Needs Assessment Report

Training of Scouts and Rangers in the
Imatong Mountains and Upper Kinyeti Watershed, South Sudan

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<tr>
<td>AWF</td>
<td>African Wildlife Foundation</td>
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<tr>
<td>CPA</td>
<td>Comprehensive Peace Agreement</td>
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<td>DG</td>
<td>Director General</td>
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<td>EKN</td>
<td>Embassy of the Kingdom of Netherlands</td>
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<td>EES</td>
<td>Eastern Equatoria State</td>
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<td>FG</td>
<td>Forest Guard</td>
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<td>ICFR</td>
<td>Imatong Central Forest Reserve</td>
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<td>HQ</td>
<td>Headquarters</td>
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<td>KGR</td>
<td>Kidepo Game Reserve</td>
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<td>KWS</td>
<td>Kenya Wildlife Service</td>
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<td>MWCT</td>
<td>Ministry of Wildlife Conservation &amp; Tourism</td>
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<td>MAF</td>
<td>Ministry of Agriculture and Forestry (Agriculture, Forestry, Animal Resources &amp; Fisheries)</td>
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<td>RP</td>
<td>Ranger Post</td>
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<td>SOP</td>
<td>Standard Operating Procedures</td>
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<td>SPLA</td>
<td>Sudan People's Liberation Army</td>
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<td>SSNPS</td>
<td>South Sudan National Police Service</td>
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<td>WCS</td>
<td>Wildlife Conservation Society</td>
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<td>WES</td>
<td>Western Equatoria State</td>
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<td>WLS</td>
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1. Introduction

This assignment is part of AWF’s five year programme in EES, South Sudan, entitled ‘Improving the Integrated Watershed Management of the Imatong Mountains’. AWF has tasked the consultant to train and equip scouts, rangers and their managers to significantly improve their capability to protect water, forest and wildlife resources in the Imatong Mountains and upper Kinyeti River watershed. Two proposed outcomes are pertinent to this project, namely: a) protected area managers and rangers of Imatong landscape capable and equipped to protect water, forest and wildlife resources; and b) capacity of communities and government officials to undertake natural resource management at the local level is improved. A training and other capacity Needs Assessment was conducted in South Sudan during September 2014 and the findings and recommendations from this assessment are contained in this report.

1.1. Needs Assessment Objectives. The objective of the Needs Assessment was to produce the training package and equipment requirements for the scout/ranger and manager training, as indicated above. In accordance with the Terms of Reference, this report will specifically provide:

- A proposed Training Package for scouts, rangers and their managers, including:
  - The necessary and recommended components of the training packages for scouts/rangers and managers.
  - A schedule of preparation for the training package, including preparation of the course location, procurement and delivery of equipment.

- A list of the key equipment and non-training components for each cadre of staff (scouts/rangers and managers).

During the Needs Assessment, an outline of the proposed Training Package and associated equipment was discussed with stakeholders in South Sudan, and received verbal approval. Once AWF has approved the Training Package and associated equipment, this will be formally presented to the relevant stakeholders in South Sudan for approval.

This report confirms the methodology and programme used for the assessment, the parties consulted and the locations visited. The findings from the Needs Assessment are given with recommendations and next steps.

1.2. Methodology and Programme. The Needs Assessment followed the methodology given in the Inception Report, with some minor changes to the schedule to reflect the situation in EES and availability of key individuals. Due to the nature of the assessment, Specific Sampling was used with some Random Sampling amongst the communities on the ground in the Imatong range. In order to meet national protocols and in light of the current sensitivities in South Sudan, stakeholders were approached starting from the national level in Juba; through the state authorities; and onto the ground. This method helped with assessing the effectiveness of the organisation and structure under which the rangers and guards function in EES. Assessing at the various levels of command/authority also helped identify key individuals in the organisations and therefore, potential opportunities and risks for selecting candidates for the courses. This ‘top-down’ approach was subsequently matched with a ‘bottom-up’ assessment, starting from the level of the WLS rangers, Forest Guards and community members. This helped to triangulate information and identify the realities, opportunities and challenges inherent in the WLS’s and FG’s operational capacity including specific areas to be addressed during the training. The data collection methods used were question-answer meetings with specific individuals; focus group discussions and direct observation. Information has been measured against other relevant cases and a review of publications. The consultant has over three years’ current experience working on Protected
Area management with the WLS and communities in South Sudan and brought this experience to his analysis of the findings from the Needs Assessment.

The AWF Project Manager had earlier run a Conservation Workshop in Ikotos. This had had a positive impact and there was subsequently a high level of awareness of AWF’s Imatong project, including the training of WLS Rangers and Forest Guards. This proved very beneficial and under the advice of the AWF Project Manager, the consultant did not need to make visits to county and payam authorities thus making more time available for the specific assessment of rangers and guards.

A detailed programme of events and the key personalities met is at Annex I. In outline, after the necessary meetings at the two Ministries in Juba, the Needs Assessment met with Eastern Equatoria state authorities in Torit. A three-day visit was made to Katiri in the Imatong Mountains, which included foot patrols with the Forest Guards in the local area and up to Gilo to identify a training site and areas for practical instruction. A three-day visit was then made to Kidepo Game Reserve to assess the WLS (there are no WLS rangers deployed in the Imatong Mountains). The consultant stayed at Kamulach RP and conducted a lengthy foot patrol with the rangers to Natakapel in the reserve, as well as inspecting the RP for organisation, routines, logistics, communications, etc. Prior to departure, back-briefs were given to the authorities in Torit, and separately to AWF’s staff in South Sudan.

2. Findings

The findings of the Needs Assessment are given below using the Needs Assessment Approach outlined in the Inception Report.

2.1. The threat to the Imatongs and upper Kinyeti watershed: what, where and who comprise the threats to it and why; and therefore, the training priorities for a scout/ranger service.

The primary threat to the watershed is human activity, in particular deforestation and cultivation by the local population, (with markets for timber extending through Torit, Juba and Uganda). Cultivation occurs on slopes right up to the peaks of the mountain range surrounding the Kinyeti catchment. It is particularly prevalent around Katiri which is the deepest penetration of a major population in the Imatongs. Through discussion it is evident that the local population is unaware of the effect of their activities on silting the Kinyeti and the impact of this down-river. Neither were authorities in Torit aware of the long-term effect of this silting, especially further down-river in Lafon and beyond. Poachers’ tracks intertwine across the area around Gilo which were traversed during the Needs
Assessment, and several snares were found and de-activated. The only signs of wildlife were a few tracks of duiker and a sykes monkey was heard: wildlife has been poached at unsustainable levels and this is continuing, although poachers will be pushing much further into the reserve than the Assessment had time to patrol to. Most children had catapults and subsequently, there was less birdlife than one would expect especially given the forest. The Katiri community acknowledged that there were rules and regulations concerning poaching and deforestation, but they did not know what these rules and regulations were. They were unaware that cultivation was not allowed in the reserve either, nor were they aware of the effects of burning (the community conducts two burns during the dry season). The authorities who should be enforcing the rules (Government authorities, WLS and FGs) have not received training in the rules either, and neither do they have the capacity to conduct sophisticated enforcement operations (see subsequent paragraphs). Due to soil erosion, the crops were generally of poor quality and there was evidence of malnutrition particularly among children. Protein is the most obvious item missing from their diet, and poaching is their primary solution to this. Particularly during a time of conflict (such as currently in South Sudan) when resources and government services are so scarce, communities will be told to look after themselves and to cultivate, usually without restriction. (Further evidence was seen at Bira, inside Kidepo Game Reserve where the consultant saw the largest organised manual farming he has ever seen in South Sudan, very likely managed from Torit). This is a particularly difficult context in which to enforce the law. The authorities’ constituencies are human not wildlife and therefore, the benefits of conservation need to be made in human terms, such as understanding that the silting of the Kinyeti is a down-river hazard with the risk of populations and cattle moving south to find water. Also, communities need to know how they can benefit from conservation and forest management.

