

Training and Development Needs Assessment

at

Pu Luong Nature Reserve,

Thanh Hoa province,

north-central Vietnam

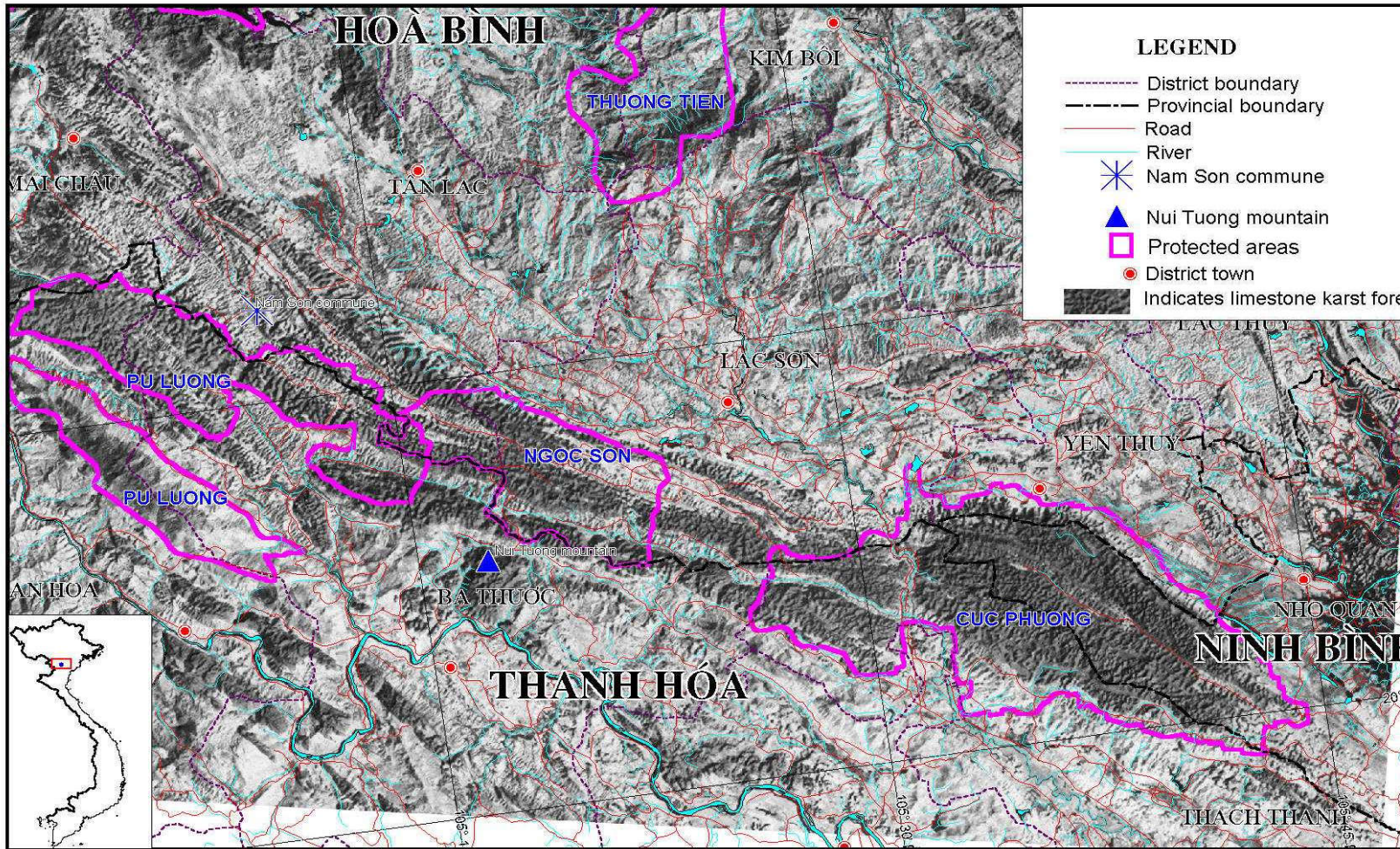
Fauna and Flora International Vietnam Programme

Annex 1:

MAP OF PROJECT FOCAL AREA



Scale 1:320,000



The strategy for the assessment at Pu Luong comprised four stages:

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

Stage One: Initial scoping and data collection

Step 1: Identify the obligations and objectives of the PLNR management board.

Step 2: Identify the jobs (or posts) that exist with PLNR and the structure of these.

Step 3: Compile job descriptions for each member of staff employed by the PLNR, which includes a list of duties and responsibilities required by each job.

Step 4: Collect information regarding the existing skills of each person employed by the PLNR.

Step 5: Compile the above information into a single report

Stage Two: Participatory staff assessment

Three tools were used.

1. 'Duties and Skills' Analysis

Objective: To identify the skills required for existing duties and tasks performed by FPD staff, rank these in order of training need and obtain practical suggestions for appropriate training activities.

Activity: The table below is filled out by FPD staff with the aid of facilitators.

