | Biodiversity survey and assessment skills (including cave management and specimen preparation skills) | High | High | (see 13) |
| 15 | Wildlife rescue (including rescue, short-term care and release techniques) | * | High | * |
| | Field craft | | | |
| 16 | First aid | High | Medium | Low |
| 17 | Field navigation and map-making using GPS | High | High | High |
| 18 | Camp building skills | High | Medium | * |
| 19 | Use of field survey equipment | High | High | High |
| 20 | Guiding eco-tourists | Medium | Medium | Low |
| 21 | Cadastral Skills | Medium | Low | * |
| | Administrative skills | | | |
| 22 | Computer literacy | Medium | High | High |
| 23 | Proposal writing | * | High | * |
| 24 | Digital camera use | * | High | * |
| | Enforcement skills | | | |
| 25 | Preparation formal reports of offences and cases for court; issuing formal warnings and guidance | High | Low | Low |
| 26 | Self-defence skills | High | Low | * |
| | Developing and managing informant networks | High | Low | * |
| 28 | Planning and implementing patrol and enforcement activities | High | Low | Low |

* = not ranked

Discussion

Training Needs Process

Firstly, the initial scoping revealed that no staff had specific academic training in forest conservation, biodiversity, rural resource management, education and other key areas, which are considered key foci for protected area management. Opportunities for staff to further develop their knowledge through Masters degree or other programmes should be encouraged and supported, in particular the fields of conservation, biodiversity and rural development. The current Director has already expressed the desire to study a Masters degree in Biodiversity. One member of staff (Hoan Chuyen) is currently employed as a Village Facilitator by the project and will develop knowledge in how to work effectively with local communities, socio-economic assessment, and village development planning and community forestry, to name a few areas. It is hoped that after the Project he will return to Phu Luong Nature Reserve and will be given a key position of responsibility in developing this area of the Reserves Management. Further academic study should be supported where appropriate.

One of the limitations of a Training Needs Assessment is that it only examines current skills necessary for the individual's jobs. It is highly likely, given the fluid and dynamic nature of forest conservation that duties and priorities may change in the future; the Reserve Director's planned change to the Reserve structure, to take into account biodiversity and local community issues, verified this.

Another problem with a TNA is that in certain respects, due to a lack of appropriate knowledge and skills, staffs do not know in what specific area they may need training. This is understandable and explains why some of the 'skills' listed, are much broader than others, for example, natural resource management and planning in comparison to first aid skills. In response to questions concerning what training they felt they needed and would provide the most benefit, both directors replied that training in nature reserve management and operation would be especially useful. When pressed for specific examples of training needs, staff were unable to do so, reflecting that this is a major knowledge gap in the staff at the Reserve and that this should be addressed through a combination of training methods.

There was remarkably little difference between training needs of senior management and other reserve staff. The most significant difference was regarding to enforcement and socio-economics, which were not regarded as necessary by Senior Reserve staff. This was because staffs have apparently already received training or guidance in these areas. However, it may be a reflection of the complexity and frequent occurrence of new legislation that creates a need for this to be increased at Junior staff level since the staff obviously feel that their currently knowledge is insufficient to undertake their work tasks in an effective manner.

The Reserve staff as a key area identified skills in managing tourists. Although tourism at the PLNR is presently limited, several staff (both station chiefs) also recognised a need for training in assessment and mitigation of tourism related impacts, due to the likelihood of its increased relevance in the future.

Training Strategy and Plan

Using the training needs assessment information as a guideline, and given the Projects specific knowledge of the skills needed for successful protected area management, a Training Strategy has been designed (See Table 3.).

However, this training strategy will only be useful should the Reserve provide committed staff for extended periods of time. This is a major concern of the Project and many aspects of this Training Plan depend upon FPD partners committing staff to the on-the-job and training courses. For example, working with biodiversity consultants in order to develop capacity in these skills cannot be undertaken in a weekend course. It will require a deal of staff commitment on the Reserve's behalf to develop this capacity, given the problems of existing staff workloads (as identified in the problems analysis) this must be considered by Project and FPD. For these problems to be overcome, the Project must show the Reserve that training will provide benefits in terms of knowledge, skills, capacity and efficiency for the staff of the Reserve so that management properly commit to the training process.

