

## COUNTER POACHING RANGER'S CURRICULUM



This curriculum has been accepted by FGASA (Field Guides' Association of South Africa) and is used for the training of all Counter Poaching Rangers who are employed in National Parks, Provincial or private game reserve or any other conservation areas be they state owned or private.

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### SECTION 1: GENERAL

#### **DURATION:**

- To obtain a FGASA accreditation a training period of 6 weeks is required after which successful recruits will do a theoretical and practical exam. A pass rate of at least 75% percent is required to obtain a FGASA accreditation.
- However to reach full potential and gain sufficient practical training and experience as a counter poaching ranger a further implementation period of at least 6 months is recommended in a private reserve or national park.

#### **ENTRY REQUIREMENTS:**

- Age between 18- 35 and good health as this course is physical.
- A student have to pass the theory as require in the curriculum

- Acceptance on theory will be made when Counter Poaching Rangers is illiterate and Game reserves require the training, a certificate will state such persons ability to operate as a Counter Poaching Ranger( Theory will be examined verbally)

#### **NOMINEES MUST MEET THE FOLLOWING REQUIREMENTS:**

1. Be physically fit to carry out foot patrols. A medical certificate will be essential.
2. Have keen eyesight and good hearing.
3. Must be security cleared by the local police.
4. Have no criminal record.

#### **EVALUATION:**

1. Students will be evaluated individually.
2. Examination is done by means of a theoretical written or verbal examination and a practical examination.
3. The required pass mark is 60%.
4. A written report on every member will be submitted to his employer or to him self when entering the course privately, covering the following main dimensions (See Appendix B): His points acquire of the curriculum on Counter Poaching specialised subjects. Certificate on Specialised Counter Poaching to operate as a Counter Poaching Ranger Personal appearance Discipline. Potential leadership. Physical ability Loyalty. Recommendation for future employment.

#### **TRAINING CONTROL.**

- a) The maximum amount of students should not exceed a student / instructor ration of 35 : 1t
- b) For Practical work a student / instructor ration of 3: 1 is recommended.
- c) Students can be withdrawn from the course by the course leader for the following reasons:
  - I. As a disciplinary action.
  - II. Physical disability.
  - III. When the course leader and instructors have good reason to believe that the student is not capable of carrying out his task or is a security risk.
- d) On completion of the course all students will receive a certificate stating his attendance and ability to operate as a Counter Poaching Ranger. (CPR)
- e) Instructors must strive to create a spirit of unity amongst all students and promote the mutual aim of conservation.
- f) Instructors must strive to create a spirit of unity amongst all students and promote the mutual aim of conservation.

- g) The curriculum is designed to meet requirements of all Game Reserves in general. Specific duties will differ from one reserve to the other.
- h) The official training language will be English.
- i) This section on counter-poaching operations will be presented as a specialized course

## **SECTION 2 - OVERALL OBJECTIVES**

- a) To qualify a student so that he or she may operate as a Counter Poaching Ranger, without endangering his fellow Counter Poaching Rangers while on duty in a Game reserve
- b) To ensure the protection of wildlife species and to prevent all types of poaching on any wildlife in any protected area where he is employed.
- c) To make sure that the necessary evidence is collected after poaching incidents with specialized equipment for later prosecution.
- d) To prevent the complete extinction of endangered species fauna and flora.
- e) To get the necessary evidence without being seen by poachers in order to prosecute a case successfully in a court of law in SA

## **SECTION 3 : CONSERVATION PHILOSOPHY**

### **OBJECTIVES:**

Students must understand conservation philosophy and objectives. To achieve these objectives, students must be able to:

- Understand the aim of a National Park and other conservation areas.
- Understand the term "wise use of natural resources".
- Be familiar with conservation threats.
- Explain "why conserve"?
- Be familiar with conservation philosophy of Africa.
- Be familiar with World Conservation threats.
- Explain the term "endangered species".
- Understand WHY species are endangered.
- Be familiar with the current illegal trade in Rhino horn and Ivory and its consequences, (and other endangered species).
- Be familiar with the African continent and the location of his province / reserve in relation to other provinces / reserves

### **TRAINING CONTROL:**

- a) Instructors must attempt to achieve a feeling of unity amongst students and emphasize the common conservation goal.