In addition to the community’s encroachment, subsistence cultivation and poaching, there is also the private sector. The Minister for Agriculture and Forestry in Torit stated that there were two forestry concessions currently operating in the ICFR: Techna in Katiri (the consultant was taken to their new, unmanned sawmill); and Lokisa Ltd, a Kenyan company that was due to start work soon. The courses will need to include training in engaging with the Private Sector as well as with communities.

The priorities for Protected Area Management are education of, firstly, the WLS and FGs who have the authority and responsibility to manage these areas; and secondly for the WLS and
FGs to educate and raise awareness amongst the communities (as is their designated responsibility in accordance with the Wildlife Act). This is a first step towards Law Enforcement. The training needs to be undertaken in a holistic manner, including training in better cultivation methods on inclines, as well as how the communities can benefit from the ICFR if it is managed well. The primary importance is to reduce silting of the Kinyeti river. Geographically, priority should be given to preventing further expansion of cultivation, poaching and logging, i.e. protect the deeper areas of the reserve. This will require designing a WLS/FG laydown plan, which is outside the scope of this report but is covered further in paragraph 3.6.

2.2. The structure, organisation and command of the Forestry Guards and Wildlife Service in EES, specifically in the Imatong Mountains and upper Kinyeti watershed; including the relationships and compatibility between these organisations and with the local communities.

Wildlife Service. The structure and chain of command for the WLS is unique in EES, which is driven by the previous state appointment of a Minister for Wildlife Conservation (no other state in South Sudan has had this position). In 2013 under the direction of the President to reduce the number of ministries, the position of Minister for Wildlife Conservation in EES was reduced to a DG and placed under the re-named Ministry for Local Government, Law Enforcement & Wildlife Conservation. Within the State Wildlife Service itself, there are four directorates: Director for Law Enforcement (double-hatted as the State Director); Director for Wildlife Management (who accompanied the consultant throughout); Director for Environment; and Director for Tourism. The states’ WLS is 1004 strong (each state is different, this figure is average in South Sudan). The State Director is actively recruiting new, young members against the deceased numbers. (There are complications in this and the process may take some time). After the CPA in 2005, and to reduce the numbers in the SPLA, the other services were increased in size from disbanded SPLA personnel: of his 1004 personnel on the books, the Director estimates that he has 700 able-bodied, operational personnel. Unlike the SPLA, the WLS is locally recruited and has assumed state responsibilities as well as a wildlife role: the Needs Assessment focused on WLS employment on the Protected Areas rather than other tasks. The level of personnel management appears better than other states, with roulement tours of the reserves relatively well organised, (though not always well sustained). After the 3-month delay earlier this year, salaries are now up-to-date. There are mixed reports of whether the monthly operational allowance of SSP30,000 is still being paid during the crisis: this sum is meant primarily for rations and fuel. Below state level, the WLS appears to be deployed with a priority towards ‘parks and reserves’, as well as its other duties. However, since the ICFR is a ‘forest’ reserve, there are no WLS personnel deployed to the Imatongs, and no RPs in the vicinity of the ICFR. However, there was a lot of willingness to deploy to that area, with support from AWF. Recruitment of new members into the state WLS should be made with a view to managing the Protected Areas: what is required is a small body of well-organised, trained, equipped and sustained personnel.

Above. The WLS patrol approaching Natakapel in KGR, demonstrating some military skills during the patrol but only a few individuals had any knowledge of their wildlife role.
**Forest Guards.** The DG in Juba had stated that there were some 120 Forest Guards in South Sudan and he was budgeting to recruit more. The FGs appear to be specifically employed on forestry reserves and of note, they are not armed. Both the DG in Juba and the Minister for Agriculture and Forestry in Torit had warned that the FGs were the ‘old and tired’ retirees from the SPLA. There are six FGs deployed to the ICFR (three in Katiri and three in Imilai). The consultant met two at Katiri and one at Imilai: all three were young and able, and the remaining three were reported to be the same. Conclusions can be drawn from this over the level of management the FGs receive, which can be confirmed by their own statements that they were in need of local management, structure, organisation and equipment.

The Minister in Torit was budgeting to recruit twenty new FGs specifically for the ICFR. If these are recruited in time, it will affect the ratio of FGs to WLS rangers on the courses: the Minister and the State Wildlife Director were made aware of this situation. The Minister was informed that those who receive training must then work on the ICFR, and therefore, that his recruitment process should bear this in mind.

The issues discussed above underline the point that in the states – including EES – conservation is often managed more as a state matter than a national one, (especially because it is a matter of land allocation and this approach is supported by the constitution). From a programme perspective, transparency is essential and while the training is specifically aimed within the state, it is a national service and Juba must be kept well informed.

**Terminology: Rangers/Scouts/Guards.** Terminology should be standardised. The WLS uses the term ‘ranger’ and the Forestry Department uses the term ‘Forest Guards’. It is therefore recommended to use the terms ‘rangers’ and ‘guards’ rather than ‘scouts’, until and unless further standardisation is applied.

2.3. **The vulnerabilities and risks of elite capture regarding student nomination and appointment of individuals to posts.**

The courses will empower the selected trainees and may provide opportunities in the future for promotion and employment of those individuals. Therefore, there are vested interests in putting chosen people on the course. This issue was the single biggest concern for the rangers at Kamulach RP. The Lotuka and Acholi predominate in the Imatongs, however, it may be necessary to include a broader representation of tribal affiliations. The over-riding principle is that whoever is trained must be posted to the ICFR and be employed on Protected Area Management. The consultant made this point at every meeting. Unfortunately, the Governor was travelling and unavailable during the Needs Assessment: it is recommended that AWF secure his formal agreement of this principle. The formation of a committee to oversee student selection is expanded on in the recommendations section below.

The process of recruiting new individuals into the FGs and WLS could also be exploited by those who benefit from illegal logging and poaching. However, it is generally the case that when communities nearest the reserves understand the importance and benefits of conservation, they are more willing to abide by the law. For this reason, too, it is recommended that the course includes 2 community members. This triangulation (FGs, WLS Rangers and
community members) could reduce the risk of bribery of individuals or of a single group from conducting illegal activities. The selection of the community trainees is also important as they should subsequently become community ‘wildlife ambassadors’ (a process that is making significant progress in WES). As ‘wildlife ambassadors’ they will need to have appropriate influence within the selected communities.

2.4. The moral component and amongst whom it is strongest: i.e. the will to protect the natural resources, to conduct patrols and operations jointly. Communities and traditional authorities in the target area, and their capacity, willingness and knowledge of the forests, wildlife and water resources; the risk of ‘social banditry’ undermining attempts at Protected Area management.

Criminal activity is on a limited scale and focusses primarily on the deforestation and logging industry, with the market/profiteers being in the private sector and inevitably, in South Sudanese society. This is a militarised society that respects authority; but if the communities know how they are losing-out on their natural resources, this could be a major step towards combating the illegal extraction.

