

ENFORCEMENT RANGER BASIC TRAINING COURSE



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Hin Nam No National Protected Area, Lao PDR

10th-23rd December 2018

Course 1



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**ENFORCEMENT RANGER – BASIC TRAINING COURSE
4-2018 ER-BTC**



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EXECUTIVE SUMMARY

Freeland has developed a comprehensive capacity building program for forest police and rangers called 'PROTECT'¹ (Protected – area Operational and Tactical Enforcement Conservation Training). These courses provide the first peer reviewed regional training standard for Southeast Asian Wildlife officials. Sanctioned by the Association of South East Asian Nations Wildlife Enforcement Network (ASEAN-WEN), and in accordance with the ASEAN Centre for Biodiversity's (ACB) competency standards for Protected Area Jobs these have become the baseline that dictates the minimum skills rangers' require to conduct their work and identifies which subjects need to be taught to enable officials to reach the required standard.

During December 2018 Freeland conducted the first PROTECT Enforcement Ranger Basic Training Course for the 'Integrated Nature Conservation and Sustainable Resource Management in Hin Nam No Region for the GIZ-Hin Nam No Component of the ProFEB Program'. Forty patrol personnel from Lao PDR's Hin Nam No National Protected Area (NPA), Khammouan Province, in East-central Laos participated in the activity. This report describes the course designed specifically for frontline personnel engaged in biodiversity protection which was modified to reflect the abilities of the various agencies the participants originate.

Using contemporary instructional methods the course aimed to teach participants to safely and effectively conduct navigation, first aid, anti-poaching tactics, arrest techniques, interviewing, evidence management and data collection to monitor wildlife and crime. Topics were adapted to ensure relevance in the local situation.

Hin Nam No NPA is approximately 88,000Ha in size and lies on Lao PDR's central eastern border with Vietnam. The park is contiguous with in Phone Nga Ke Bang National Park in Vietnam's central highlands. Both parks have extensive Karst limestone terrain and access to Hin Nam No is difficult, often requiring long walks to enter the park as there are no roads that 4WDs can traverse. By contrast poachers can walk in easily from the Vietnam side in just one day. Communication systems in Hin Nam No are non-existent, so often rangers are on their own once on patrol in the park, unless they near the Vietnam border, where at some points Vietnamese mobile phone systems can be used to communicate back with the park office. Poachers generally snare all mammals, but are particularly interested in large bushmeat species such as sambar deer and valuable pangolins. There is also a problem with illegal logging, although this has noticeably reduced following the implementation of PM Order 15². Most illegally sourced wildlife products are trafficked to Vietnam.

A counter poaching and logging training course was implemented at Hin Nam No NPA field project office in Boualapha district. A mixture of theory and practical classes taught participants an understanding of how to conduct themselves as park rangers in various situations, including; roles and responsibilities, first aid, navigation, patrol tactics, arrest techniques, crime scene analysis, interviewing and evidence collection. Course participants were tested requiring 70% or more to pass. Of the 40 participants 100% successfully achieved this, with 10 showing exceptional skills and an average course score over 90%.

Participants came from a wide diversity of backgrounds and abilities, including; village volunteers, existing community rangers, national police and Lao military, with these two latter agencies permanently seconded to provide security during enforcement patrols in Hin Nam No.

Freeland instructors were mostly Northeastern dialect speaking Thai's, which is easily understood by most Lao people and reduced the need for much translation. All instructors are retired or active law enforcement officers themselves, which helped bring much more realism to situational explanations during classes. A strong rapport developed between the participants and instructors, which led to increased interactions and confidence among participants to ask questions.

Important political representatives visited the training course during its implementation, including the district governor, the head of the Provincial Office of Agriculture and Forestry and the chairman of the District Co-management Committee. The rangers were able to highlight their importance for the

¹ Protected-area Operational & Tactical Enforcement Conservation Training <http://www.freeland.org/programs/protect/>

² Order No. 15/PM, dated 13 May 2016 on Enhancing Strictness on the Management and Inspection of Timber Exploitation, Timber Movement and Timber Business

management of Hin Nam No NPA by demonstrating newly acquired skills to further political dignitaries including; the Minister for Agriculture and Forestry, the Governors of Khammouane Province and all districts, including Boualapha District, all the unions from Boualapha District and to the village headmen from Boualapha district including the Hin Nam No guardian communities.

Following completion of this first course, GIZ plan to continue the training programme, with a second enforcement course planned for March 2019. Some of the top ten graduates from this course may be suitable to act as mentors to their colleagues during a successive course.

ACKNOWLEDGEMENTS

A number of individuals and organizations were instrumental to the success of this training course. We thank:

The staff and partners from the 'Integrated nature conservation and sustainable resource management in the Hin Nam No region, Khammouane Province, Lao PDR (HNN) Protection and Sustainable Use of Forest Ecosystems and Biodiversity in Laos (ProFEB) Programme'.

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Instructional staff

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Korkiart Phiwphong, DNP/King of Tigers Instructor PARO14 (Tak Province) Thailand

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Sisomphone Souddthischak, Head of Hin Nam No & Khammouan Protected Area Cluster, Thakhek, Khammouan Province.

Lamphong Xaysomboun, Head of District Co-Management Committee (DCMC) Secretariat

Khamphou Boutsaly, Deputy Head of District Co-Management Committee (DCMC) Secretariat

Report cover photo © Ryan Deboodt <http://www.ryandeboodt.com/>

Freeland general recommendations to assist enforcement at Hin Nam No, based on interactions with rangers, staff and instructors.

A law enforcement technical advisor (LETA) with previous experience in Southeast Asia should be hired to temporarily support a (still to be hired) Head of Enforcement establishing working systems and formulate standard operating procedures (SOP's) guiding enforcement operations. In the Terms of Reference for the LETA (short term (6 month to 1 year) consultancy, qualifications/experience must include proven enforcement management skills, leadership role in PA situation, working with park rangers and establishing initial operations for PA's. If possible including law enforcement expertise (not solely urban police though) to initiate a confidential informant network and management of CI's (further advice for ToR available on request)

HNN project management should consider establishing a 'floating' enforcement unit that can support rangers working in remote areas. They can help collate park based violations data to focus law enforcement operations, especially in addressing serious logging or poaching operations.

Ranger refresher training needs conducting annually for all patrol rangers. The previous mentioned unit could perform that task, if they receive PROTECT Team Leader Training.

In the longer term the Government of Lao PDR should consider establishing a national mobile ranger unit that has two duties, law enforcement in severe cases and ranger training for all PA's across Lao PDR

Explore ways to improve communications with remote areas of HNN to assist law enforcement responses and support during emergencies. This could be a set of satellite phones, an HF radio system, or the new Garmin 'In-reach' GPS/Satellite units³.

Ranger training should be validated after 6 months to check skill retention and to offer rectifying on-job-training in the field if dangerous practices are observed.

Ranger organizational structure should encompass a (local) Head of Enforcement who oversees all enforcement operations and management of coordinated protection responses. The role could also manage investigations (including confidential informants) and ensure all SMART data is returned from patrols and integrated into the database regularly. This incumbent would lead SMART management meetings and direct adaptive protection strategies.

Weapon carrying patrol staff require the mandate to carry weapons in the PA. They need the necessary legal mission orders to conduct law enforcement. They also require regular weapons and weapons safety training (every year).

Law enforcement officials from the military and police trained during this course should be retained by the project instead of rotating them with further officials - who have not received the same training as given during this course. This will improve teamwork, efficiency, effectiveness and safety among teams and ensure institutional knowledge is retained by the teams.

There needs to be more community outreach so that communities understand why there are regulations in place that protect wildlife and habitat.

To further hone and embed learned skills from the course – a 3 day/2 night patrol immediately following the course would enable the graduates to practice in a real environment. This should be considered and planned prior to the next course, so provisions and plans may be prepared.

Recommendations for further adaptations to this course and continuing training courses

Lessons on self-defence, conflict resolution and leadership were requested.

Further to the standard aspects of the course - relevant aspects of co-management, such as ranger patrol planning, performance monitoring and village reporting could be integrated in the course as breakout sessions conducted by the co-management secretariat and GIZ advisors.

³ <https://explore.garmin.com/en-US/inreach/>

ENFORCEMENT RANGER BASIC TRAINING COURSE - OVERVIEW

The PROTECT Enforcement Ranger Basic Training Course is designed to train those charged with law enforcement in protected forests, national parks, and wildlife sanctuaries. Presently, it is specific to Southeast Asian personnel working in terrestrial protected areas and is developed following guidelines issued by the ASEAN Regional Center for Biodiversity Conservation (ARCBC now known as ACB) Competency Standards for Protected Area Jobs.

The course equips rangers with the knowledge required to conduct all patrol tasks confidently and safely in their local forest environments. The lessons are a combination of classroom theory and practical field-training exercises; an average instructional day begins at 06:00 hours and often finishes at 20:00 hours when night exercises are practiced. The majority of lessons are conducted in outdoor locations, regardless of weather and hands-on realistic scenarios dominate the curriculum. As a result the course is both extremely demanding and tests participants to the limit.

In this particular course forty rangers from Hin Nam No National Protected Area (NPA) were trained to form community-led enforcement units that will operate in the eighteen controlled use zones within the PA.

During the course participants were tested on key topics, with scores combined into a final spreadsheet and for this course. Individual assessment reports for each participant were also prepared. Throughout the course instructors observed each participants attitude, appearance, sense of responsibility, discipline, performance, team work and leadership abilities.



Instruction during the enforcement ranger Course

This course was entirely designed and implemented by Freeland staff in conjunction with DNP Instructors, with the further input from GIZ advisors to make topics site specific, especially relating to the local logging and wildlife poaching situation.

Following a 3 day site assessment conducted by Freeland in cooperation with the ProFEB-HNN Programme – the course was conducted over 13 full days at the Hin Nam No NCA field project office near Boualapha and various forest locations adjacent to Hin Nam No National Protected Area.

OVERALL COURSE OBJECTIVES

Multiple objectives were combined and prioritized to ensure maximum benefit from the delivery of the training course.