- b) Discussions can be held after hours to familiarize students with other countries and their own specific conservation problems.
- c) Lectures must not be a complicated explanation but rather factual examples which can be referred to in the lecture and confirmed by any students.

#### **SECTION 4 : DUTIES AND RESPONSIBILITIES**

##### **OBJECTIVES:**

Students must know their duties and responsibilities as a Counter Poaching Rangers. To achieve these objectives, students must be able to:

- Understand the role of the Counter Poaching Ranger in conservation.
- Explain the aim of maintaining all equipment in use.
- Explain the aim of regular patrols and area coverage.
- Explain the aim of regular patrol reports.
- Understand the reason for personal neatness and discipline.
- Understand and be trained in small team tactics for counter poaching game rangers.
- Be able to track at a certain level
- To have a high standard of bush craft and survival

##### **TRAINING CONTROL:**

- a) The common conservation goal can be exploited to achieve interest.
- b) Students should understand that the small patrol is the key to law enforcement in an area.

#### **SECTION 5: DRILL AND DISSCIPLINE:**

##### **OBJECTIVES:**

The students must be to operate and execute their counter poaching activities as well disciplined and proud members of a Counter Poaching Rangers Force. To achieve these objectives, students must be able to:

- Explain the aim of drill and discipline.
- Execute the following drill movement on the halt:
  - From up
  - Dressing
  - Right and left turn
  - About turn

- Open and close order
- Saluting to front
- Attention, stand at ease and stand easy
  
- Execute the following movement on the march:
  - Marching on the double
  - Halt on double time
  - Right and left turn
  - About turn
  - Eyes right and left
  - Right and left salute
  
- Execute the following movements with issue rifle:
  - Attention
  - Shoulder arms
  - Saluting
  - For inspection present arms
  - National salute present arms
  - Safety precautions
  
- Prepare his sleeping quarters for inspection.
- Prepare his person and clothing for inspection.
- Report back to the instructors and his superior after completion of any task

#### TRAINING CONTROL:

- a) A flag of every country with students attending the course can be hoisted every morning by a student of that country.
- b) Singing must be encouraged during drill. This is done the last 10 minutes or so of drill periods.
- c) It is very important that students realize the reason of the discipline training.
- d) Where army units are nearby, and army drill instructor can be used to present the training.
- e) Students must be drilled to report back to his superior after the completion of any task, no matter how small.
- f) Morning parades should be attended by all and the course leader takes the salute. This will also be the opportunity to discuss progress or any other aspect.

#### SECTION 6 : LAW ENFORCEMENT

#### OBJECTIVES:

Students must carry out law enforcement in his area of employment. To achieve these objectives, students must be able to:

- Explain the aim of law enforcement
- Be aware of the existence of conservation ordinances and Acts in his country / province and familiarize him with it (fires, fishing, removing raw products).
- Know his powers of arrest and confiscation and the arrest procedures
- Explain the use of minimum force.
- Collect evidence at the scene of incidents correctly.
- Explain the types of evidence to collect.
- Search suspects correctly.
- Explain the aim of a roadblock or a vehicle control points (VCP).
- Understand how police search a vehicle
- Support and protect Park officials in a roadblock
- Explain the aim of raiding houses.
- Understand the composition of a raiding party.
- Participate in a raid on a suspect house.
- Search a house correctly.
- Isolate a building during a raid, using minimum personnel.
- Handle more than one suspect alone, safely and correctly.
- Support police in difficult arrest situations.
- Be familiar with the following court procedures:
  - Magistrate and his role.
  - Prosecutor and his role.
  - Attorney / Advocate and his role.
  - Witnesses.
  - Court etiquette.
  - The oath
  - Evidence and types of evidence.
- Attend one full court hearing (or more).
- Be familiar with his actions during MINOR offences executed by tourists
- Understand the characteristics of a suspect vehicle.
- Understand the term "boundary integrity".
- Be aware of offensive tactics of defending lawyers.