Table 3. Training Strategy for Pu Luong Nature Reserve Staff

| Area/ Skill | Training Methods | Program | Notes |
|---|--|--|--|
| Communication skills | | | |
| English language skills | <ul style="list-style-type: none"> • Training Course • Interactions with International Staff | English Teaching to counterparts will be given by the Field Operations Assistant; under supervision of Field Operations Manager | This programme will be started in June, and will comprise a long-term training programme. |
| Report writing skills | <ul style="list-style-type: none"> • Mentoring • Short Training Course | Mentoring by Senior Staff (Mr Cai) will be undertaken. Short training course by FPD Than Hoa if necessary. | If this is deemed a priority by FPD it must be conducted by Senior FPD Management since reports are specific to demands of FPD. Scientific and survey reports are dealt with under Biodiversity Skills) |
| Presentation and awareness raising skills | <ul style="list-style-type: none"> • Mentoring • Site visits • On-the-job Training • Attachment • In-house training courses | <p>Reserve Directorate has expressed desire that at least nine staff is involved with Project activities in this field.</p> <p>A site visit should be undertaken to a number of reserves to see their awareness programme, possibilities Cuc Phuong National Park.</p> <p>The possibility of attachment of two Rangers to the Cuc Phuong Conservation Awareness Programme should be investigated.</p> <p>In house capacity will be used to develop and undertake training in community awareness programmes.</p> | This is identified as a key weakness in the existing skills of the Reserve, and FPD in general. This has been deemed a high priority by FPD. It rather depends upon the recruitment of a competent Awareness Officer who should have experience in modern awareness raising and presentation skills. |

| Area/ Skill | Training Methods | Program | Notes |
|---|--|---|---|
| Negotiating community conservation and management agreements. | <ul style="list-style-type: none"> • On-the-job training • Site visits | <p>Forest Rangers will be involved in the negotiation of community agreements with the Project.</p> <p>Project Staff, community members and Reserve staff will attend study tour to Ba Be National Park.</p> | Regarded as low priority by Reserve Directorate. |
| Socio-economic survey skills | | | |
| Natural resource-use assessment | <ul style="list-style-type: none"> • On-the-job training • Site visits | | |
| Planning and implementing socio-economic surveys | <ul style="list-style-type: none"> • On-the-job training • Site visits | | |
| Management and capacity-building skills | | | |
| Natural resource management, planning and organization | <ul style="list-style-type: none"> • Study Tour • Workshop | <p>Study tour to look at biodiversity conservation an natural resource management</p> <p>Study tour to look at conservation and development linkages (Ba Be National Park)</p> <p>Director to attend ARCBC Karst workshop</p> | Consider human resource management training course. |
| Facilitating and coordinating capacity-building activities | <ul style="list-style-type: none"> • Mentoring • On-the- job training | | |
| Agro-forestry methodologies | <ul style="list-style-type: none"> • Study Tour • Project Activities • Case-studies | Attend Ba Be study tour Through project activities and participatory technology and development with local villages | Further visit to GTZ Son Da project |