The primary objectives of this course were to:

- Effectively train protected area rangers from Hin Nam No NPA, who have never had any, or little law enforcement, or anti-poaching training before.
- Impart and exchange anti-poaching skills from experienced Thai rangers to rangers from Hin Nam No NCA

Module 01: Enforcement Ranger (Part 1 in the PROTECT Enforcement Manual)

Southeast Asia is a major target of (and player in) the illegal wildlife trade. Although laws are in place, wildlife and forestry crime is often considered a low priority by law enforcement agencies, despite being highlighted by ASEAN Senior Officials Meeting on Transnational Crime⁴ (SOMTC) as a serious organized crime requiring special attention and the signing numerous agreements such as the East Asia Summit Agreement⁵ (2014) to improve collaboration to crack down on this lucrative trade. The park ranger plays one of the most crucial roles in guarding the banks of biodiversity contained in protected areas.

The first part of this course is an introduction to nature crimes, which highlights the international connections and environmental implications associated with wildlife crime, giving the rangers an appreciation for the significance of their work. In this lesson, the current state of Southeast Asian ecosystems is broadly covered. Threats to these delicate landscapes, including logging, poaching and wildlife trafficking, are discussed, as well as the scale and structure of these crimes. Understanding the scope of such crimes and the escalating profits and impacts at each subsequent level shows rangers the similarity this criminal trade has to other major crimes, such as illegal drugs or arms. The trade affects all countries as resources are moved from within and through others to their final destination. All of this information helps to give context to the ranger's roles and responsibilities. This lesson informs rangers of protected areas enforcement organizational structure, key roles and responsibilities. Since this course is designed for enforcement rangers, the bulk of this lesson describes rangers' mandates and what is expected of them to perform their roles and responsibilities on a daily basis.

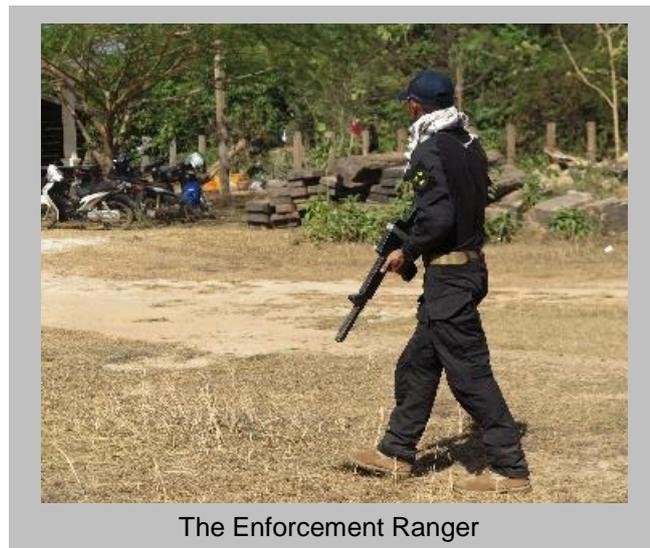
The threats to protected areas lesson gave rangers an understanding of what they are meant to protect: endangered animals, endemic species, dwindling habitats, local water supplies, and fragile ecosystems. Instructors described what species are poached and trafficked, why they are threatened and reasons they deserve protection.

Finally, the rangers were given information on the types of violators they might encounter in their patrol operations. Different strategies for the several types of poacher were recommended, including what to do with aggressive versus non-aggressive violators. The four main types of violator fall within these categories:

1. Subsistence poacher;
2. Local professional;
3. Professional; and
4. Crime Head.

These differing types of poachers and criminals were discussed along with their motivation, roles in the supply chain and best tactics for successful dealing with them.

At the end of this lesson, the rangers had a broader understanding about illegal wildlife trade, the problems it creates for the both the community and the country as a whole, and their own role in fighting it.



The Enforcement Ranger

⁴ <https://asean.org/wp-content/uploads/2012/05/SOMTC-Leaders-for-website-as-of-7-September-2018.pdf>

⁵

<https://www.cites.org/sites/default/files/eng/news/sundry/2014/EAS%20declaration%20on%20combating%20wildlife%20trafficking.pdf>

Module 02: Navigation

Activity	Duration	Instructor
Introduction to navigation	Theory – 1 day (~8 hours)	Worawat Jaruwattanapong
Compass	Theory 2 hours 30 mins	Worawat Jaruwattanapong
Compass	Practical – 3 hours	All
Bearings	Theory – 2 hours 30 mins	Worawat Jaruwattanapong
Bearings	Practical and remedial 3 hours	All
Maps	Theory 2 hours	Worawat Jaruwattanapong
Maps (including map to ground)	Practical – 3 hours	All
GPS	Theory – 2 half days (~7 hours)	Worawat Jaruwattanapong
GPS	Practical – 3 hours	All
Total duration: 3 days		

Navigation skills are critical to rangers, not only for simply finding their way, but also to be able to record points to return to easily and be able to report the specific location of violations, or areas of wildlife interest. Navigation is the most commonly used skill rangers employ; thus, rangers are expected to be exceptional in field orientation. Nonetheless, it is important to review such an essential skill. Perfecting navigation will allow rangers to effectively move during patrols, report wildlife sighting locations as well as disturbances that may need to be attended to later.



This section (with retesting) totaled three days of theoretical and practical lessons, exercises, and assessments. Students received wide exposure to more advanced aspects of navigation including bearings for triangulation of wildlife and violations, use of maps and basic GPS use for navigation and for SMART data collection. The various types of subjects covered in the classroom were followed by hands-on familiarization with equipment outdoors and the forest behind the training centre. There instruction covered included: utilization maps, identifying map features from ground observations, border information, grid references, navigation, contours, use of compass bearings, GPS and all the features that equipment provides.

Module 03: First Aid

Activity	Remarks	Instructor
DR ABC	Theory -1 hour	Boonluan Sankot
CPR/resuscitation	Theory & practical - 3 hours	Boonluan Sankot
Snake bites	Practical - 1 hour 30 mins	All
Fractures	Practical - 1 hour 30 mins	All
Traumatic wounds	Practical - 1 hour	All
Burns/heat illness	Theory - 30 mins	Boonluan Sankot
Shock	Theory - 30 mins	Boonluan Sankot
Control bleeding	Theory - 30 mins	Boonluan Sankot
Control bleeding	Practical - 30 mins	All
Basic evacuation procedures	Practical - 1 hour	All
Malaria/Dengue	Theory - 1 hour	Boonluan Sankot/Tim Redford
Total duration: 1 ½ days		



CPR

Not only does a ranger risk injury from hostile encounters with violators, but also difficult forest conditions. Diseases, accidents, snake bites, landmines, and unexploded ordinance, are all major health and safety risks.

Rangers on patrol may be days away from human habitation. They may also be beyond radio contact. Therefore, they must know how to provide emergency care and ways to evacuate injured or sick team members to the nearest medical facility.

This module was taught using role-players and resuscitation

mannequins to provide realistic practical situations. had gained a basic understanding of the proper procedures for providing emergency care for an injured or ill person in the field. They were required to demonstrate that they could sustain the casualty en route to a higher level of medical care.

Topics included danger and response, prior to administering of any first aid, CPR, shock, snake bites, traumatic wounds, breaks both to legs and arms.

In addition, the participants learned about various forms of malaria and dengue fever, both common in this part of Lao PDR. They were taught signs and symptoms and preventative measures. With early detection and correct treatment, malaria, a common disease throughout the forests of Southeast Asia, need not be fatal.

Finally, students practiced how to prepare stretchers from readily available materials and

By the completion of the exercises, participants



First aid class (sucking chest wound)

how to evacuate a casualty from a forest

Module 04: Patrol Operations, Techniques and Formations (Parts 4, 5, & 6 in PROTECT Manual)

Activity	Remarks	Instructor
The Violator	Theory -1 hour	Boonluan Sankot
Rules of Engagement	Theory & practical - 3 hours	Boonluan Sankot
Types of patrols	Theory -1 hour	Boonluan Sankot
Silent field signals	Theory -1 hour	Boonluan Sankot
Silent field signals	Practical – 2 Hours	All
Patrol Formations	Practical - 2 hour (extra time)	All
Individual Movements	Practical - 1 hour	All
Break Track	Practical - 1 hour	All
Obstacle Crossing	Practical - 1 hour	All
Patrol Operations	Theory – 1 Hour	Boonluan Sankot
		Total duration: 2 days

Patrolling is a physical activity conducted to gain information and/or provide security for a specified area. The areas of operation should be clearly defined and a threat assessment guiding initial responses until SMART data is complete enough to assist with adaptive management. Having learned both the extent and limits of their position, rangers were trained in daily patrol operations designed to seek out and stop any potential violators. The ranger’s presence and routine patrols should discourage any persons from entering these areas for nefarious purposes. Rangers should carry out several **types of patrols**, including:

1. Perimeter;
2. Core;
3. Routine;
4. Deterrent;
5. Search and capture

Perimeter patrols monitor who enters and leaves the park. Core patrols monitor those areas that should be free of all human interference. Search and capture patrols are used when the team identifies a specific target and objective. Learning standard procedure for each of the patrols is important for creating a uniform set of data to draw from. Preparation with cameras and logs to record animal sightings, illegal activities, with observational codes that allows later patrols to notice differences and pass information along from one person to another.

In this lesson, rangers were also taught where to look for poachers, and ways to locate them. Knowing where to find persons conducting illegal activities requires stealth and attention to small details. It was emphasized that each patrol team should have at least one expert tracker to follow any poachers if they are in the area. Poachers are adaptive and as patrol interdictions become successful, such as finding poachers in close proximity to water, the poachers will quickly change their habits to avoid being caught. Consequently the rangers must keep one step ahead and evolve their tactics too. An interesting discussion between the instructors and participants exchanged experiences, local knowledge and insights into the poaching situation at Hin Nam No NPA.

Being able to communicate silently during counter-poaching patrols only using basic visual signs and commands can provide rangers with an advantage over potential violators, as it helps coordination of responses, such as during interdictions, such as ambushes and raids. Silent field signals are used to transfer information within a patrol team, while simultaneously reducing noise which may alert a poacher of their presence.

During this module, participants were taught 42 regularly utilized **silent field signals** that they can memorize for patrols. These field signals were then utilized throughout the practical field exercises of the course, allowing the students to become more familiar them. A number of the more commonly used signals such as ‘stop’ and ‘come here’ became second nature.