#### **TRAINING CONTROL**

- a) Instructors can obtain a copy of conservation laws and ordinances of and familiarize themselves with that of each country / province present. Lectures can be based on general aspects. Discussions can also be held on certain specific aspects.

- b) Students should attend a court hearing or more to familiarize them with the procedure. A thorough debriefing should be held afterwards. If the court hearing can be video taped for debriefing purposes, so much the better.
- c) This section is essential for effective counter poaching operations.

## **SECTION 7 : FIREARM SAFETY**

### **OBJECTIVES:**

Students must handle firearms safely, efficiently and responsibly. To achieve these objectives, students must be able to:

- Apply immediate safety precautions.
- Strip, clean, assemble and test the rifle.
- Clean, handle and store ammunition correctly.
- Check all the settings on his rifle prior to shooting.
- Load, unload and make safe the rifle.
- Fill magazines correctly (pay attention to (303).
- Set sights correctly.
- Fire the weapon accurately from the following positions:
  - Standing
  - Kneeling
  - Lying down
- Point out the vital targets on the following:
  - Humans in arrest situations and in self defence situations.
  - Elephant
  - Lion
  - Buffalo
  - Rhino
  - Leopard
  - Hippo
- Execute "shoot to kill" or "quick kill" exercises with his rifle.
- Be well acquainted with the laws pertaining to the use of firearms against suspects.
- Complete the sight picture with the following sights:
  - Open "V" rear sight.
  - Peep sight (rear).
  - Shotgun sight.

- Fire his weapon correctly form behind cover.
- Prepare his webbing to accommodate his rifle, ammunition, water bottle and utility pouches.
- Store firearms safely.
- Execute the following drills quickly and correctly.
  - Reloading.
  - Stoppage drills

#### **TRAINING CONTROL:**

- a) Use eye discs extensively to teach students the correct aiming picture and trigger pressure.
- b) Dry firing must be practice after hours under supervision if possible.
- c) Safety precautions must be carried out before training or entering any building etc.
- d) Rifle must be carried at ALL times.
- e) Drill rounds must be used when doing magazine filling or rifle handling exercise like quick loading.
- f) Moving targets can be improvised by using No. 8 gauge wire as rails or fixing targets to car tyres and rolling it down a river bank or other steep embankments.
- g) A discussion would be held on the use of firearms against an offender.
- h) Sketch various scenarios and hold group discussions.

#### **SECTION 8 : WILDLIFE MANAGEMENT**

Students must participate in daily management of fauna and flora in the area. To achieve these objectives students must be able to:

- Explain the aim of fences around an area.
- Explain what to look for when inspecting fences.
- Explain the aim of electrified fences and their inspection.
- Understand why plants and animals are categorized as "protected" and "specially protected".
- Explain the causes of soil erosion.
- Distinguish between natural erosion and unnatural erosion.
- Assist in combating erosion.
- Assist in reclaiming areas badly eroded.
- Be aware of the causes and effects of pollution.
- Monitor, investigate and report pollution.
- Understand the term "Alien plants" and his actions to combat it.
- Identify the important mammals in his area
- Carry out game counts
- Identify the spoor and droppings of animals in his area.