Expanding their areas of cultivation, sitting, limited poaching of fauna is being conducted by the communities not as criminal activity but rather through lack of knowledge, no control of the ICFR, and a general lack of awareness of the importance of the reserve which has been degraded since the early 1980's by years of civil conflict. The communities’ willingness to support Protected Area management is all about education, raising awareness and ensuring the communities receive the appropriate proportion of the benefits.

The number of poachers’ tracks indicate that local knowledge of the ground is good. The 2 FGs in Katri proved excellent guides, and there are other local guides who know the range extremely well. The community’s capacity to support the forest reserve is good: their willingness to do so will be entirely dependent on how much they benefit from it. With no presence managing the ICFR, the WLS will be reliant on local knowledge for some time. This, however, is an excellent opportunity for the community to benefit from the ICFR, such as payments for local guides, and other paid tasks such as track clearance e.g. clearing the old track to Gilo and establishing a RP there. These will be some of the more significant injections of cash into the local economy, especially during the ongoing conflict. The state Minister for Agriculture and Forestry was advised to recruit FGs from the Imatong area – this, too will enable communities to see the benefit of the reserve. However, getting protein into the diet will remain a problem. All this indicates the importance of community engagement on the training syllabus.

2.5. The physical component: i.e. the sites, Ranger Posts, equipment scales (uniforms, weapons, ammunition, communications, vehicles), logistic support (especially rations, fuel), seasonal access etc. The physical capacity to conduct mobile operations be it on foot, bicycle, motorcycle or 4x4 pickup.
The WLS Rangers. The WLS has no RP in the Imatongs: it will need to establish RPs there in order to manage the ICFR. Therefore, the consultant visited the RP at Kamulach in Kidepo Game Reserve in order to assess their capabilities. Kamulach RP has a solid building constructed under the former state Minister for Wildlife Conservation, George Echombe. There is also a ‘peace centre’ – a small brick building built several years ago to bring the conflicting communities (Didinga and Bira) together. As RP’s in South Sudan go, this infrastructure is impressive. Rangers each have a rifle (almost exclusively AK47) but have very limited rounds of ammunition per person: too few to confidently and effectively conduct anti-poaching patrols. It will also be known locally that this is all the ammunition they have, which reduces their deterrent effect. There was no additional 7.62 ammunition held centrally at Kamulach. The armoury in the RP also held RPGs and a mortar: a reflection of a home defence role rather than anti-poaching. Weapon and ammunition storage needs to be improved in the longer-term to avoid munitions becoming a hazard.

The main threat to the rangers comes from the Didinga and earlier this year, 6 rangers were killed in a Didinga ambush following a cattle raid on the Bira. With limited munitions, they like to patrol in rather large numbers and the purpose for patrolling is always anti-poaching, rather than wildlife monitoring or management of the reserve.

Each ranger has been issued basic gear over a period of time, including uniforms (usually at least 3 sets), plus a waterproof coat, headdress, belt, boots, rucksack. There has been a one-time issue of boots, but they are of very poor quality. The only decent footwear seen by the consultant had been individual purchases including wellingtons.

There was a solar-powered HF radio provided by WCS. Two rangers had received instruction, although the consultant’s driver helped to set the radio up for them and establish communications with the WLS HQ in Torit. The consultant was told that the radio was set up daily between 8am and 5pm because those were the hours that the radio was manned in Torit, i.e. there is no 24-hour communications. If this is the case, it will further discourage rangers from patrolling at night, particularly during the hours of darkness when cattle raiding/marauding is most likely.

The RP had a ‘medic’ (not a doctor or nurse), who gave out tablets from his store. In all cases, a serious casualty requiring life-sustaining support would need to be evacuated as soon as possible to the nearest town. On the course, First Aid will be taught specific to this remote situation.

The rangers complained that they did not receive rations, and hence there was some subsistence farming around the RP. This is understandable given their situation and is a factor that will need to be incorporated in future RP SOPs.
In total, the State WLS has 2 Landcruiser pick-ups and a large truck for logistics (approximately a 10-ton, unlikely to reach places like Katiri). The vehicles are all maintained from Torit. All mobility in KGR and the Imatongs is therefore on foot. Motorcycles have proven a useful form of emergency movement and communication in difficult terrain for the WLS in WES, and may be particularly suited to the Imatongs.

The FGs. The FGs have absolutely zero government-issued clothing, equipment or weapons; and no organisational equipment such as communications, vehicles, rations, etc. They will need to be equipped from scratch.

Neither the WLS rangers nor the FGs have any overnight patrol gear such as flysheets, tents, ground sheets, etc.

2.6. The conceptual component, at all levels: i.e. command, control & communication procedures; management methods and procedures; knowledge of the law and how to apply it; how to patrol, protect, report and manage; coordination between WLS rangers, Forestry Guards and community members.

Some of the very few core WLS personnel have received training in wildlife management in Uganda, Tanzania or Kenya over 20 years ago. It was quoted that ‘about 10’ of the 1004-strong service have attended training with the KWS organised through WCS, (this course required knowledge of the English language so these people are mostly employed in administrative roles in Torit, rather than using their new skills on practical Protected Area Management). There has been zero training specific to the Protected Areas of EES, or for those employed at WLS Ranger/Forest Guard level. Everyone stated that the WLS brought military experience but had no knowledge of their wildlife conservation role. Everyone who the consultant met in the WLS and Ministries stated that no ranger or FG had received any training and that they did not know what they were supposed to do in their conservation role.

This situation is particularly poor among the Forest Guards. While some WLS staff know about fauna, there is almost zero knowledge about forestry, flora, and how to manage protected areas. Perhaps due to this, there are no SOPs for Protected Area management. (The WLS does have some SOPs but these are related to security/military matters and administration).

The rangers at Kamulach in KDP stated that they went patrolling ‘once per week’ (not overnight). The consultant was advised separately that even this was likely to be an
exaggeration. Even when they do patrol, the rangers do not produce patrol reports or maintain any data whatsoever. All information about KDG is ‘in the head’ of a very few individuals, (for example Sgt Venusto who accompanied the consultant and was an excellent tracker). The HQ in Torit receives limited information, mostly verbal updates. Getting information on paper and building an information picture and database will be essential – mapping and patrol datasheets are a very quick, teachable way to start this process.

**Law enforcement training.** The legal basis around which wildlife and forestry law enforcement training can be conducted is fragile. South Sudan’s Forestry Policy is with the Council of Ministers, yet to be passed. The Forestry Law is ‘in the pipeline’ (it cannot be passed without the Policy). South Sudan’s Conservation and Wildlife Policy was signed in 2012, but the Bill drafted in 2013 is yet to be passed, from which the law would be derived. Current Wildlife ‘law’ is based on the 2003 Wildlife Services Act which is itself a, abbreviated version of the 1975 Act for the Sudan. These were brought into effect on independence, but new Policies, Bills and Laws are unlikely to be passed during the ongoing conflict. While most WLS rangers were aware of the 2003 Wildlife Services Act, no-one at the RPs had actually seen a copy let alone read or knew the rules contained within it. The WLS HQ in Torit holds limited copies but no-one had received training on its contents.

Therefore, law enforcement training should begin with making the designated ‘enforcers of the law’ aware of what the law is that they are meant to enforce. Since the conservation law in South Sudan is not well-known, a training package should be used that focuses on making the enforcers aware of their responsibilities; followed by the enforcers raising awareness of the law in the local communities. This remains a militarised society respectful of authority: once awareness of the law has been raised, applying it should be easier. (This is certainly the consultant’s experience from rural communities in WES).