| Area/ Skill | Training Methods | Program | Notes |
|---|--|---|---|
| Participatory methods | <ul style="list-style-type: none"> • Study Tour • Project Activities • Case-studies | Attend Ba Be study tour Through project activities and participatory technology and development with local villages | |
| Forest fire prevention skills | | See Awareness Raising | Regarded as low priority by Directorate, skill development for this activity can be developed through improved communication skills. Technical input should come from FPD. |
| Biodiversity skills | | | |
| Biodiversity conservation, protected area management and cave management | <ul style="list-style-type: none"> • Workshop on cave management / ecotourism • Study Tour • ARCBC course on karst conservation • Reference materials | Study tour to examine biodiversity conservation and protected area management for FPD staff Workshop to examine managing caves and impact of ecotourism | Masters degree should be encouraged for Reserve Director. |
| Biodiversity survey and assessment skills (Including cave survey and specimen preparation skills) | <ul style="list-style-type: none"> • On-the-job Training • Capacity building / Mentoring by Project Staff and Consultant • Linkages with National Consultants and Universities. | Staff will be trained in range of activities including: Design, analysis and reporting of survey results Habitat and Landscape Monitoring Species conservation Primate and Delacour Langur survey Basic Zoological and Botanical Survey techniques | This will be conducted in conjunction with the biodiversity survey and monitoring activities. Three Reserve staff have been identified as requiring capacity in biodiversity survey under new Reserve structure. Note, other Rangers will be trained in basic techniques; emphasis will be on straightforward techniques requiring limited capacity. Factor training and capacity building into TOR of consultants. |
| Wildlife rescue (including rescue, short-term | <ul style="list-style-type: none"> • Secondment | Secondment to EPRC in Cuc | Directorate regarded this as high |

| Area/ Skill | Training Methods | Program | Notes |
|--|---|--|---|
| care and release techniques) Identified lack of knowledge: Introduction of Species | <ul style="list-style-type: none"> • Workshop / Cuc Phuong National park | Phuong National Park | priority. A recent study to EPRC explained the problems of developing this capacity. Release of non-native species and those from other areas to Phu Luong should not be encouraged. Project regard that if release of non-native species to Phu Luong is to be started then a workshop / study tour should be undertaken for Provincial and Reserve level staff. |
| Field craft | | | |
| First aid | <ul style="list-style-type: none"> • Training Course | Short training course for Ranger Staff | |
| Field navigation and map-making using GPS | <ul style="list-style-type: none"> • Training Course • On-the-job training | Short training course to be undertaken by Cuc Phuong National Park staff | |
| Camp building skills | <ul style="list-style-type: none"> • Training Course • On-the-job training • | Short training course to be undertaken by Cuc Phuong National Park staff | |
| Use of field survey equipment | <ul style="list-style-type: none"> • On-the-job training | Working with appropriate consultants | |
| Ecotourism | <ul style="list-style-type: none"> • Workshop • Study Tour | Attend community based ecotourism workshop Develop skills in guiding See ecotourism at another location (in conjunction with villages) Cave management / ecotourism workshop Site visits to tourism department at Cuc Phuong National Park | |
| Cadastral Skills | | | Not necessary |

| Area/ Skill | Training Methods | Program | Notes |
|--|---|---|---|
| Administrative skills | | | |
| Computer literacy | <ul style="list-style-type: none"> • FPD mentoring | Suggest not really feasible option for the Project, despite being ranked highly by Hoa Binh and PLNR. | Directorate expressed need for all staff to be trained in computers; though there only is one Reserve computer. Reserve also suggested that staff should be trained in all computer programs, offering no clear rationale behind training in such programs. This is clearly unfeasible and unrealistic. Staff at headquarters may benefit in a short training course, but this knowledge should be passed on to other visiting Rangers. |
| Proposal writing | <ul style="list-style-type: none"> • Mentoring | Develop proposals for education and scientific survey in conjunction with project staff | Develop at least two proposals in conjunction with project staff. Exposure to other projects and NGO's will be advantageous. Investigate courses run by NGO centre. |
| Digital camera use | <ul style="list-style-type: none"> • Training | Short training in conjunction with landscape monitoring | |
| Enforcement skills | | | |
| Preparation formal reports of offences and cases for court; issuing formal warnings and guidance | <ul style="list-style-type: none"> • Mentoring | Mentoring by Senior Reserve Staff | |
| Self-defence skills | | | Training already undertaken by some Reserve staff |
| Developing and managing informant networks | <ul style="list-style-type: none"> • Training Course | Short training course | Not identified as high priority by Reserve Directorate |
| Planning and implementing patrol and enforcement activities, legislation | <ul style="list-style-type: none"> • Training Course | Short training course | Not identified as high priority by Reserve Directorate |