- Understand the habits and habitat preferences of potentially dangerous game.
- Take evasive-actions when encountering dangerous game.
- Skin and take care of skins of animals
- Assist in fire management by:
  - Maintaining equipment
  - Use beaters correctly
  - Identify and report accidental fires (uncontrolled) correctly.
  - Start controlled fires.
  - Explain the aim of fires as part of management.
  - Explain the conditions that firebreaks should be kept in.
- Explain his actions when encountering domestic dogs or cats in the conserved area.
- Take blood smear samples correctly.
- Inspect artificial watering points and report faults correctly (windmills, diesel pumps).
- Identify and report the symptoms of:
  - Anthrax
  - Foot and mouth disease
  - Mange
  - Animals in poor physical condition
- Arrange proper demonstration off:
  - The cause and effect of water and wind erosion (water furrow and fan).
  - Reclaiming eroded areas and stabilizing catchment's areas using branches.

## **SECTION 9 : FIRST AID AND HYGIENE**

### **OBJECTIVES:**

Students must carry out first aid treatment level 2 on injured persons and apply personal hygiene. To achieve these objectives students must be able to:

- Apply the A, B, C of first aid
- Stop bleeding using pressure bandages.
- Stop bleeding using the pressure points.
- Treat burns
- Treat cuts and abrasions
- Apply first aid of a foreign body in the eye.
- Have knowledge of Artificial Respiration (AR).

- Handle and treat patients with fractures correctly.
- Apply immediate treatment to:
  - Large abdominal wounds.
  - Lion, Leopard and Hyenas bites.
  - Apply a drip
  - Apply stitches
  - Inject a patient
- Apply immediate treatment on snakebites.
- Have knowledge on the first aid treatment of gunshot wounds.
- Explain the use and application of disinfectant.
- Use the “cat method” as toilet in temporary bases.
- Use the “trench method” as toilet in semi permanent bases.
- Explain the maintenance of “long drop toilets”.
- Take precautions against malaria including prophylactic medication.
- Treat emergency malaria patients.
- Take a blood smear of a suspect malaria case.
- Prevent and treat fungal infections of the feet.
- Evacuate casualties by using the following methods:
  - Jockey ride” with crossed slings and stick.
  - Two men carry with crossed slings and stick.
  - Improvise a stretcher using shirts, bags and backpacks.
  - Improvise slings.

**TRAINING CONTROL:**

- a) Make use of available doctors or other medically trained staff.
- b) The A, B, C of first aid must be practiced to perfection and must form part of the practical examination at the end of the training.
- c) Personal hygiene must also be stressed and enforced during training. Toilets and other facilities should be cleaned by students as part of daily preparations.

**SECTION 10 : COMMUNICATION**

**OBJECTIVES:**

The student must communicate effectively internally and with the public. To achieve these objectives students must be able to:

- Understand the need for tourism
- Understand the need for good public relations.
- Explain the contribution to good public relations in relation of:
  - Personal appearance.
  - Addressing members of the public.
- Explain the correct way of handing out pamphlets in rural areas.
- Explain how to "spread the conservation word" in rural areas.
- Communicate effectively in language of his choice on radios applying the following:
  - Raise communications
  - End a conversation.
  - Consider radio security
  - Correct voice procedure
  - Understand the ability of Very High Frequency and High Frequency radio sets.
  - Know the phonetic alphabet.
  - Maintain radios and batteries.
- Know the eight main directions of the compass rose.
- Read map symbols.
- Read a 6 figure grid reference. Military Grid System (MGS) on a GPS
- Must navigate very well.
- Use all navigation equipment.
- Communicate on patrols using hand signals.
- Temporally repair rod antennas and coax cables.
- Improvise rod antennas (whip antennas).
- Approach and board helicopters safely.
- Prepare a landing zone for a bell Jet Ranger helicopter.
- Explain the danger zones of helicopters.
- Mark a landing zone for helicopters using smoke, day-glow panels or improvise these.