An example of silent field signals meaning: “Scout, come to Team Leader for a reconnaissance”

Any noise made on patrols can alert poachers in the area, so these signals are of great use. Signals can be expanded on within teams too, but basic commands are standard - as it allows for more than one team to be integrated into larger 'sections', which can be two teams or more for larger poaching gang 'take downs'.

Preparing for a patrol involves managing all of the rangers' resources in the most efficient and soundless manner possible. Students were taught how to correctly stow field equipment into their backpacks for maximum noise prevention, and so that critical gear was readily accessible, even in the dark.

This module also provides students with instruction in the various types of field **patrol formations** used in operations. Patrol formations are used when the patrol moves tactically. Single file, for example, is useful for following narrow features such as creeks and narrow tracks. Conversely, a diamond pattern or open file can be used in open country.

Formations are safer, save time and allow for control and security in tactical movement. Through this module, the participants learn a number of patrol formations, the advantages and disadvantages of each, and how they may be utilized to gain a tactical advantage over poachers.

Because many illegal activities occur at night, participants also learn how to carry out a number of tasks without the benefit of light. After practicing these skills by day, rangers then practiced establishing their patrol base by night. Having set up their camp in darkness, students were taught how to expand their patrol skills in the dark. Once these skills are mastered, rangers will have many advantages over poachers and loggers working in the darkness. Instruction was given in methods of moving at night without the use of light. Many human activities can alert poachers to a ranger's presence, so the rangers are taught how to conceal their movements and look for the signs of the poachers themselves.



Silent Field Signals



Patrol Formations (diamond)

concealment at night by avoiding them.

Participants observed a number of demonstrations by instructors showing how noise and light, can give away someone's location. Examples included: talking or chopping noises, campfires, flashlights, and even cigarettes. Demonstrations also showed how distance estimation to the source of light or noise can be difficult, as they are perceivable at great distances in dark and silence of night. Rangers learn to keep an eye out for these signs and conversely, how to maintain their

After having both theoretical lessons in navigation, formations and movement in the field, these skills were put to the test during each aspect of the course from thereon. Rangers had to make use of their GPS, mapping, and night movement lessons to successfully set up their patrol base quietly and covertly without detection. Students then spent the night at their camp before finding their way out by the morning.

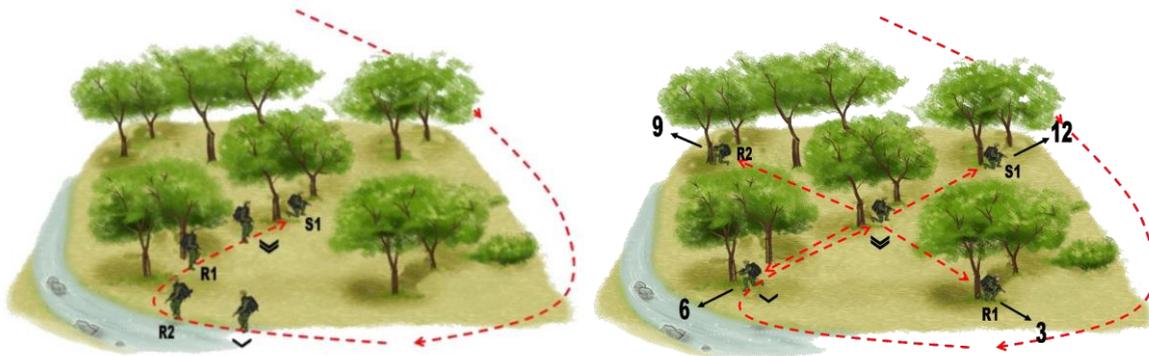
Unexploded ordnance is a serious concern in the Hin Nam No and Khamouan province. 'Bombies' from cluster bombs from previous military conflicts litter all areas and need to be avoided and reported so they may be dealt with accordingly. Actual bombs were found during the course and the Mine Advisory Group (MAG) were called in to safely dispose of them with controlled explosions. This highlighted one further challenge Hin Nam No rangers must be aware of while on long range patrols.

Module 05: Patrol Bases (Part 7 in the PROTECT Enforcement manual)

Activity	Remarks	Instructor
Patrol Base Drill	Practical – 2 Hours	All
Patrol Base Site selection	Practical - 1 hour	All
Living in the field	Practical - 1 hour	All
Patrol Base Establishment and drill	Practical - 2 hour	All
Danger in Patrol base at night	Practical - 1 hour	All
Total duration: 1 day		

A patrol base is a secured camp location used during enforcement patrols as a site for eating and/or sleeping. When at a patrol base, the ranger team must maintain group and personal security. During lengthy or overnight halts in close country (difficult conditions) the patrol base should be used. This drill is designed to let the patrol deploy into a protective position with minimal orders and delay. In this module, participants developed a basic understanding of the how to locate and establish a safe and secure patrol base while on counter-poaching operations (see diagram below).

Patrol Base Selection, entry, survey and establishment



The students learned to enter an area using a ‘fish hook’ tactic, survey it and then lay out the patrol base as in the diagram. This system allows ensures all round security with considerations for hygiene.

Module 06: HOSTILE ENGAGEMENT (Part 8 in the PROTECT Enforcement Manual)



Hostile Engagement

Persons showing disregard for wildlife or the laws to protect it frequently do not have respect for other laws, or the life of enforcement rangers if they are challenged.

The United States Fish and Wildlife Service warns that, “(wildlife) law enforcement agents are nine times more likely to be assaulted with deadly force in the forest than their counterparts in urban areas.”

Every ranger must be aware that his job is a serious and dangerous undertaking. Rangers must not merely believe that a hostile encounter *might* occur, but also realize that it probably *will* occur.

They should, therefore, be fully prepared for aggressive interactions with poachers and know how to deal with such situations effectively. The safety and life of every team member must remain assured throughout the situation.

Using drills and procedures, the main objective of this module was to train the students how to quickly and instinctively react to aggressive acts from a hostile violator.

Module 07: Takedowns and Raids (Part 10 in the PROTECT Enforcement Manual)

Activity	Remarks	Instructor
Introduction to takedowns and Raids	Theory – 1 Hour	Boonluan Sangkot
Quick takedown	Practical - 1 hour	All
Deliberate Raids	Practical - 2 hour	All
Deliberate Raid Team	Practical - 2 hour	All
Deliberate Raid Section	Practical - 2 hour	All
Night Deliberate Raid	Practical - 2 hour	All
Total duration: 1 day		

This module describes how to conduct takedowns and raids against armed and non-armed poachers in a tropical forest environment. *Quick takedowns* and *deliberate raids* are part of a ranger's required skill set. Quick takedowns are often necessary in the course of routine patrolling. When rangers come across a poacher's camp, they must make a rapid decision to capture the poachers. Deliberate raids, on the other hand, include time for planning and reconnaissance. A deliberate raid will normally involve a number of teams against a large target or objective. They take training, practice and coordination.



Practicing apprehending poachers at night

During the training, a deliberate raid exercise was then conducted on simulated poacher camps. Students broke into four groups of two teams each and devised a basic raid plan, which they rehearsed prior to deployment. Using the skills they had learned to date, the teams then approached the camp and conducted a deliberate raid against four 'poachers.' These raids were also conducted at night so students gained appreciation for conducting operations in the dark.



Takedowns and raids

In any situation where a violation occurs, all evidence and potential weapons should immediately be taken from a suspect. Participants were instructed in safe methods to detain and search violators, so that escapes or attacks do not occur.

This section also covered the required process for handling a detainee from the time of capture to commencement of questioning and transport back to a sub-station or headquarters. As with other modules, safety considerations were highlighted as points of paramount concern.

Module 08: Crime Scene Processing, Interviewing and Questioning (Parts 12/13 in manual)

Activity	Remarks	Instructor
Crime Scene Processing Theory	Theory – 1 Hour	Boonluan Sangkot
Crime Scene Processing	Practical - 1 hour	All
Interviewing and Questioning Theory	Practical - 1 hour	All
Interviewing (Practical)	Practical - 1 hour	All
Interviewing (Practical)	Practical - 1 hour	All
Total duration: 1/2 day		

A crime scene is an area where evidence of criminal activity is believed to be located. It may be a newly captured poacher’s camp, where suspects or other persons are present, or it may be a camp in the forest that has been vacant for many days. In any case, specific steps must be taken by the investigating team to control the area in order to preserve evidence for collection.

Students were taught the importance of recording evidence to ensure the best possible case was prepared against the violator. Simply reporting this evidence verbally will not allow for it to be submitted through a court system or for other rangers to be able to identify similar occurrences or data. Rangers completed exercises with cameras in the field, learning how to correctly photograph evidence such as footprints using common objects as a scale for size comparison for size and proportion details. This module also trained participants in how to take proper photos of violators for identification purposes.



Role players made scenarios realistic



Interviewing suspects

Rangers learned as well how to identify wildlife contraband and how to collect this evidence without damaging or rendering it unusable. By the end of the module, the participants understood how to secure and process a crime scene, gather evidence, and document the process using notes and cameras.

A single interview can often make the difference between a solved and unsolved case. Knowing what questions to ask and how to ask them is very important to the interviewing process. Hence, it is very important for an interviewing officer to have skills of persuasion. Such skills may help convince suspects to release closely held

information. It is also necessary for rangers to be proficient in discerning whether information provided by suspects is credible.

Using poor interview techniques may be the largest single obstacle to obtaining accurate information. During this module participants were taught the correct techniques necessary for conducting a successful interview, what types of questions to ask, and what signs indicate that false information has been given.