It is reasonable to assume that the WLS has legal primacy over Forestry Guards. Previously, Forestry Guards and WLS rangers operated jointly, as the Forestry Guards had to hand offenders over to the WLS for legal procedure to be effected. This implies the WLS rangers will be an essential part of the training audience; and that the Law Enforcement element of the training package will need to be cognizant of the current (and ongoing) legal situation regarding forestry, wildlife and conservation in South Sudan. When asked, the chiefs said that there were no local laws in effect.

Despite the frailty of the legal situation described above, Law Enforcement training can still be effectively conducted, based on standard laws and regulations, and activities that may take place to support these, such as demarcation of protected areas, education of the local population, etc. Specific wildlife and forestry species that must be protected and the geographical area of protection (i.e. **what** and **where**) are the two factors that form the basis around which law enforcement, education and awareness can be successfully taught.

3. **Recommendations for the Training**

3.1. **The Requirement to train Forest Guards and WLS Rangers.** The task given by AWF is to train and equip scouts, rangers and their managers to significantly improve their capability to protect water, forest and wildlife resources in the Imatong Mountains and upper Kinyeti
River watershed. In South Sudan there are 2 organised, legitimate government services tasked to protect water, forest and wildlife resources. These are the Wildlife Service (WLS) which comes under the MWCT for authority, and the Forest Guards (FGs) which come under the MAF. In accordance with the Wildlife Act 2003, the WLS is responsible for applying the laws for managing and protecting wildlife and Protected Areas. The term Protected Areas can be applied to Forest Reserves as well as Game Reserves, and likewise the term ‘wildlife’ applies to both fauna and flora. Indeed, the laws for national parks and game reserves which the WLS is assigned to protect, includes laws against de-forestation, logging, cultivation, burning, etc which also apply to forest reserves. The WLS is an organised, uniformed and armed national service which has the capacity (albeit limited) to deploy and sustain Protected Area operations. The WLS is also invested with the power to arrest offenders. The FGs are a small body (some 120 in the whole of South Sudan of which 6 are in the Imatong Mountains), tasked with the protection of only Forestry Reserves. Although an organised, government service the FGs do not have uniform, have no reporting structure, and no capacity to deploy to and sustain Protected Area operations. FGs are not armed and are not invested with the power to arrest.

In the past (pre second civil war), the FGs operated with the WLS because of the need for arms and the authority to arrest. National Policies, Bills and Laws regarding Protected Areas including Game and Forest Reserves are ‘on hold’ and unlikely to be progressed until the current conflict in South Sudan is resolved: it should be assumed that FGs will not be given additional authority or arms in the near future.

Therefore the FGs do not have the institutional capacity to operate effectively alone: joint WLS and FG operations are required to protect water, forest and wildlife resources in the Imatong Mountains and upper Kinyeti River watershed. These are the main reasons for including both WLS rangers and FGs in the training courses. The ICFR covers much of the Imatong range where there is also considerable fauna, under threat from extensive poaching: training and deploying both WLS and FGs addresses both fauna and flora as well as supporting any future endeavours towards designating the Imatong Mountains a National Park.

The Wildlife Ranger & Forest Guard training courses are at the core of a fundamentally people-centred approach to Protected Area management in the Imatong Mountains and upper Kinyeti watershed; which are key to tackling the human-based threats to the fauna, flora, landscape and water in the target area.

3.2. Summary of the Training Package. The Training Courses should not be viewed as a single or isolated event, but rather placed within a process towards achieving effective Protected Area management. Therefore a 3-phase approach is recommended to maximise the potential outcomes of the training, as follows:

Phase 1: Preparation:
- Selection of trainees.
- Procurement and delivery of equipment.
- Preparation of the training camp.

Phase 2: The training courses.

Phase 3: Post-course deployment and the sustainment of Protected Area operations in the Imatong Mountains and upper Kinyeti watershed.
**Location.** It is recommended that both the Wildlife Ranger & Forest Guard Course and the Protected Area Management & Leadership Course are run from the WLS campsite in Katiri. While not as far into the bush as the consultant would have preferred, it is a ready-constructed site with an excellent classroom facility. Accommodation will need to be constructed for the students, either group tents or traditional huts. Practical training will be conducted in the local area and patrols will cover ground well inside the ICFR. Being only two hours’ drive from Torit, the facility also provides a site that is logistically supportable and within a day-visit range for visitors. The chiefs at Katiri were very keen for the course to be held there. The AWF Project Manager is requested to ensure any necessary agreements are made.

Alcohol is a major problem that is undermining authority in many equatorian communities. The chiefs must be warned to keep the communities away from the campsite during the training as there will be a zero-tolerance rule to alcohol during the courses.

**Timing.** It is recommended that the Ranger/Guard course is run in late March and April, i.e. at the end of the dry season and after the annual burning, (the burning would spoil the training areas). Should the communities be instructed to do only one burn, the course could come forward into early March. Procurement and delivery of the equipment and preparation of the site will also take time, pushing the courses into 2015. The planned duration of the Ranger/Guard Course is 14 days; and for the Leadership/Management Course it is 8 days.

**Language.** The best language for conducting the course is Juba Arabic: it is the most widely known and standardised language in the Imatong area. The consultant has run all his previous courses in Juba Arabic and for which his assistant instructor will be required.

**Student Numbers.** The Ranger/Guard Course should comprise 32 students. The selection of students should reflect a fair gender balance in accordance with national and AWF policies. The 32 students should be made up of 15 WLS rangers; 15 FGs; and 2 community members. If the Forestry Department has not recruited new members in time, the 32 students should include at a minimum the 6 FGs who are currently employed, 2 community members and the remainder of places taken by WLS rangers. There is greater flexibility with the Leadership/Management Course, which should comprise 10-16 students. Student numbers are given in more detail at Annex II.

An on-the-job Training of Trainers process is recommended in order to build instructional capacity within the WLS and FGs to run future courses themselves. Therefore, included amongst the students should be 4 personnel who have been selected to be on the course with a view to becoming trainers (extra lessons may be given by the consultant and his assistant).

**Selection of Trainees.** The courses will empower individuals which poses a threat and an opportunity for individuals to exploit. The over-riding principle is that the students must subsequently be deployed to work on Protected Area Management in the Imatong Mountains and especially the upper Kinyeti watershed area. This sounds obvious, but poorly selected
Trainees will result in trained personnel working in Torit, or as officials' bodyguards, etc. Strategically and for the donor's reassurance, there should be formal agreement from the Governor that whoever receives training is to work on Protected Area Management only. This principle should also be made known and supported by the two Ministries in Juba. To avoid the risks of elite capture of course places it is therefore recommended that a Course Committee is established in Torit to oversee Phase 1. The AWF Project Manager should adjudicate this committee.

Annex II gives more detail of the Preparation Phase, including the management of the student selection process, tasks for preparing the training camp, personnel and logistic support requirements, etc.