Duties & Responsibilities (i)	Skills (ii)	Training Need (iii)	Suggestions (iv)

Method:

- i) List the duties and responsibilities carried out by FPD staff
- ii) List the most important skills needed to carry out each duty
(at this point, put the duties and analysis aside and begin the problem analysis)
- iii) Number the skills in order of importance, the most important = 1.
- iv) Starting with the most important skills, list practical suggestions for how training should be carried out.

2. Problem Analysis

Objective: To identify recurrent problems faced by staff in their work and obtain solutions to these, with a special emphasis on skills development.

Activity: The table below is filled out by FPD staff with the aid of facilitators.

Problems (i)	Causes (ii)	Solutions (iii)	Skills Needed (iv)

Method:

- i) Identify common problems staff encounter in their work
- ii) Identify the major causes of these problems
- iii) Assist the group to identify possible solutions
- iv) Assist the group to identify skills which would help promote these solutions
- v) Copy new skills identified to column three of the duties and skills analysis table and carry out the remaining steps (iii & iv).

3. Competence standard Checklists

S = Are you happy with your skill in this area ? (√ = Yes, X = No)

R = How important is this skill for your job ? (X = Not important; 1 = Low , 2 = Medium, 3 = High)

T = How would you rate your need for training in this skill ? (X = None; 1 = Low , 2 = Medium, 3 = High)

Financial and Resources Management (42-43)					
	General skills	Knowledge needed	S	R	T
2.1	Manage and present evidence of expenditure	Basic financial record keeping			
3.3	Manage equipment, supplies and property	Stock, inventory and maintenance systems			
Human Resources Management (44-45)					
	General skills	Knowledge needed	S	R	T
3.1	Brief, supervise and motivate individuals and teams	Technical knowledge and team building skills			
3.2	Monitor and evaluate workers performance and provide feedback	Mission, objectives and staffing structure of the PLNR			
3.5	Initiate disciplinary procedures and grievance procedures	Organisational policies and procedures			
3.7	Resolve workplace conflicts	Negotiation and conflict resolution techniques			
Communicaton (47-48)					
	General skills	Knowledge needed	S	R	T
2.1	Make effective oral presentations	Simple presentation techniques			
2.2	Prepare written accounts of work activities	Report writing formats			
3.1	Organise and faciliate meetings	Facilitation techniques			
3.5	Represent the protected area at public events	Comprehensive knowledge of the protected area			
4.1	Negotiate agreements and resolve disputes and conflicts	Conflict resolution and negotiation techniques Knowledge of legislation and technical issues involved			
Field Craft (52-54)					
	General skills	Knowledge needed	S	R	T
1.1	Follow good environmental practice in the field	Effects of impacts of bad practice on the environment			
1.3	Provide CPR and first aid in the field using accepted techniques	Standard first aid and CPR techniques			
2.3	Field navigation and orientation	Principles of navigation and orientation			
3.1	Plan and organise logistics for field-trips, surveys and patrols	Knowledge of local terrain and topography			
3.2	Conduct search and rescue operations in the field	Accident and emergency procedures			
Natural Resource Assessment (55-58)					
	General skills	Knowledge needed	S	R	T
1.1	Recognise main habitats and key species	Local flora and fauna, including key species			
1.3	Accurately record and report field observations	Findamentals of scientific approach			

Stage Three: Review, feedback and finalization

	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

Stage Four: Formulation of training and staff development strategy.

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</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
		programmes.	
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 	Attend Ba Be study tour Through project activities and participatory technology and	Further visit to GTZ Son Da project

Area/ Skill	Training Methods	Program	Notes
	<ul style="list-style-type: none"> • Project Activities • Case-studies 	development with local villages	
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	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

Area/ Skill	Training Methods	Program	Notes
		Survey techniques	requiring limited capacity. Factor training and capacity building into TOR of consultants.
<p>Wildlife rescue (including rescue, short-term care and release techniques)</p> <p>Identified lack of knowledge: Introduction of Species</p>	<ul style="list-style-type: none"> • Secondment • Workshop / Cuc Phuong National park 	Secondment to EPRC in Cuc Phuong National Park	<p>Directorate regarded this as high 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.</p>
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 	<p>Attend community based ecotourism workshop</p> <p>Develop skills in guiding</p> <p>See ecotourism at another location (in conjunction with villages)</p> <p>Cave management / ecotourism</p>	

Area/ Skill	Training Methods	Program	Notes
		workshop Site visits to tourism department at Cuc Phuong National Park	
Cadastral Skills			Not necessary
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.	<p>Directorate expressed need for all staff to be trained in computers; though there only is one Reserve computer.</p> <p>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.</p> <p>Staff at headquarters may benefit in a short training course, but this knowledge should be passed on to other visiting Rangers.</p>
Proposal writing	<ul style="list-style-type: none"> • Mentoring 	Develop proposals for education and scientific survey in conjunction with project staff	<p>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.</p>
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

Area/ Skill	Training Methods	Program	Notes
Developing and managing informant networks	<ul style="list-style-type: none"><li data-bbox="745 236 987 263">• 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"><li data-bbox="745 306 987 333">• Training Course	Short training course	Not identified as high priority by Reserve Directorate