Module 09: Reconnaissance (Part 9 in PROTECT Enforcement Manual)

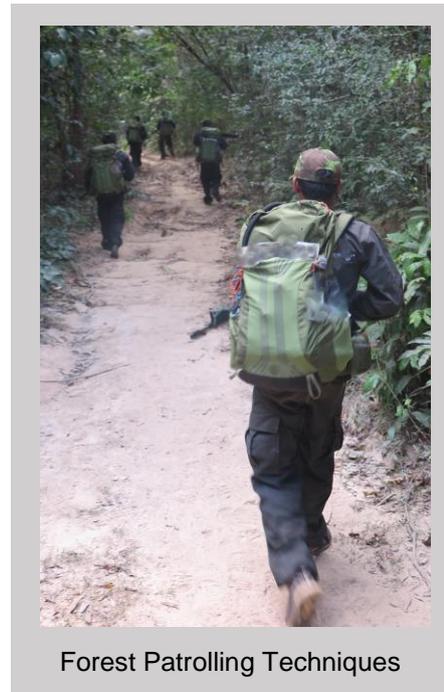
Activity	Remarks	Instructor
Reconnaissance Patrols	Theory – 1 Hour	Boonluan Sangkot
Reconnaissance and Surveillance	Practical - 1 hour	All
Conduct Surveillance	Practical - 1 hour	All
Conduct Surveillance	Practical - 1 hour	All
		Total duration: 1/2 day

Intelligence gathering is a further important aspect of patrolling. It is part of all types of patrols and, if park rangers are unarmed, may be the only activity they can conduct safely and effectively. Information gained from patrols may be passed on to support a police arrest.

This module focuses specifically on gathering information through the planning, implementation, and documentation of a reconnaissance patrol.

Participants were taught the reasons for conducting reconnaissance, and what information should be collected when conducting reconnaissance about illegal activities. The team was then broken into two groups, one led by the team leader and one led by the team's second-in-command. The groups were given general orders to conduct a reconnaissance on a simulated poacher's camp. They were required to approach the camp, draw a detailed sketch map of the site and return to the training center without detection. These sketch maps were later used to plan a raid on the camp.

Teams then had to exchange the maps they had made during their earlier reconnaissance drill and follow these maps to conduct deliberate raids. This gave the students a chance to practice their stealth skills and check their mapping precision. After the conduct of the raid when suspects were detained, they ran through the process of searching, securing, and questioning the suspects, and processing the crime scene, including the documentation essential to writing an incident report.



Forest Patrolling Techniques

Module 10 Ambushes and Track Sits (Part 14 in PROTECT Enforcement Manual)

Activity	Remarks	Instructor
Track sits	Practical – 1 Hour	Boonluan Sangkot
Deliberate Ambush	Practical - 3 hours	Boonluan Sangkot
		Total duration: 1/2 day



Techniques were first practiced in the open

This section describes how to conduct *deliberate* and *immediate ambushes*. It also covers conducting a track-sit against armed poachers in a forest environment. Immediate ambushes are most commonly used during route clearances. They are employed when rangers encounter poachers moving along the same track in the opposite direction. The ranger team must spot the poachers before they, themselves, are compromised. Deliberate ambushes on the other hand, are used when rangers have the opportunity to remain concealed, lying in-wait on ground

of their own choosing along known or suspected poacher infiltration routes. Similar to ambushes,

track-sits involve a concealed patrol base along a track. The aim of a track sit is to stop any person moving along the track and take them to the patrol base for search and questioning.

Ambushes and track-sits are some of the safer means of capturing poachers. When rangers lie concealed and wait for violators they have the advantage of surprise as well as the ability to evaluate the situation. If they believe it may be unsafe to initiate the ambush, they can decide to remain concealed and allow the poachers to move through the capture zone without interference.

FINAL TESTING

Ambushes During the last day of instruction a 6 skill test rotational stand was utilized to gauge the participants skill retention. Rangers were required to pass through all 6 stands where they were tested on;

1. correct location of each team member in a patrol team during patrols
2. first aid,
3. navigation,
4. immediate ambush,
5. deliberate ambush
6. casualty evacuation

During the above testing both individuals and teams were tested. These stands also gave the instructors a final picture of the abilities of each course participant, which assisted during the instructor evaluation of each.



PEOPLE TRAINED DURING THIS COURSE

	Name	Protected Area
1	Khumlar Thavisouk	Him Nam No National Protected Area
2	Khamphanh Kidtapanya	Him Nam No National Protected Area
3	Phomma Tongsing	Him Nam No National Protected Area
4	Thun Waradee	Military assigned to HNN project
5	Khum-on Sarinin	Him Nam No National Protected Area
6	Phumma Thingkiengkham	Him Nam No National Protected Area
7	Noy Saphunsawan	Him Nam No National Protected Area
8	Somphong Homcharen	Him Nam No National Protected Area
9	Lumphon Chanthawong	Him Nam No National Protected Area
10	Seua Homdongchan	Him Nam No National Protected Area
11	Sert Nummawongsa	Him Nam No National Protected Area
12	Khamnoy Inthavong	Him Nam No National Protected Area
13	Bunma Chaiyavong	Him Nam No National Protected Area
14	Phon Phaboribon	Him Nam No National Protected Area
15	Udon Dongmanee	Him Nam No National Protected Area
16	Phira Meenoy	Him Nam No National Protected Area
17	Thongmai Saosawang	Him Nam No National Protected Area
18	Bunma Sayavoharn	Him Nam No National Protected Area
19	Vieng Wisaicha	Him Nam No National Protected Area
20	Bunnum Chommanee	Him Nam No National Protected Area
21	Phet Saiphachan	Him Nam No National Protected Area
22	Onta Termkham	Him Nam No National Protected Area
23	Meechai Dengchithakone	Him Nam No National Protected Area
24	Somphone Bualivong	Him Nam No National Protected Area
25	Kentar Nhorkham	Him Nam No National Protected Area
26	Jai Seepengma	Him Nam No National Protected Area
27	Khongsi Wilawan	Him Nam No National Protected Area
28	Kry Phogsangon	Him Nam No National Protected Area
29	Indai Kiriya	Military assigned to HNN project
30	Saknarong Sangphethongkham	Military assigned to HNN project
31	Sisomphone Phoxana	Him Nam No National Protected Area
32	Want Maneethong	Him Nam No National Protected Area
33	Thidthavanh Suriyavong	Him Nam No National Protected Area
34	Khongta Sengphachan	Him Nam No National Protected Area
35	Somphong Phetmani	Military assigned to HNN project
36	Kin Khamphon	Him Nam No National Protected Area
37	Khamtar Champhathong	Military assigned to HNN project
38	Khamphone ThonThirat	Police assigned to HNN project
39	Khiewsomphone Thanabowsee	Him Nam No National Protected Area
40	Maitong Phodavong	Police assigned to HNN project

Notes to accompany final scores

Each participant was tested in many different ways, there was a pre-post test to provide a basic evaluation to show if/how much their performance had changed. There were six tested topics, these were both tested during the course and in the final test and then there was an instructor's evaluation of each participant. All the rangers discussed each participant and an overall score was given on their participation, teamwork, skill, and attitude. This final evaluation of the participants was conducted as they evaluated the course and topics taught, the results of which are in the appendix.

COURSE FINAL SCORES (in order)