3.3. The Wildlife Ranger & Forest Guard Course. The draft training programme for the Wildlife Rangers & Forest Guards Course is at Annex III. The course is practical: initially it establishes the 'What & Why' of Protected Area management, before spending most of the course teaching students 'How' to do their job as rangers and guards. It is aimed at a baseline where most students are assumed to be illiterate and that none have received prior training. The components of the course include:

- **Introduction to Protected Area Management.** Conservation, Protected Area Management and the importance of the environment. An introduction to the Imatong Mountains and ICFR. Wildlife and Forestry monitoring.
- **Patrolling.** The purposes, organisation, structure and types of wildlife patrols. Planning, preparation and orders for a patrol. Command & Control, methods of movement (mountainous environment). Equipment, logistics, rations, ammunition, etc.
- **Navigation.** Maps: scale/distance, symbols, Grid References and contour lines. GPS: taking waypoints and plotting them on a map. How to use a compass. (AWF's GIS department is requested to produce 1:50,000 maps for the courses).
- **Information and Reporting.** Completing patrol data sheets and Patrol Reports in order to build a database of information about the Imatong Mountains.
- **First Aid.** Basic First Aid in the field for standard and ballistic injuries, how to improvise, and how to run a casualty evacuation with minimal equipment.
- **Communications.** Instruction on communications will be related to AWF's communications plan for the Imatongs.
- **Community and Private Sector Engagement.** Understanding the role of community and government; and the role of WLS and FG personnel. Engaging the private sector.
- **Law Enforcement.** Based on education and awareness training, WLS and FG responsibilities to educate the communities about the law. Demarcation of boundaries, weapon handling, evidence preservation. Patrol anti-poaching tactics.

3.4. The Protected Area Management & Leadership Course. The draft training programme for the management & leadership course is at Annex IV. It is recommended that this is targeted within the WLS and FG organisations and is aimed at the level of Park Warden/RP Commander/Patrol Commander. The reason for this is based on much evidence of the need to improve this level of management; and that leaderless Ranger Posts do not patrol or conduct effective operations. Rather, they risk descending into ill-disciplined units that could prey on natural resources and create tension with local communities. (A third tier of training aimed at Wildlife and Forestry officials in Torit is also recommended, but this is considered to have a wider remit and involve a broader subject area than that given here). Some components of the course are similar to the Ranger/Guard course, but are raised to a more senior level. The components include:

- **Introduction to Protected Area Management.** Conservation, Protected Area Management and the importance of the environment. An introduction to the Imatong
Mountains and ICFR. Wildlife and Forestry monitoring. The role of Park Wardens, RP Commanders and Patrol Commanders in Protected Area Management.

- **Leadership.** Lessons and activities in Action-Centred Leadership: building the team; developing individuals and achieving the objective.
- **Planning, Preparation and Orders.** Tools for planning at Park Warden/RP Commander level (a variation of the 7-Questions); giving orders and directives; establishing patrol frameworks; reporting.
- **Logistics, Personnel and Administration.** Day-to-day management of the RP: planning operations, logistic accounting personnel management.
- **Navigation:** developing an information database. Additional navigation training: maps and GPS. This will also be used as practical leadership training.
- **Information and Reporting.** Utilising patrol data sheets and Patrol Reports to build the information map for their area of responsibility.
- **Communications.** Instruction on communications will be related to AWF’s communications plan for the Imatong.
- **Leadership in Community and Private Sector Engagement.** Engaging with chiefs and senior management of the Private Sector.
- **Leadership in Law Enforcement.** Managing law enforcement operations. Coordinating with other agencies.

### 3.5. Equipment requirements.

The list of equipment recommended to conduct the training and for subsequent issue to the trained rangers and guards is at Annex V. This comprises their immediate equipment needs and is not a full list of equipment required to support the deployment and sustainment of a Ranger/Guard service in the Imatong Mountains (although the list is a step towards achieving this).

### 3.6. Post-course deployment and sustainment.

As described in paragraph 3.2. above, the third phase of the capacity-strengthening process is the deployment of rangers and FGs to the Imatong Mountains and the sustainment of Protected Area operations. In the Imatong Mountains there are currently no Guard Posts, Ranger Posts or WLS rangers. The FG ‘deployment’ consists of three FGs in Katiri and three in Imilai – that is all. They have no office, Guard Post, communication or reporting system. Therefore, sequential with the training and in order for the rangers and guards to protect water, forest and wildlife resources, there is a requirement to support and implement a WLS and FG ‘laydown plan’ in the Imatong Mountains and upper Kinyeti watershed.

The laydown plan for the deployment of Rangers and Guards should be addressed as a specific issue as it will require facilitating. The consultant does not recommend rushing into constructing RPs; rather, to use existing structures (e.g. the campsite), and decide where to build infrastructure once the ground is better understood. To support this navigation, GPS, mapping and information reporting are central to both courses, and are the critical skills needed to build a simple database of information that is geographically focused. This is fundamental to building the picture of what is really happening in the ICFR with regards human activity and wildlife, and ensuring this vital information is readily available rather than kept in the heads of a few, local individuals. From this knowledge, plans can be made to develop an effective laydown plan to manage the reserve.

This is a more enduring task and the infrastructure associated with it (e.g. track clearance, construction of simple ranger posts) is an obvious area where communities can be involved and benefit from supporting the management of the reserve. There is evidence and remains of former infrastructure (tracks, bridge supports, etc) that can be built-upon for some of this work.
As mentioned previously, the laydown plan has an impact on what communications would be required and where they would be located, including siting of repeater antennas, etc.

To maintain operations in the Imatong Mountains, there will be a requirement for Continuation Training to ensure rangers, guards and their managers practice and build on the skills they learn from the courses. The Training of Trainers component is an important contribution to this.

4. Next Steps

An explanatory cover note with the training package contained in Annexes III & IV should be distributed to the relevant authorities in Juba and Torit for approval, via AWF’s staff in South Sudan (this is in progress). Once approval has been received from the authorities in South Sudan, the daily programme, lesson plans and detailed instructions for each course can be produced.

Annex II provides details on preparation for the training at state and AWF project manager (Torit) level. Other priorities include: the procurement of the equipment (listed at Annex V) and arrangements for its delivery in coordination with Ministries in Juba and Torit; the production of the necessary maps with agreed level of data, position system and datum, etc for the training; and contractual arrangements for running the courses themselves.
References

1. Documents, Articles, Reports and other publications
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Reeder, D, 'Mammals of South Sudan' (Bucknell University, work-in-progress).
Tactics for Forestry Governance, (IIED)
Social Justice in Forestry, gains made and tactics that work (James Mayers, IIED)
UNDP CPRU: Community Security and Arms Control Consultation Report EES

2. Maps
University of Berne, Map Sheet 3, Eastern Equatoria, Sep 2005.
Sudan Survey Department, 1946, (Rev 1955).
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3. Books
Fukui, K, Markakis, J, (Eds), ‘Ethnicity and Conflict in the Horn of Africa’, (James Curry, 1994). (Chapter 5, The Pari and their neighbours in Southeastern Sudan; Chapter 6, Ethnicity and Tribalism on the Sudan-Uganda border).
Annex I

The Needs Assessment Programme

<table>
<thead>
<tr>
<th>Date</th>
<th>Event and Key Personalities Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Aug</td>
<td>Juba. Introductory meetings with DG Forestry (Timothy Thwol) and DG WLS (Maj Gen Philip Chol). (AWF representative in Nairobi at the time).</td>
</tr>
<tr>
<td>15 Sep</td>
<td>Juba. Follow-up meetings with DG Forestry and DG WLS. Meeting with AWF Technical Adviser (James Kahurananga) to discuss the scout training project and expectations.</td>
</tr>
<tr>
<td>16 Sep</td>
<td>Torit. Fly to Torit. Meet with AWF Project Manager (Charles Laku), discuss situation and confirm arrangements and plans for the Needs Assessment.</td>
</tr>
<tr>
<td>17 Sep</td>
<td>Torit. Meetings with WLS Acting State Director (Col Dusman Achalam) and Director Wildlife Management (Lt Col Zachariah Oburak); Minister for Agriculture and Forestry. (Minister LG, LE and WC travelling and unavailable). Preparations with WLS for the field assessment. Katiri. Deploy to Katiri with WLS Director Wildlife Management and 2 WLS rangers. Establish camp, request meeting with community leadership in the morning; meet with visiting botanists (Quentin Luke and Mike Maunder). Inspect the WLS campsite for suitability as a Training Camp.</td>
</tr>
<tr>
<td>18 Sep</td>
<td>Katiri. Community focus group discussion with Katiri chief (Arnieo Lomiong), Head Youth Committee (John Zaki), youth leader (Juma Alfred), community secretary (Luka Paul), 2 FGs (Okenyi Moses and Philip Ben) and 6 community members. Foot ‘patrol’ in the vicinity of Katiri, including plantations, cultivation areas and Private Sector development. Meet with 3 residents/cultivators. ‘Patrol’ lead by the 2 FGs, with 2 WLS rangers and WLS Director. Ilimai. Community focus group discussion at Ilimai, including Ilimai chief (Solomon Ohide Otari), FG (Michael Atafio Mario) and 8 community members.</td>
</tr>
</tbody>
</table>