#### **TRAINING CONTROL:**

- a) Hand signals can be practice by using small groups. Students sit some distance (10 metres) apart while one gives hand signals. The remainder interpret the signals. Longer messages can be sent this way as student's progresses.
- b) Combine the map reading and radio voice procedure exercises.
- c) Good communication is essential for counter-poaching operations

#### **SECTION 11: COUNTER POACHING OPERATIONS**

## **OBJECTIVES:**

Students must have specialised training in counter poaching. To achieve these objectives the subjects mentioned hereunder, must be covered:

### **A. POACHING:**

Students must be able to identify the various types of poachers and poaching syndicates operating in South Africa.

Students must know the following types of poachers:

- Professional for commercial gain
  - Hardcore
  - Meat poachers – subsistence
  - Killer – test weapons on animals, leaving animals.
  - Sophisticated – using high tech equipment (silencers, chemicals)
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- Know the various types of poachers' tactics.
  - Understand the threat poachers pose to his person.
  - Know the type of weapons used by various poachers.
  - Know the characteristics of poachers.
  - Know the advantages of poachers and how these can be countered.
  - Explain why rhino horn and ivory are targets for poachers (bird and plants).
  - Know the typical routes of poached products from the animal to the final product.

### **B. CRIMINAL INFORMATION INTELLIGENCE AND EVIDENCE**

Students must assist in the investigation of poaching incidents by collecting and reporting information and evidence correctly. To achieve these aims students must be able to:

- Report spoor (tracks) and other indicators of poaching correctly (Spoor Report and Salute)
- Explain what to look for when searching a scene of a poaching incident
- Explain how the area will be searched
- Explain the need to preserve all evidence, even spoor
- Explain the need to back observations by double observations and notes
- Explain his duty after hours to secure information.
- Be familiar with and understand the essential elements of information (EEI) required on poachers.
- Explain why EEI's are important

- Carry out immediate interrogation of suspects correctly.
- Name important questions to ask during questioning
- Explain the suspects right regarding questioning
- Explain the aim of informers, how they can be recruited, protected and paid
- Identify categories of weapons commonly used by poachers such as hunting rifles, assault rifles, semi automatic and muzzle loaders (.375, AK, G3, FN, .303 etc.
- Handle personal belongings of poachers correctly
- Communicate on patrols using hand signals.

### **C. SECURITY:**

Students must contribute to operations and animals (specie) security and carry out his duty as part of the physical security program. To achieve these objectives, students must be able to:

- Know the aim of operations security
- Know his contribution of operations security regarding patrols, loose talks etc.
- Be familiar with the essential elements of friendly information (EEFI) required by poachers.
- Understand the aim of animal security
- Know how individual animals can be identified and be able to record information
- Identify the spoor, visual markings and droppings of black rhino, white rhino and elephant
- Explain the territorial habits and markings of male animals of the three species.
- Explain the territorial habits of females of the three species.
- Determine sex and approximate age of individual rhino and elephant.
- Report the whereabouts of animals correctly and accurately using maps of knowledge of area.
- Be familiar with the concept of Denial, Detection, Deterring, Deflecting and Delaying poachers.

### **D. DETECTION:**

Students must detect suspect or poaching activities as soon as possible. To achieve these objectives, students must be able to:

- Explain the aim of detection and the detection zone.
- Explain why boundaries are not fully suitable for detection purposes
- Select detection zones
- Know and understand the indicators of possible poaching in an area.
- Execute the following search patterns:
  - Base line search
  - Fan searches
  - Contour searches

- River line searches
  - 360 and waterhole searches
  - Square searches.
- Act as a member of vehicle patrol
  - Act as a member of a bicycle patrol
  - Act as a member of a foot patrol
  - Man an observation post and explain his duties in the observation post
  - Man a listening post and explain the aim of a listening post
  - Record audible information correctly while in the observation post of listening post.
  - Apply the principles of observation.
  - Use binoculars correctly and maintain them
  - Use his senses to detect activity, (use observation land or combine sense training, with silent movement courses)
  - Judge and measure distances reasonably accurately for visual as well as audible observations.
  - Use his senses to detect activity. (Use observation lane or combine sense training, with silent movement course).
  - Judge and measure distances reasonably accurately for visual as well as audible observations.
  - See paragraphs on tracking
  - Understand the role of the picket, patrol hut, or forward patrol base and the maintenance thereof.
  - Understand the advantages and disadvantages of the picket system.