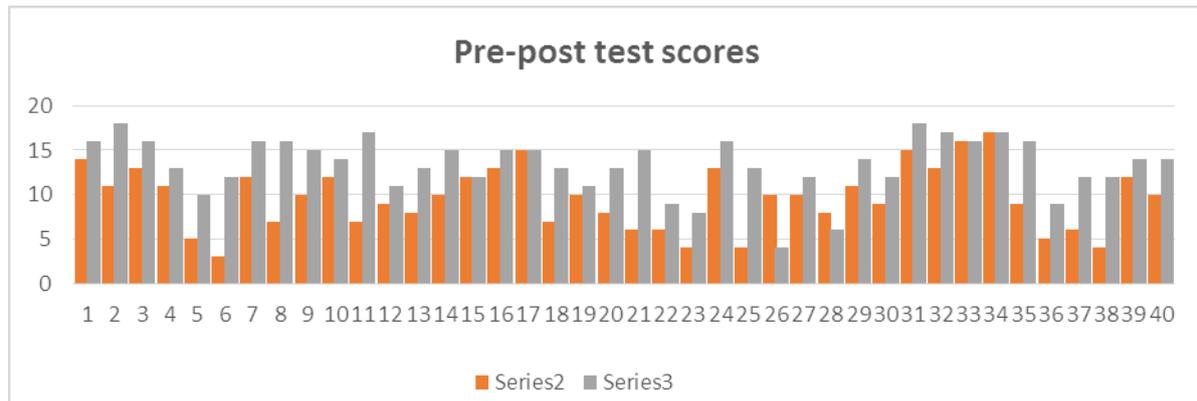
Hin Nam No NPA			Course 1				Final test				Total	Final score			Comment
No.	Name	Name	Protected Area	WT	NAV	FA	E	TA	TD	Total	70%	IE	30%	%	
31	Sisomphone Phoxana	ສີສິມພອນ ໂພຊະນະ	Hin Nam No NPA	90	100	85	100	100	100	95.83	67.08	88	26.4	93.48	Good team player
1	Khumlar Thavisouk	ຄຳຫຼ້າ ທະວິສຸກ	Hin Nam No NPA	80	100	91	100	100	100	95.17	66.62	86	25.8	92.42	Good team player
33	Thidthavanh Suriyavong	ທິດຕາວັນ ສຸລິຍາວົງ	Hin Nam No NPA	80	100	88	100	100	100	94.67	66.27	83	24.9	91.17	Sick 1 day, but later caught up
8	Somphong Homcharen	ສິມພອນ ຫອມຈະເລີນ	Hin Nam No NPA	80	90	88	100	100	100	93.00	65.10	84	25.2	90.30	Good, concentrates
32	Want Maneethong	ຫວານ ມະນີທອງ	Hin Nam No NPA	85	100	89	100	100	100	95.67	66.97	77.5	23.3	90.22	Good, but rule breaker
10	Seua Homdongchan	ເສືອ ຫອມດວງຈັນ	Hin Nam No NPA	70	90	84	100	100	100	90.67	63.47	89	26.7	90.17	Good, concentrates
3	Phomma Tongsing	ພົມມາ ທອງສິງ	Hin Nam No NPA	80	100	88	100	100	100	94.67	66.27	79	23.7	89.97	Took 1 day off but made up
4	Thun Waradee (Military)	ທູນ ວໍຣະດີ	Hin Nam No NPA	65	90	93	100	90	100	89.67	62.77	88	26.4	89.17	Good team player
29	Indai Kiriya (Military)	ອິນດາຍ ກິລິຍາ	Hin Nam No NPA	70	100	77	100	100	100	91.17	63.82	84	25.2	89.02	Concentrates
34	Khongta Sengphachan (Tar)	ກົງຕາ ວຽງສະຈັນ	Hin Nam No NPA	85	100	88	100	80	100	92.17	64.52	80	24	88.52	Confident, team player
11	Sert Nummawongsa	ເສັດ ນຳມະວົງ	Hin Nam No NPA	85	90	79	100	90	100	90.67	63.47	82.5	24.8	88.22	Confident
24	Somphone Bualivong	ສິມພອນ ບົວລິວົງ	Hin Nam No NPA	80	90	87	100	90	100	91.17	63.82	81	24.3	88.12	Determined
14	Phon Phaboribon	ຟັນ ທະບໍລິບູນ	Hin Nam No NPA	75	90	80	100	100	100	90.83	63.58	80	24	87.58	Determined
9	Lumpham Chanthavong	ລຳຟັນ ຈັນທະວົງ	Hin Nam No NPA	75	90	90	100	90	100	90.83	63.58	79	23.7	87.28	Good, concentrates
40	Maitong Phodavong (Police)	ໄມທອງ ໂພດວົງ	Hin Nam No NPA	70	90	78	100	100	100	89.67	62.77	81	24.3	87.07	Enthusiatic, wants to learn
38	Khamphone Thonthirat (Police)	ຄຳພອນ ພິນທິຣາດ	Hin Nam No NPA	60	100	95	100	90	100	90.83	63.58	78	23.4	86.98	Good team player
17	Thongmai Saosawang	ທອງໄມ ເສົາສະຫວ່າງ	Hin Nam No NPA	75	90	82	100	90	100	89.50	62.65	80	24	86.65	Determined
35	Somphong Phetmani (Military)	ສິມພົງ ເພັດມະນີ	Hin Nam No NPA	80	100	84	100	80	100	90.67	63.47	76	22.8	86.27	Good, but a little quiet
39	Khiewsomphone Thanabowsee	ຂົງວິສິມພອນ ທະນະບົວສີ	Hin Nam No NPA	70	100	84	100	90	100	90.67	63.47	76	22.8	86.27	Good but health not 100%
2	Khamphanh Kidtapanya	ຄຳຟັນ ກິດຕິພັນ	Hin Nam No NPA	90	100	88	100	50	100	88.00	61.60	80	24	85.60	Trouble with eyesight
30	Saknarong Sangphethongkham (Military)	ສັກນະວົງ ແສງເພັດຫົງຄຳ	Hin Nam No NPA	60	100	66	100	100	100	87.67	61.37	80	24	85.37	Good, determined and tried
6	Phumma Thingkiengkham	ພົມມາ ຕຽງຄຳ	Hin Nam No NPA	60	90	80	100	100	100	88.33	61.83	75	22.5	84.33	Older, good concentration
16	Phira Meenoy	ຟິລາ ມີນ້ອຍ	Hin Nam No NPA	75	90	96	100	50	100	85.17	59.62	76	22.8	82.42	Determined
12	Khamnoy Inthavong	ຄຳນ້ອຍ ອິນທະວົງ	Hin Nam No NPA	55	90	81	100	90	100	86.00	60.20	73	21.9	82.10	Gray man in background
21	Phet Saiphachan	ເພັດ ໄຊພະຈັນ	Hin Nam No NPA	75	90	87	80	90	100	87.00	60.90	70	21	81.90	Slow learner
7	Noy Saphunsawan	ນ້ອຍ ສະພູນສະຫວັນ	Hin Nam No NPA	80	90	95	100	50	100	85.83	60.08	71.5	21.5	81.53	Good temprament
13	Bunma Chaiyavong	ບຸນມາ ໄຊຍະວົງ	Hin Nam No NPA	65	90	78	100	50	100	80.50	56.35	75	22.5	78.85	Tries hard
19	Vieng Wisaicha	ວຽງ ວິໄລຊະ	Hin Nam No NPA	55	90	72	100	70	100	81.17	56.82	72.5	21.8	78.57	Determined
25	Kentar Nhorkham	ເກນຕາ ຫໍ່ຄຳ	Hin Nam No NPA	65	90	78	100	70	90	82.17	57.52	70	21	78.52	Determined
23	Meechai Dengsitha	ມີໄຊ ແດງທິນກອນ	Hin Nam No NPA	40	90	78	100	70	100	79.67	55.77	72.5	21.8	77.52	Confident, but stays in background
36	Kin Khamphon	ຊິນ ຄຳຟັນ	Hin Nam No NPA	45	70	86	100	80	100	80.17	56.12	70	21	77.12	Bad eyesight
18	Bunma Sayavoharn	ບຸນມາ ໄຊຍະໂອທານ	Hin Nam No NPA	65	90	78	100	50	100	80.50	56.35	69	20.7	77.05	Sick 4 days (weak health)
5	Khum-on Sarinin	ຄຳອອນ ສຣິນິນ	Hin Nam No NPA	50	90	71	100	50	100	76.83	53.78	76	22.8	76.58	Slow
20	Bunnum Chommanee	ບຸນນຳ ໂຈມມະນີ	Hin Nam No NPA	65	90	89	100	50	100	82.33	57.63	60	18	75.63	Sick 4 days
15	Udon Dongmanee	ອຸດອນ ດວງມະນີ	Hin Nam No NPA	60	80	82	90	50	100	77.00	53.90	71	21.3	75.20	Slow learner
26	Jai Seepengma	ໃຈ ສີພຽງມາ	Hin Nam No NPA	20	90	83	100	50	100	73.83	51.68	72.5	21.8	73.43	Slow, wrong decisions made
37	Khamtar Champhathong	ຄຳຕາ ຈຳປາທອງ	Hin Nam No NPA	60	50	79	100	70	100	76.50	53.55	66	19.8	73.35	Sick- does not pay attention
27	Khongsi Wilawan	ກອງສີ ວິລາວັນ	Hin Nam No NPA	60	70	68	100	50	100	74.67	52.27	70	21	73.27	Stays in background
28	Kry Phogsangon	ກາຍ ພົງສະຍອນ	Hin Nam No NPA	30	90	85	100	50	90	74.17	51.92	70	21	72.92	Slow, wrong decisions made
22	Onta Termkham	ອອນຕາ ເຕີມຄຳ	Hin Nam No NPA	45	90	83	100	70	80	78.00	54.60	53	15.9	70.50	Doesn't listen (team leader)

Codes: **WT**- Written test, **NAV** - Navigation, **FA**- First Aid, **E** - Evacuation of casualty, **TD**- Takedown, **TA** - Team Ambush, **IE** - Instructor Evaluation

APPENDIX

Pre-post test results

Prior to receiving any instruction during this course all students participated in a simple pre-post test which demonstrated their understanding of simple aspects they should know for their day to day work. The questions included, first aid, navigation, ranger role and responsibility and basic tactics. Following the course the students were tested again using a similar set of questions, to demonstrate their immediate uptake and retention of topics taught.



The average score among the 40 students during the pre-test was 48.12%. This increased to an average of 66.87% for the post test. Two students managed to score lower on the post test. These anomalies may be explained by the participant's previous restricted access to formal education, leading to reading and writing challenges. In one case it was because of poor eyesight and lack of reading glasses. Generally there was a great improvement in their practical skills and this pre-post test showed there was an overall improvement in their understanding of key aspects of their work and the specific skills required to conduct their work as an enforcement ranger.

APPENDIX: PARTICIPANTS
Ranger Participants

	Name	Park/Contact details	Photo
1	Khumlar Thavisouk ຄໍາຫຼ້າ ທະວິສຸກ	Hin Nam No Ranger <i>(Note this ranger had previously attended a PROTECT enforcement ranger training course in Thailand)</i> Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 92.42% (2nd in course)	
2	Khamphanh Kidtapanya² ຄໍາພັນ ກິດຕັບັນຍາ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 85.60%	
3	Phomma Tongsing³ ພົມມາ ທອງສິງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 89.97% Top Ten of course	
4	Thun Waradee ທູນ ວໍາດີ	Lao PDR Military seconded to Hin Nam No project from Artillery Division Final score 89.17% Top Ten of course	
5	Khum-on Sarinin ຄໍາອອນ ສະນິນິນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 76.58%	
6	Phumma Thiengkiengkham ພົມມາ ດຽງຄໍາ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 84.33%	

7	Noy Saphunsawan ນ້ອຍ ສະພູນສະຫວັນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 81.53%	
8	Sompong Homcharen ສົມປອງ ຫອມຈະເລີນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 90.30% Top Ten of course	
9	Lumphan Chanthawong ລຸມພັນ ຈັນທະວົງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 87.28%	
10	Seua Homdongchan ເສົອ ຫອມດວງຈັນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 90.17% Top Ten of course	
11	Sert Nummawongsa ເສີດ ນຸ່ມະວົງສາ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 88.22%	
12	Khamnoy Inthavong ຄຳນ້ອຍ ອິນທະວົງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 82.10%	
13	Bunma Chaiyavong ບຸນມາ ໄຊຍະວົງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 78.85%	

14	Phon Phaboribon ພິນ ພະບໍລິບູນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 87.58%	
15	Udon Dongmanee ອຸດອນ ດວງມະນີ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 75.20%	
16	Phira Meenoy ພິລາ ມິນ້ອຍ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 82.42%	
17	Thongmai Saosawang ທອງໄມ ເສົາສະຫວ່າງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 86.65%	
18	Bunma Sayavoharn⁴ ບຸນມາ ໄຊຍະໂອຫານ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 77.05%	
19	Vieng Wisaicha ວຽງ ວິໄສຊະ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 78.57%	

20	<p>Bunnum Chommanee⁵ ບຸນນຸ່ງ ໂຈມມະນີ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 75.63%</p>	
21	<p>Phet Saiphrachan ເພັດ ໄຊພະຈັນ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 81.90%</p>	
22	<p>Onta Termkham ອອນຕາ ເຕີມຄຳ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 70.50%</p>	
23	<p>Meechai Dengsittha ມີໄຊ ແດງສິດທະ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 77.52%</p>	
24	<p>Somphone Bualivong ສົມພອນ ບົວລິວົງ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 88.12%</p>	
25	<p>Kentar Nhorkam ເກນຕາ ຫັນຄຳ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 78.52%</p>	