![Map showing the area of foot patrols with FG’s and WLS](image-url)
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Sep</td>
<td>Katiri</td>
<td>Patrol into the Gilo area, led by the FGs and accompanied by 2 WLS rangers and a community guide. Meet with 4 residents/cultivators. Meeting with ‘area’ chief (Sileman Ampello).</td>
</tr>
<tr>
<td>20 Sep</td>
<td>Torit</td>
<td>Meeting with Minister for Local Government, Law Enforcement &amp; Wildlife Conservation (Charles Lokonoi); meeting with AWF Project Manager to discuss conflict mitigation; Telephone call with former State Minister for Wildlife Conservation (George Echombe). Preparations for field trip to KGR.</td>
</tr>
<tr>
<td>21 Sep</td>
<td>Kidepo Game Reserve</td>
<td>Drive to Kamulach RP via Lobira, accompanied by Director Wildlife Management and 3 rangers. Meet community at Bira, (12 residents). Inspection of Kamulach RP; focus group discussion with 16 rangers at Kamulach RP.</td>
</tr>
<tr>
<td>22 Sep</td>
<td>Kidepo Game Reserve</td>
<td>9-hour foot patrol with 14 WLS rangers along the Kidepo River and across country to Natakapel (high point at the heart of the poaching).</td>
</tr>
<tr>
<td>23 Sep</td>
<td>Kidepo Game Reserve</td>
<td>De-brief from patrol. Drive through KGR; return to Torit via Ikotos and Imatong.</td>
</tr>
<tr>
<td>24 Sep</td>
<td>Torit</td>
<td>Meetings with Deputy Governor (Jerome Gama Surur, governor unavailable); debriefs with Minister LG, LE &amp;WC; Minister for Agriculture and Forestry; and State WLS Director. In each meeting, the consultant gave an outline of the proposed training package (both courses), location and timings. In each case, this received verbal approval. The consultant also advised at each meeting that student selection was critical and that whoever was trained should subsequently be deployed to the Imatong Mountains to work on Protected Area Management: this was acknowledged by all those met.</td>
</tr>
<tr>
<td>25 Sep</td>
<td>Torit – Juba</td>
<td>Fly to Juba.</td>
</tr>
<tr>
<td>26 Sep</td>
<td>Juba</td>
<td>Backbrief to both the AWF staff. DG Forestry and DG WLS were both unavailable for back-briefing.</td>
</tr>
</tbody>
</table>
Annex II

Course Preparation Phase

This Annex provides guidance for the AWF Project Manager and authorities in Torit on preparation for the courses, most importantly for the selection of trainees and preparation of the Training Camp. Early guidance is given on equipment, vehicles and staff support requirements: Course Instructions will be issued later which will cover these in more detail.

1. Personnel.

1.1. Principle. The over-riding principle for student selection is that following the course, all students will be deployed to the Imatong Mountains to work on Protected Area Management of the ICFR. A Committee should be established to manage the selection of trainees. The composition of the committee is suggested as follows:

- AWF Project Manager: to oversee the selection and ensure adherence to the above principle.
- Minister for Local Government, Law Enforcement and Wildlife Conservation (or his nominated representative)
- Minister for Agriculture & Forestry (or his nominated representative)
- State Director for Wildlife Services (may be the Min LG, LE & WC’s nominated rep)
- Director General for Forestry (may be the Min MAF’s nominated rep)
- State Director for Wildlife Management.
- A representative from the Forestry Department/FGs.

1.2. Number of Students. The Wildlife Ranger & Forest Guard course is designed for a total of 32 students (during the course this number is broken down into 2 patrols of 16 people each. 16 comprises a large patrol and is the maximum suitable for teaching purposes). The course places are broken down as follows:

Option 1. Based on the State MAF recruiting sufficient, suitable new Forest Guard recruits.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>No.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wildlife Service (EES)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Forest Guards (EES)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Community (Katiri)</td>
<td>2</td>
<td></td>
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</tbody>
</table>

Option 2. Based on the State MAF not recruiting suitable new Forest Guards in sufficient time before the course.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>No.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wildlife Service (EES)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Forest Guards (EES)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Community (Katiri)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Option 3. The third option lies between Options 1 & 2 above, where the State MAF’s recruitment has begun (i.e. more than 6 suitable FG candidates), but has not reached the total figure of 15 suitable FG candidates. Some flexibility will be required on the part of the Selection Committee to manage this situation.

1.3. Training of Trainers. Of the 32 trainees, 4 should be specifically selected to attend the course with a view to becoming instructors for future training courses. These students should
have a basic grasp of written and spoken English, and have sufficient authority/rank and confidence to become instructors.

1.4. Other Criteria. In addition to the principle for selection given above, guidance on other criteria includes:

- Fit and able with a wildlife/forestry career ahead of them. Willing to learn and become a ranger or FG working full-time in the Imatong Mountains.
- For the Wildlife Ranger & Forest Guard Course: a mixture of ranks to ensure there are a few leaders with a balance of sufficient Junior Non Commissioned Officers and Privates. There is a requirement for a minimum of 4 students to be able to have basic reading and writing skills in order to compile patrol reports and data sheets, and check GPS data. Otherwise, the course is specifically designed for those with minimal literacy levels.
- For the Protected Area Management & Leadership Course: predominantly officers, warrant officers and some Senior NCOs. Students should be those who are potential Park Wardens, Ranger Post Commanders and at the most junior level, Patrol Commanders. All students will require a basic level of reading and writing skill in order to compile patrol reports and data sheets, check GPS data, etc.
- The selection of students should reflect a fair gender balance in accordance with national and AWF policies.

1.5. Support staff. There will be a requirement for the courses to be supported with additional personnel, it is recommended the State WLS is approached to provide this support, which includes:

- 1 store man
- 4 cooks (including 1 allocated to the instructors)
- 2 medics.
- Guards for the campsite, as necessary
- Visits support team (to manage any visitors to the courses, as the instructors will not have the time to do this themselves).

1.6. Nominal Roll. The final nominal roll of trainees for each course should be sent to the consultant a minimum of 10 days in advance of the course, for the preparation of course documents.

2. Training Camp and Equipment Preparation.

2.1. Location. The Ranger/Guard Course and the Leadership/Management Course will be run from Katiri Campsite. The site has its own classroom facility as well as ablution block. In order to prepare the site the following is requested:

- Confirmation booking of the camp site for the training, through March and April 2015.
- Construction of accommodation for the students and supporting staff. This may be either tents, tarpaulins or traditional tukuls.
- It is recommended that surplus accommodation is erected, in order to allow any potential visitors to stay overnight, (beds may be required for senior visitors).
- The community in Katiri should be briefed about the courses to ensure full awareness and cooperation.