#### **E. TRACKING:**

Students must detect, interpret and follow spoor. To achieve these objectives, students must be able to:

- Explain the use of the sun to assist in detecting and following spoor
- Determine the age of the spoor. (Use the spoor "garden").
- Determine the amount of individuals that made the spoor.
- Use the ground and area signs to follow spoor
- Determine a running, walking or heavy spoor. (Use the spoor "garden").
- Understand the advantage of the "multiple tracker" method
- Employ the "multiple trackers" method.
- Understand "leapfrogging" to "cut" spoor
- Apply "lost spoor" procedures
- Send a spoor report by radio to initiate a follow-up operation

- Be familiar with anti-tracking techniques used by poachers

#### **F. EXTENDED CLANDISINE PATROLS:**

Students must plan and execute an extended patrol, undetected, in an area. To achieve these objectives, students must be able to:

- Explain the difference between routine law enforcement patrols and extended clandestine patrols
- Plan an extended patrol by studying the terrain and brief his members (leaders only).
- Plan his rations supply and replenishment thereof
- Plan his water supply and replenishment thereof
- Plan a cache' and prepare the supplies for burial
- Plan his communications and the maintenance thereof.
- Make a smokeless fire.
- Explain the best time to prepare a meal.
- Understand the correct patrol routine.
- Apply basic anti-tracking techniques.
- Purify water by:
  - Straining.
  - Cooking
  - Chemical means.
- Conceal himself by:
  - Using shadows.
  - Using covered routes.
- Preparing his equipment correctly.
- Applying other silent techniques.
- Move silently by day and night through various types of terrain. (Use the silent movement course).
- Approach a poacher's hide undetected.
- Understand the need for personal hygiene on patrol.
- Maintain equipment on patrol.
- Determine direction using the following methods:
  - Sun and watch.
  - Stick and shadow method.
- Set up a small ambush correctly and undetected, and arrange early warning mechanisms
- Move in a "one-up" or "two-up" patrol formation with 3 members
- Explain why patrol members remain separated during daytime
- Carry out basic fire and movement during contact with aggressive poachers
- Prepare and use basic survival equipment to allow for fire-lighting and water-provision.

- Select a lying-up place for the day and night.
- Use the wind, sun and rain to his advantage during operations
- Detect hostile fire by using the "crack" and "thump" method.

## **G. RESPONSE TACTICS**

Students must participate as members of a response team. To achieve these objectives, students must be able to:

- Explain the aim of response teams
- Prepare his equipment for response operations
- Maintain a high state of readiness.
- Understand and know the procedures on a call-out.
- Explain his actions on arrival at the scene of the following incidents:
- Killed animal
- Searching for spoor in an appointed area
- Quick vehicle control point
- Lay a quick ambush
- Participate in follow-up operation
- Explain his actions when crossing roads during follow-up operations
- Search vehicle and buildings correctly
- Handle a captured group of suspects correctly.

## **H. SELF DEFENCE**

Students must protect and defend themselves in potentially dangerous situations. To achieve these objectives students must be able to:

- Prevent himself being overpowered by poachers
- Prevent him being disarmed by poachers.
- Know the evasive actions when encountering dangerous game.
- Employ protective measures when sleeping out in areas where dangerous game is present.
- Search and handle correctly and safely, more than one prisoner, alone.
- Use batons correctly to immobilize suspects. (Know the target areas on the body).