26	<p>Jai Seepengma ໃຈ ສີແພງມາ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 73.43%</p>	
27	<p>Khongsi Wilawan ກອງສີ ວິລາວັນ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 73.27%</p>	
28	<p>Kry Phogsangon ກາຍ ພົງຊະງອນ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 72.92%</p>	
29	<p>Indai Kiriya ອິນເດຍ ກິລິຍາ</p>	<p>Border Army: Infantry seconded to Hin Nam No project Final score 89.02% Top Ten of course</p>	
30	<p>Saknarong Sangpethongkham ສັກນະຣົງ ແສງເພັດຫົງຄໍາ</p>	<p>Border Army: Investigations unit seconded to Hin Nam No project Final score 85.37%</p>	
31	<p>Sisomphone Phoxana ສີສົມພອນ ໂພຊະນະ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score in course 93.48% Student of Merit Top Ten of course</p>	

32	Want Maneethong ຫວານ ມະນີທອງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 90.22% Top Ten of course	
33	Thidthavanh Suriyavong⁶ ທິດຕາວັນ ສຸລິຍະວົງ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 91.17% Third place in course Top Ten of course	
34	Khongta Sengphachan ກົງຕາ ວຽງພະຈັນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 88.52% Top Ten of course	
35	Somphong Phetmani ສົມພົງ ເພັດມະນີ	Lao Military Village Cluster Security official, seconded to Hin Nam No project Final score 86.27%	
36	Kin Khamphon ຂິນ ຄຳຜົນ	Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 77.12%	
37	Khamtar Champathong⁷ ຄຳຕາ ຈຳປາທອງ	Lao PDR Military seconded to Hin Nam No project from unit that trains village security volunteers Final score 73.35%	

38	<p>Khamphone ThonThirat ຄໍາພອນ ທິນທິຮາດ</p>	<p>Lao PDR Police seconded to Hin Nam No project Final score 86.98%</p>	
39	<p>Khiewsomphone Thanabowsee ຂົງວສົມພອນ ທະນະບົວສີ</p>	<p>Hin Nam No Ranger Project office. GIZ Hin Nam No Office, Thakhek, Khammouane Province, Lao PDR T. +856 51 214 175 Final score 86.27%</p>	
40	<p>Maitong Phodavong ໄມທອງ ພູດາວົງ</p>	<p>Lao PDR Police seconded to Hin Nam No project from investigations department Final score 87.07%</p>	

² & ³ Took one day off (to attend a funeral) 18/12/18

⁴ Sick 14/12/18

⁵ Sick 12-13-14-15/12/18

⁶ Sick 13/12/18

⁷ Sick 14/12/18

Course Staff/GIZ Staff

	Name	Position/Contact details	Photo
1	Tim Redford	Position: Training coordinator/Instructor Freeland Foundation Address: 92/1 Soi Phahonyothin Soi 5, Phahonyothin Road, Samsen Nai, Phaya Thai, Bangkok 10400 Thailand Tel. +66 89 927 6066 Email: tim@freeland.org	
2	Kajorn Nathung	Chief Instructor for course Position: Law Enforcement Technical Advisor Freeland Foundation Address: 92/1 Soi Phahonyothin Soi 5, Phahonyothin Road, Samsen Nai, Phaya Thai, Bangkok 10400 Thailand	
3	Boonluan Sankot	Instructor 2IC Hasadin Unit (DPKY World Heritage Site) Enforcement Ranger Team Leader. Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Protected Area: Khao Yai National Park.	
4	Kaew Konkum	Instructor Hasadin Unit (DPKY World Heritage Site) Enforcement Ranger Team Leader. Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Protected Area: Pang Sida National Park.	
5	Worawat Jaruwattanapong	Instructor Manager Technical staff Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Office.	
6	Saksee Janhom	Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Office.	

7	Prapakon Panyasan	Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Office.	
8	Korkiart Phiwphong	Position: Government employee Department of National Parks, Wildlife and Plant Conservation, Thailand Office.	
10	Waraporn Ruksachart	Position: Training coordinator Freeland Foundation Address: 92/1 Soi Phahonyothin Soi 5, Phahonyothin Road, Samsen Nai, Phaya Thai, Bangkok 10400 Thailand	
11	Caitlin Moore	Position: Training coordinator Freeland Foundation Address: 92/1 Soi Phahonyothin Soi 5, Phahonyothin Road, Samsen Nai, Phaya Thai, Bangkok 10400 Thailand	
12	Nitpakone Sisoulasack	Biodiversity Monitoring Lead GIZ ProFEB-HNN Programme	
13	Dirk G. Euler,	Development Advisor GIZ ProFEB-HNN Programme	

Appendix - PARTICIPANT EVALUATION OF COURSE

At the end of the course, students were asked to complete questionnaires evaluating various course components. Composites are displayed here.

**TRAINEE EVALUATION QUESTIONNAIRE
 (Original forms returned to HNN project)**

Course Title: PROTECT 04-2018	Enforcement Ranger Basic Training Course - Hin Nam No	Course Dates:	10th-23rd December 2018
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Part 1

Serial	Question / Statement	Yes	No	Trainee Supporting Comments
1.	Did you have prior skill or knowledge on any of the training just completed?	1	39	
2.	Did you understand the entire training course?	34	6	
3.	What was the most difficult aspect/subject to learn?.	x	x	GPS (2), Maps (2), Compass (1), First Aid (3), Ambushes (2),
4.	What was the easiest aspect/subject to learn?	17	23	Snake bites(6), Compass (2), Ambushes (1)
5.	Was all the necessary equipment available and serviceable?	39	1	
6.	If you answered 'No' to the previous question, what equipment was unavailable or unserviceable?	20	5	No comments15 (Cooking equipment for field) (2)
7.	Did you gain any skills on the course that you are expected to use practically in your job or work?	37	3	Patrol techniques will help me a lot (1)
8.	If you answered 'No' to the previous question, will you use any of these skills in your job in the near future?	3	2	No comments 35
9.	Were you assessed as competent in all aspects of the training?	8	31	No comments 1 Freeland note – some participants missed answering questions – hence less than 40 responses in some sections
10.	Do you feel confident now to employ the skills in your workplace?	39	-	No comments
11.	Did you have enough time to prepare for this TRG?	39	-	No comments
12.	Did you review the TRG curriculum briefing?	1	38	No comments
13.	Did you fill out an application form?	31	4	No comments

Part 2

Serial	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Trainee Supporting Comments
14.	The accommodation was satisfactory.	29	10	1		
15.	The unit training facilities/areas were satisfactory.	31	7	2		
16.	Meals were satisfactory.	28	11	-		No comments

17.	All medical or dental problems were dealt with satisfactorily.	20	17	-		No comments
18.	There has been adequate personal time allowed.	21	26	3		
19.	The training team was able to cope with all aspects of the TRG?	26	14			
20.	The TRG manual and handouts were all accurate and complete?	34	6			
21.	There was a good balance between theory and practical work?	31	9			
22.	Trainees were pre-approved reasonably? Privately prepared for evaluation?	23	17			
23.	The assessment tested my knowledge and skills?	22	16			No comments
24.	Appropriate teaching techniques were used?	35	4	1		
25.	Daily activities were suitably organized?	32	8			
26.	There was enough time spent on each subject?	15	22	3		
27.	The TRG period was suitable?	15	20	5		

TRAINING TRAINEE EVALUATION QUESTIONNAIRE
...continued

Additional Comments:
(see original forms for full comments in this column in Lao language)

All good (5),
Helped improve my skills (1)
Want to thank all instructors (1)
All Good and got good advice from trainers (1)
Trainers were very good (2)
Would like first aid to include water burns (scalds) (2)
Would like how to put out forest fires (1)
Satisfactory course (1)
No Comment (26)

Training Module Evaluation

Course Student Feedback

Overview:

Ranger surveys conducted at the end of this PROTECT Enforcement Ranger Basic training course indicate that across all 10 modules, participants found that the lessons taught helped enhance their knowledge and was directly relevant to their current duties working for the HNN. Survey results also help inform which modules should have more time allocated to them. This information will be considered prior to the next training activity. It should be noted that for some evaluations participants left spaces blank on their forms, which means instead of 40 responses – on some there are just 39.

MODULE 1. Enforcement Ranger

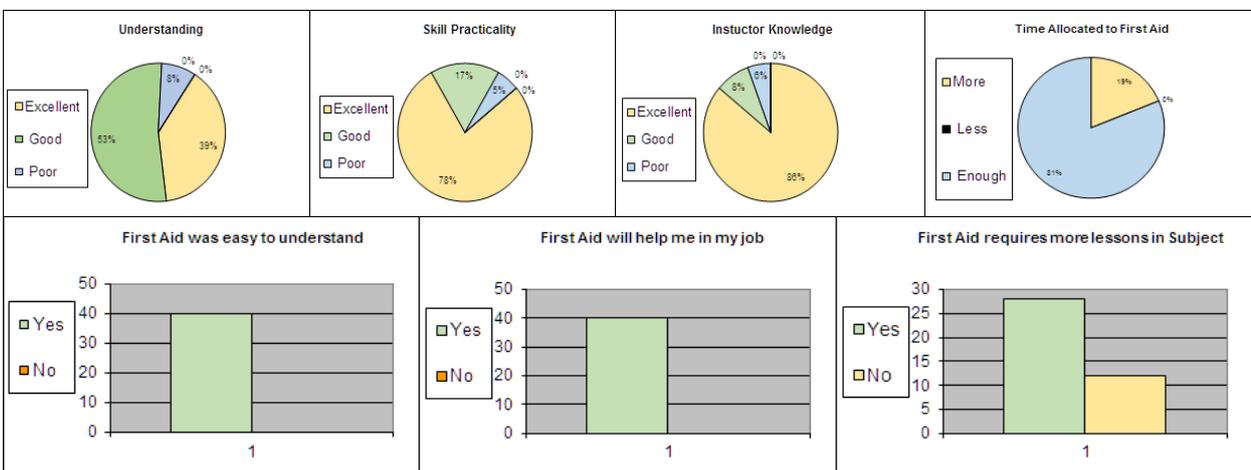
- Nature Crime Introduction
- Park Protection Rangers (Roles and responsibilities)
- Threats to a protected area

This first module was not evaluated by students

MODULE 2. First Aid

- DR. ABC
- CPR
- Snake bites
- Fractures
- Traumatic wounds
- Burns/heat illness
- Shock
- Control bleeding
- Basic evacuation procedures
- Malaria/Dengue Fever

Statement	Poor	Good	Excellent	N/A
My understanding of this module was:	3	19	14	
The practicality of this module for my work is:	2	6	28	
The instructor’s knowledge and skills of the subjects was:	2	3	31	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:		26	6	
Statement	Yes	No		
This module was easy.	40			
I will use things learned in this module in my place of work.	40			
I would like more Lessons in this subject	28	12		



Analysis of First Aid responses

Compared with other modules this seems to have been one of the most challenging for the students, with more saying they had less understanding and were unsure of its practicality. It is also one of the few modules for which students requested more time with 30% requesting further time to be spent on the topic.