2.2. Equipment. The recommended equipment for the course is contained at Annex V. Coordination over the delivery of this equipment should be made between AWF and the Ministries in Juba and Torit, especially as some of the equipment is para-military in nature.
Secure storage will be required in Torit to hold the equipment prior to the course; and delivery of the equipment to the Training Camp just prior to the course start, (there is a suitable storage facility at the camp site). This equipment belongs to AWF.

All WLS students will be required to attend the course with their usual, issued equipment including: 3 sets of uniform including head dress, boots/footwear, waterproof coat; sleeping gear (blanket etc), rifle and ammunition.

It would be helpful if the FGs could be issued their basic, individual equipment (uniforms) prior to the start of the course.

2 vehicles (4x4 pickups) should be maintained at the Training Camp throughout the courses. The responsibility for vehicles and fuel to deliver students to/from the courses should be arranged by AWF.

The responsibility for providing and delivering rations for the courses should be arranged by AWF. The consultant can provide a ration list and estimated cost for each course.

Maps will be essential: the consultant will discuss the map requirements with AWF’s GIS department.

2.3. Timing. The exact dates of the courses are to be confirmed, but they will be run during March/April 2015: this is to give guidance on time allocated to the preparation phase. The Ranger & Guard Course will be run first, with the Management & leadership course starting a few days after the completion of the first course. The pause of a few days is to allow for logistic replenishment at the training camp.
Annex III
Wildlife Ranger and Forest Guard Course: Draft Training Programme

Notes:
- Mapping will be required at 1:50,000 scale, for the navigation training and subsequently for building a database of information: for the courses a 1:50,000 map of the training area including the Katiri campsite will be essential.
- AWF’s radio communications plan needs to be known in order to prepare the right modules. However, the communications plan will need to reflect the ranger/guard management plan for the Imatongs, (e.g. confirmation of the RP locations), which would require the radio training to be conducted as a discrete package later.

<table>
<thead>
<tr>
<th>Ser</th>
<th>Component</th>
<th>Modules</th>
<th>Purpose/Remarks</th>
</tr>
</thead>
</table>
| 1   | Introduction to the course | • Course programme; course rules  
• Divide into patrol teams and pairs  
• Issue equipment                  | Formal course opening.  
Prepare the students for the course to ensure they get maximum benefit. |
| 2   | Protected Area Management    | • Introduction to conservation and Protected Area Management.  
• Fauna, flora, habitat, environment  
• Understanding the environment and its importance to sustain life.  
• The human-wildlife balance.  
• The purpose and benefits of National Parks, Game and Forest Reserves.  
• What is Protected Area Management  
• What needs to be done about the Imatong Mountains and ICFR. | Set the parameters, purpose and scope of the course: what their job is and why they do it, (the remainder of the course is how to do their job). Help students to understand what they are meant to be protecting and why they are protecting it.  
Turn rangers and FG’s mind sets from the military to wildlife conservation. |
| 3   | Patrolling           | • The purpose of patrolling: types of wildlife patrols  
• Organisation, structure and size of patrols for different tasks  
• Planning, preparation and orders for a patrol | Ensure students know the basic tool – patrolling – for protecting, managing and gathering information on the ICFR. Teach them how to run effective patrols through planning, preparation and organising their |
| 4 | Navigation | • Maps:  
  o What is a map  
  o Scale and distance  
  o Symbols  
  o Grid References: latitude and longitude  
  o Contour lines.  
• GPS:  
  o Taking waypoints  
  o Plotting waypoints on a map using Grid References  
• Compass:  
  o How a compass works: cardinal points and degrees.  
  o Taking bearings; marching on a bearing | Ensure students understand maps for navigation and as a tool for building information. Ensure students can use the key functions of a GPS (waypoints as the minimum); and can use a compass to assist for navigation. Enable students to record what they find on patrols; and plot this data onto a map. Thus, information can be used to build a vast picture for everyone.  

AWF’s GIS department is requested to produce 1:50,000 maps for the courses |
| 5 | Information and Reporting | • Patrol data sheets: how to fill in a bespoke datasheet, what information is necessary.  
• Patrol Reports: the key information that needs to be sent to HQ | Students know how to record the relevant information from patrols; inform others of this information; and build a simple information ‘database’. |
| 6 | First Aid. | • The purpose of First Aid  
• The standard life-sustaining techniques: breathing, bleeding, breaks, burns, including ballistic injuries.  
• Improvising a stretcher for their patrol equipment  
• How to run a casualty evacuation | To enable patrols, especially Law Enforcement patrols, to have the basic First Aid skills to deploy with the confidence that they can sustain a casualty’s life and evacuate the person to receive proper treatment. |
<p>| 7 | Communications. | • Instruction on communications will be related to AWF’s communications plan for the Imatongs | TBC, pending decision on AWF’s comms plan for the project area. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Community and Private Sector Engagement.</th>
<th>Community initiatives to benefit from the ICFR</th>
<th>Community-Private Sector relationship</th>
<th>WLS/FG engagement with the Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Understanding the roles of, and differences between, community and government</td>
<td>Strengthening WLS/FG and community relationships</td>
<td>What communities can do to support the ICFR</td>
<td>Ensure WLS and FGs understand their role as ‘government’ representatives, and their relationship with the communities; and understand how the communities can benefit from the ICFR through legal initiatives. How to work together with the communities and ‘wildlife ambassadors’. Ensure WLS and FGs understand their role and responsibilities to monitor the activities of the Private Sector and how to do this.</td>
</tr>
</tbody>
</table>

| 9 | Law Enforcement | The Wildlife and Forestry Acts. | The specific responsibilities and authority of WLS rangers and FGs | WLS Rangers and FGs understand their responsibilities in accordance with law; and that the credibility of the services rests with them. Rangers and FGs know how to act within the law and how to apply the law. Rangers and FGs know how to run and coordinate effective anti-poaching/logging operations. |

|   | South Sudanese Wildlife & Conservation Policy and Forestry Policy | Highlight the key laws regarding NPs, Game and Forest Reserves. | Highlight what a ranger/guard must do and must not do | WLS and FG responsibilities to educate and raise awareness amongst the communities and Private Sector |

|   | Powers of Arrest | Anti-poaching/logging operations, based on information, pre-emptive action and prevention. | WLS and FG responsibilities to educate and raise awareness amongst the communities and Private Sector |
Annex IV
Protected Area Management & Leadership Course

Notes:
- The course will include a practical leadership task that will run for the duration of the course, each student having the opportunity to lead the task. The task will involve specific skills including assessment, planning, orders, navigation, reporting, etc.
- Student inputs during the lessons will be captured and go towards development of a set of SOPs for the ICFR.
- The same situation applies to communications training as per the Wildlife Ranger & Forest Guard Course.