## **I. NIGHT OPERATIONS:**

Students must be able to use the cover of darkness to his advantage during operations. To achieve these objectives, students must be able to:

- Understand the dangers involved during night operation in area where lions and other nocturnal predators are present.
  - Explain the daily time differences in the lunar cycle (moonrise and noon setting).
  - Use ordinary binoculars to assist in night vision
  - Arrange early warning systems for night ambushes, and explain his actions after the ambush has been sprung.
  - Understand the effect of light on the eye and the recovering time.
  - Apply strict noise and light discipline at night.
  - Use cover effectively at night.
  - Apply correct observation skills
  - Explain the use of firepower in the light.
  - Explain his actions when he is confronted with strong light from poachers.
  - Understand the principles of night operations.
- 
- Fire his weapon accurately using the following illumination:
  - The glow of a search light or vehicle light.
  - A small campfire glow.
  - Bright moonlight.

#### **J. TRAINING CONTROL:**

This phase must be characterized by:

- Maximum use of demonstrations and practical lectures.
- Field exercises to summarize lectures.
- Strict supervision by experience instructors during field exercises
- To become a good tracker required time and experience. Only the basics must be taught and the student must be introduced to the "multiple trackers" system. Guideline for further training back at his home unit should be given.

#### **SECTION 12: PHYSICAL TRAINING.**

##### **OBJECTIVES:**

Students must be physically able to participate in law enforcement patrols, extended patrols and other activities requiring physical effort. To achieve these objectives, students must be able to:

- Have keen eyesight.
- Have a good hearing
- Run 2.4km with his rifle, boots and overall
- Walk 12km in 2 hours with rifle and patrol kit

- Participate in the daily physical training table presented on the course.
- Certain self defence training can be covered during physical training periods.

## **TRAINING SCHEDULE:**

### **1. Backpack and webbing.**

- Theory - Pack and wear of field equipment.
- Preparation
- Application
- Maintenance of equipment.

### **2. Patrols**

- Theory of patrols.
- Formations
- Movement ( Night and day)
- Hand signals
- Brakes ( Communications , water, ect)
- Obstacle crossing
- Communications ( Radio)
- Reports

### **3. Navigation**

- Map reading
- GPS training
- Compass
- Theory

### **4. RV's**

- Theory
- Emergency,
- Alternative and
- Main Rv

### **5. Hides**

- Theory
- Observation positions
- Listening positions

### **6. Bush craft**

- Interpretation of environment

- Footpaths
- Animal behaviour
- Perfect adaptation to the environment
- Astronomy
- Survival

#### 7. Tracking

- Theory
- Technique
- Formations
- Lost spoor procedures
- Spoor report.
- Anti tracking

#### 8. Knowledge of poaching techniques

- Type's of poachers
- Hunting (poaching) methods
- Advanced methods of poaching
- The trafficking of poached animals , rhino horns, ivory ect
- Chain of evidence.
- Arresting techniques

#### 9. Observation

- Theory
- Binoculars
- Telescopes
- Cameras
- Night sites
- F.L.I.R ( Heat imaging device)
- Sketches

#### 10. Photography

- Theory
- Digital cameras
- Telescopes
- Tripods

#### 11. Deployment drills.

- Helicopters
- Vehicles

- Foot deployment
- In and ex filtration into area of deployment
- Operational procedures

## 12. Animals

- Big 6
- Behaviour
- Sex and age
- Welfare
- Emergency Rescue
- 1<sup>st</sup> Aid and stabilisation

## 13. Plants

- Trees
- Endangered species.

## 14. Insects

## 15. Medical training

## 16. Parks

- National
- Provincial
- Private

## 17. Nature conservation laws

- Poaching.
- Endangered species
- Cities

## 18. Intelligence

- Gathering
- Sources
- EEI
- Handling
- Cycle

## 19. Self-defence

- Knives
- Weapons

20. Terrain Tactics

- G.R.O.O.N.D.
- 5 S' AND M

21. Battle Craft

22. Specialised reconnaissance techniques.

- Specific area penetration.
- Other specialized techniques

23. Private owner management and empowerment.

- Handling of trained men.
- Equipment management
- Data base
- Liaison with other security sources
- Deployment