MODULE 3. Patrol Operations, Techniques and Formations

- The Violator
- Rules of Engagement
- Silent field signals
- Patrol Formations
- Individual Movements
- Break Track
- Obstacle Crossing
- Patrol Operations

Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		13	27	
The practicality of this module for my work is:		30	10	
The instructor's knowledge and skills of the subjects was:		31	9	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	10	30		
Statement	Yes	No		
This module was easy.	34	6		
I will use things learned in this module in my place of work.	38	2		
I would like more Lessons in this subject	34	6		

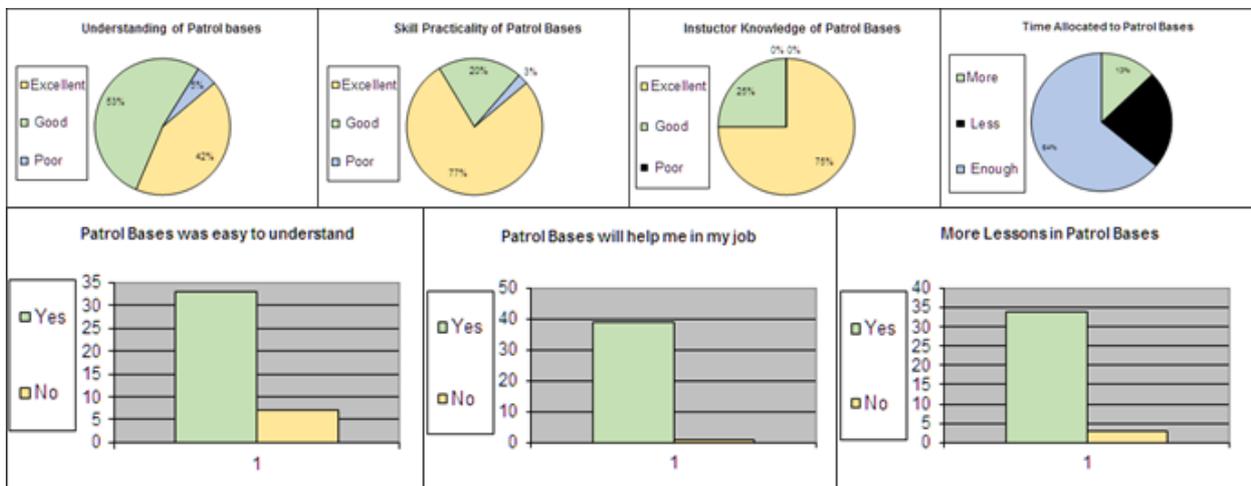
Analysis of Patrol Operations responses

This module is one of the more complex for participants as it represents a whole new set of skills they may have never used before. It is wide in scope and scale and although 25% of the students said they would like less time spent on it 75% thought the time utilised was about right. A recommendation here may be to further break down the evaluation to identify specifically which topics the student thought were over-represented.

MODULE 4. Patrol Base

- Site selection
- Living in the Field
- Patrol base establishment

Patrol Bases (combined)



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:	2	21	17	
The practicality of this module for my work is:	1	8	31	
The instructor's knowledge and skills of the subjects was:		10	30	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	9	25	5	
Statement	Yes	No		
This module was easy.	33	7		
I will use things learned in this module in my place of work.	39	1		
I would like more Lessons in this subject	36	4		

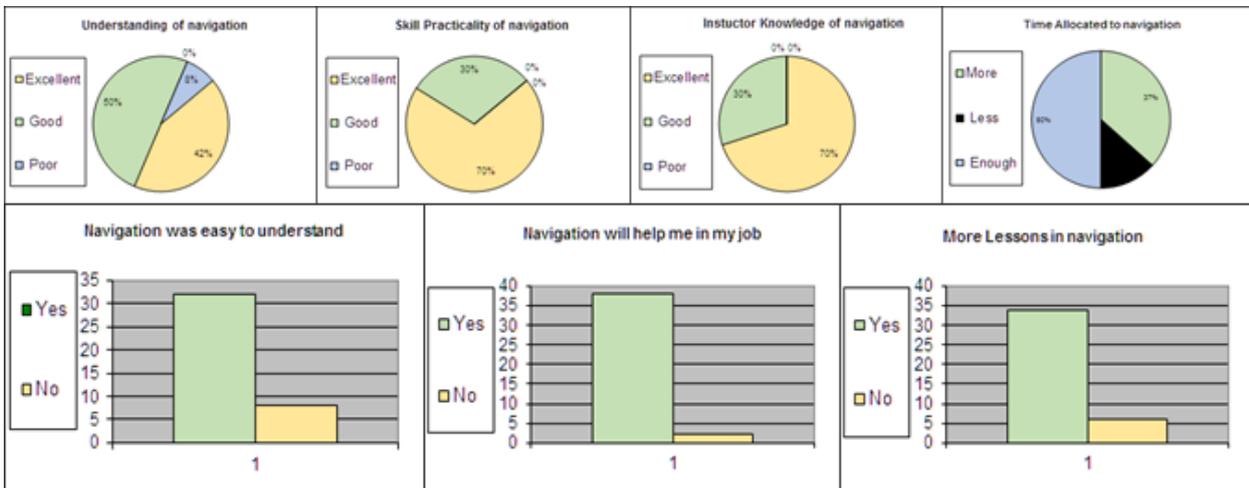
Analysis of patrol bases responses

The general understanding of this section was good to excellent but 2 participants (5%) said they did not understand it. More time should therefore be spent on the theory of patrol bases and perhaps an improved instructor demonstration would assist a deeper understanding. Some participants (22.5%) thought less time should be spent on this topic, whereas 90% said they would like more lessons. This is an important topic, so instead of more time, the quality of the demonstrations should be improved

MODULE 5. Navigation

- Compasses
- Bearings
- Maps
- GPS

Navigation combined



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:	3	20	17	
The practicality of this module for my work is:		12	28	
The instructor's knowledge and skills of the subjects was:		12	28	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	4	15	11	
Statement	Yes	No		
This module was easy.	32	8		
I will use things learned in this module in my place of work.	38	2		
I would like more Lessons in this subject	34	6		

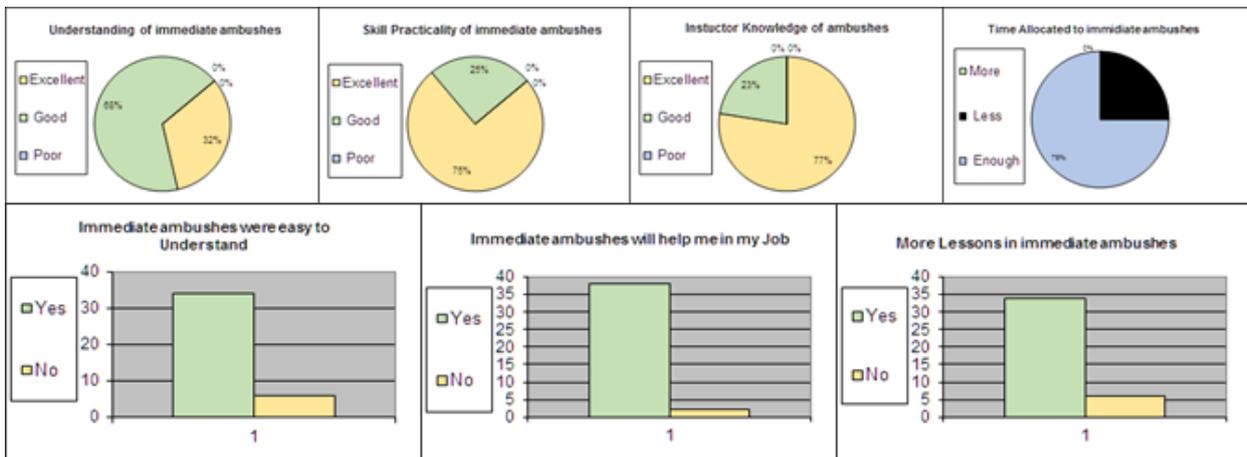
Analysis of combined navigation responses

For inexperienced ranger navigation can be a complex topic. For many this was their first time holding maps, compasses and GPS. Further time was spent on this topic than usual because of the generally low understanding. This was noted initially in the pre-post test where many students scored badly in the initial test. During pre-course planning discussions it was requested to increase the time spent on bearings, as a way to enhance wildlife data collection at this site. 85% of the students said they would like more time on navigation. This is significant and will be noted for the second course. The instructors thought that some aspects of mapping were too technical for this course level and so certain aspects will be simplified. As mentioned previously, some participants had poor eyesight and working in detail on maps was difficult without correct eyewear, which they did not have. Purchasing some cheap eyeglasses for these rangers with poor eyesight should be considered.

MODULE 6. Hostile Engagement

- Reaction to confrontation (not evaluated)
- Immediate Ambush
- Secure and search suspects

Immediate Ambushes



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		27	13	
The practicality of this module for my work is:		10	30	
The instructor's knowledge and skills of the subjects was:		9	31	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	10	30		
Statement	Yes	No		
This module was easy.	34	6		
I will use things learned in this module in my place of work.	38	2		
I would like more Lessons in this subject	34	6		

Analysis of hostile engagement responses

Mostly students found this topic easier than others, although 25% said they would like to see less time on the topic. Generally responses are as expected and little needs to be changed.