<table>
<thead>
<tr>
<th>Ser</th>
<th>Component</th>
<th>Modules</th>
<th>Purpose/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course</td>
<td>• Course programme; course rules</td>
<td>Formal course opening. Prepare the students for the course to ensure they get maximum benefit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Issue equipment</td>
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</tr>
<tr>
<td>2</td>
<td>Protected Area Management</td>
<td>• Introduction to conservation and Protected Area Management.</td>
<td>Set the parameters, purpose and scope of the course: what their job is and why they do it. Introduce students to the global perspective. The role of leaders/managers in achieving effective Protected Area Management.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fauna, flora, habitat, environment</td>
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<td></td>
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<td>• Understanding the environment and its importance to sustain life.</td>
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<td>• The human-wildlife balance.</td>
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<td>• The purpose and benefits of National Parks, Game and Forest Reserves.</td>
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<td>• International bodies, global perspective.</td>
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<td></td>
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<td>• What is Protected Area Management</td>
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<td></td>
<td></td>
<td>• What needs to be done about the Imatong Mountains and ICFR.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Leadership</td>
<td>• What makes a good leader</td>
<td>Students understand the qualities of a leader and that without a good leader, a small unit is dysfunctional and fails to achieve its purpose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Action-centred leadership, (Adair’s principles):</td>
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<tr>
<td></td>
<td></td>
<td>o Achieving the task</td>
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<td></td>
<td></td>
<td>o Building the team</td>
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<tr>
<td></td>
<td></td>
<td>o Developing individuals</td>
<td></td>
</tr>
</tbody>
</table>
| 4 | Planning, Preparation and Orders. | • Small unit leadership (i.e. Park/Reserve unit, Ranger Post)  
• Roles and responsibilities of a small unit leader | Students learn how to assess a situation, make decisions and give effective orders/directives with sufficient time for preparation and the successful achievement of the task. |
| 5 | Logistics, Personnel and Administration | • Tools for planning at Park Warden/RP Commander level (a variation of the 7-Questions assessment process)  
• Giving orders and directives  
• Preparation for activities  
• Delegating tasks  
• Setting daily routines  
• Establishing patrol frameworks | Students understand the importance of daily management of RPs and nomination of individuals to posts, and the delegation of tasks and responsibilities. |
| 6 | Navigation: developing an information database. | • Management of RPs to achieve effective management of Reserves  
• Personnel management  
• Logistics management  
• Accounting (equipment, rations, finances, etc)  
• Daily routines | Ensure students understand maps for navigation and as a tool for building information. Ensure students can use the key functions of a GPS (waypoints as the minimum); and can use a compass to assist for navigation. Enable students to record what they find on patrols; and plot this data onto a map. Take navigation to the level where students can utilise information from patrols to build their database of information of the Reserve. |
|   | Information and Reporting | • Patrol data sheets and Patrol Reports  
• Building an information database  
• Reporting to HQ | Students know transpose information from the patrols to build an information ‘database’, and the right information is passed to HQ. |
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Communications.</td>
<td>• Instruction on communications will be related to AWF’s communications plan for the Imatongs</td>
<td>TBC, pending decision on AWF’s comms plan for the project area.</td>
</tr>
</tbody>
</table>
| 9 | Leadership in community and Private Sector Engagement | • Strengthening WLS/FG and community relationships  
• Organising communities to support the ICFR  
• Community initiatives to benefit from the ICFR  
• Strengthening the WLS/FG engagement with the Private Sector | The leader’s role in coordinating WLS/FG with community and Private Sector |
| 10 | Leadership in Law Enforcement | • South Sudanese Wildlife & Conservation Policy and Forestry Policy  
• The Wildlife and Forestry Acts.  
• Highlight the key laws regarding NPs, Game and Forest Reserves.  
• Instructing rangers and FGs in their specific responsibilities  
• Powers of Arrest  
• Running comprehensive anti-poaching/logging operations, using information, pre-emption and prevention. | WLS/FG leaders understand their responsibilities in accordance with law; and that the credibility of the services rests with them. Leaders know how to apply the law and how to plan and direct effective anti-poaching/logging operations. |
Annex V

Equipment Requirements

Notes:

1. Numbers are based on the number of trainees (both courses) plus a small surplus for spares. If AWF is planning to train more rangers/guards, it is recommended to purchase all the equipment together to reduce shipping/import costs.

2. Further discussion is required with AWF to determine plans for communications and maps.

3. Weapons and ammunition is a national issue and AWF should not become involved in the provision of these items. However, it may become necessary to advise on weapon and ammunition scales during ICFR management planning.

4. The authorities in Torit have been warned of the delivery of paramilitary equipment and their cooperation has been asked for.

5. The consultant and his assistant anticipate bringing their own vehicle, tents and personal equipment to the course. Likewise, the equipment list does not include provision for supporting personnel.

<table>
<thead>
<tr>
<th>Ser</th>
<th>Item</th>
<th>Qty</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Equipment: for the course and subsequent deployment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Flysheet/basha</td>
<td>60</td>
<td>Military pattern</td>
</tr>
<tr>
<td>2</td>
<td>Ground sheet</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mosquito net</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Rucksack</td>
<td>60</td>
<td>Military pattern</td>
</tr>
<tr>
<td>5</td>
<td>Blanket</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fleece jacket</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Water bottle, mug and pouch</td>
<td>60</td>
<td>Military pattern</td>
</tr>
<tr>
<td>8</td>
<td>Boots</td>
<td>60</td>
<td>Military jungle pattern. Sizes?</td>
</tr>
<tr>
<td>9</td>
<td>Socks</td>
<td>200</td>
<td>Military pattern</td>
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<tr>
<td>10</td>
<td>Waterproof notebooks and pencils</td>
<td>60</td>
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<tr>
<td>11</td>
<td>GPS</td>
<td>20</td>
<td>Garmin Etrex 10</td>
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<tr>
<td>12</td>
<td>Compass</td>
<td>50</td>
<td>Declination for Latitude 40 00’ N</td>
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<tr>
<td>13</td>
<td>Binoculars</td>
<td>10</td>
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<td>14</td>
<td>Camera</td>
<td>6</td>
<td>Charging system?</td>
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<td>15</td>
<td>Communications system</td>
<td>tbc</td>
<td>Tbc</td>
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<tr>
<td>16</td>
<td>Machetes</td>
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<td>17</td>
<td>Cooking pots</td>
<td>8</td>
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</tr>
<tr>
<td>18</td>
<td>Cooking spoons</td>
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<td>19</td>
<td>String/rope (balls)</td>
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<td>20</td>
<td>Medical packs</td>
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<td>21</td>
<td>Maps: EES, ICFR, etc</td>
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<td>Tbd with AWF’s GIS dept</td>
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<td>22</td>
<td>Wildlife information booklets</td>
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<td>Patrol Report folders</td>
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<td>Patrol Report sheets</td>
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<td>25</td>
<td>Patrol datasheets</td>
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<td></td>
<td><strong>Basic Individual Equipment for Forest Guards</strong></td>
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<tr>
<td>26</td>
<td>Uniform: shirt, jacket and trousers</td>
<td>60</td>
<td>3 sets per person</td>
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<tr>
<td>27</td>
<td>Hat</td>
<td>20</td>
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<td>28</td>
<td>Webbing belt</td>
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<tr>
<td>29</td>
<td>Waterproof jacket/poncho</td>
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<td>37</td>
<td>Plastic chairs</td>
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<td>Plastic tables</td>
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<td>Tents: student accommodation</td>
<td>Tbc.</td>
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<tr>
<td>40</td>
<td>Generator</td>
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<tr>
<td>41</td>
<td>20L jerrycan</td>
<td>2</td>
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<tr>
<td>42</td>
<td>Petrol (for generator)</td>
<td>40L</td>
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<td>43</td>
<td>Projector</td>
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<td>44</td>
<td>Long extension cable (+20metres)</td>
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<td>45</td>
<td>Wildlife DVDs</td>
<td>10</td>
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<tr>
<td>46</td>
<td>Tents, tarpaulins, etc</td>
<td>tbc</td>
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</tr>
</tbody>
</table>

- Small, for laptop and projector
- 1:50,000 Training Area
- Student and support staff accommodation requirements tbc