Secure and search suspects



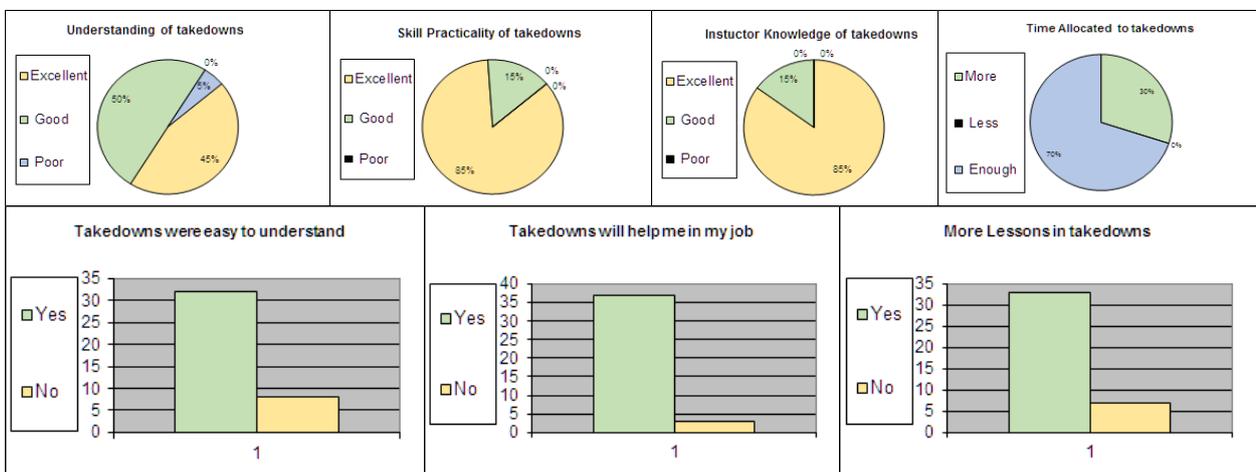
Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		19	21	
The practicality of this module for my work is:		10	30	
The instructor's knowledge and skills of the subjects was:		10	30	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:		29	11	
Statement	Yes	No		
This module was easy.	32	8		
I will use things learned in this module in my place of work.	40			
I would like more Lessons in this subject	34	6		

Analysis of secure and search responses

Mostly students thought this module was appropriately formatted for their needs. Some students wished more lessons on it (85%). The general suggestion is to spend more time and go deeper into this topic in consecutive course.

MODULE 7. Take downs and Raids

- Quick Take Downs
- Deliberate raids (not evaluated)



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:	2	20	18	
The practicality of this module for my work is:		6	34	
The instructor's knowledge and skills of the subjects was:		6	34	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:		28	12	
Statement	Yes	No		
This module was easy.	32	8		
I will use things learned in this module in my place of work.	37	3		
I would like more Lessons in this subject	33	7		

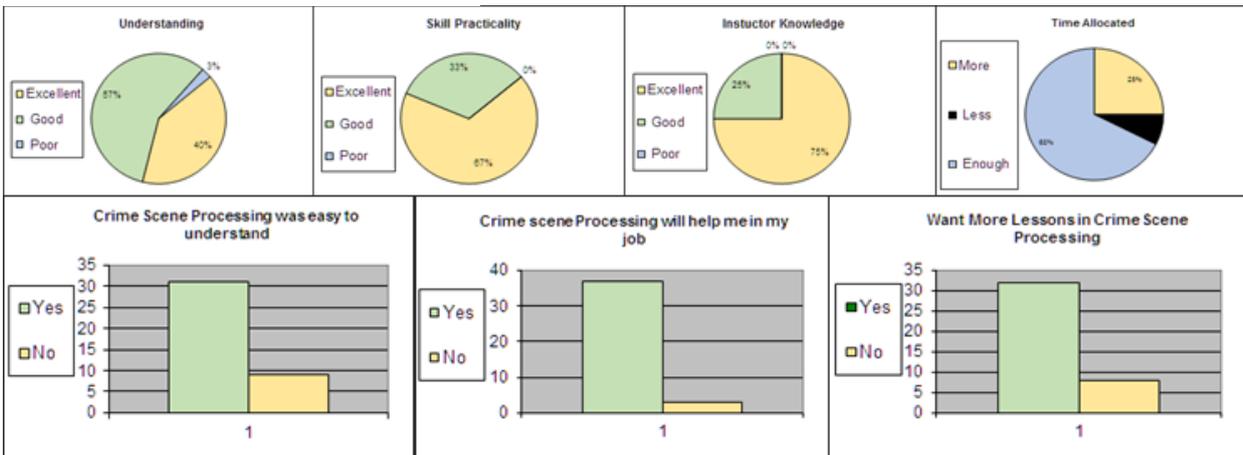
Analysis of combined take downs and raid responses

95% of respondents understood this module well, with just 5% not fully understanding it. Their statement on time indicated lesson timing was just right, or they would like more time spent on it.

MODULE 8. Crime Scene Processing, interviewing and questioning

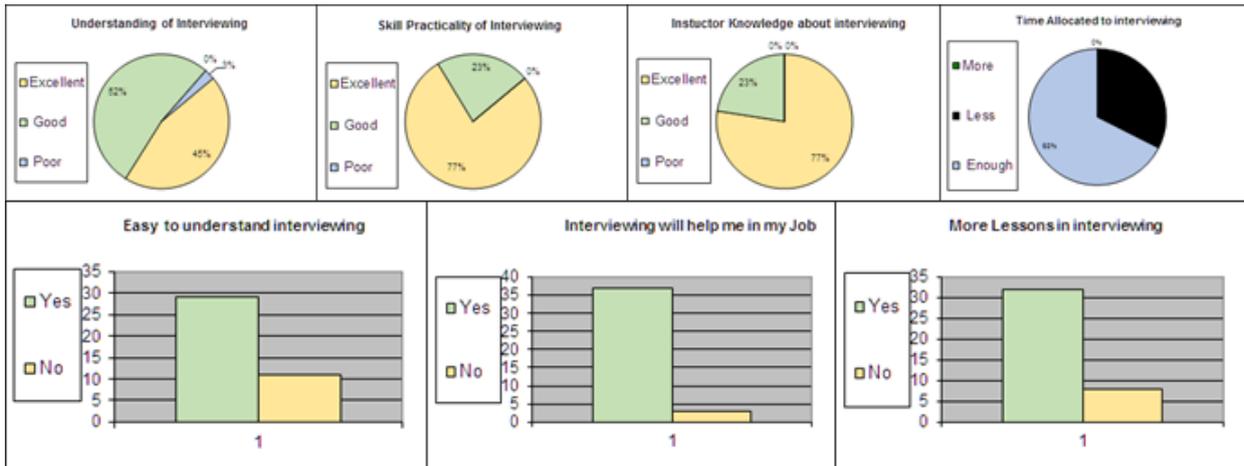
- Crime Scene Processing
- Interviewing suspects

Crime Scene Processing



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		23	16	
The practicality of this module for my work is:		13	27	
The instructor's knowledge and skills of the subjects was:		10	30	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	3	27	10	
Statement	Yes	No		
This module was easy.	31	9		
I will use things learned in this module in my place of work.	37	3		

Interviewing



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:	1	21	18	
The practicality of this module for my work is:		9	31	
The instructor's knowledge and skills of the subjects was:		9	31	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	13	27		
Statement	Yes	No		
This module was easy.	29	11		
I will use things learned in this module in my place of work.	37	3		
I would like more Lessons in this subject	32	8		

Analysis of interviewing and crime scene processing responses

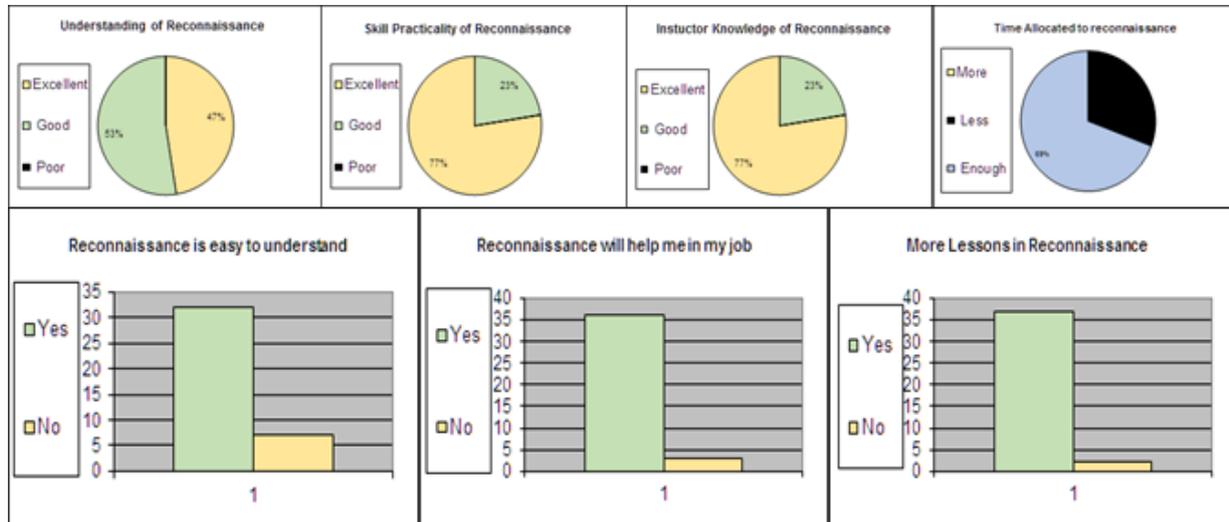
Mostly students thought this module was appropriately formatted for their needs. We thought insufficient time was spent on crime scene processing and the management of confiscated items. While this may not be significant given the present level of law enforcement at the site, it will become more important in the future. Consequently, we feel more time should be spent on this topic, even at this entry level training.

Some students wished less time on interviewing. This is a very important topic and although basic level rangers may not understand the significance of the amount of information that can be obtained from suspects, or how this can be utilised to steer patrols to improve success. This topic is explained more deeply in the team leader course and it is an important skill for higher level officials.

MODULE 9. Reconnaissance

- Reconnaissance
- Surveillance

Reconnaissance/surveillance



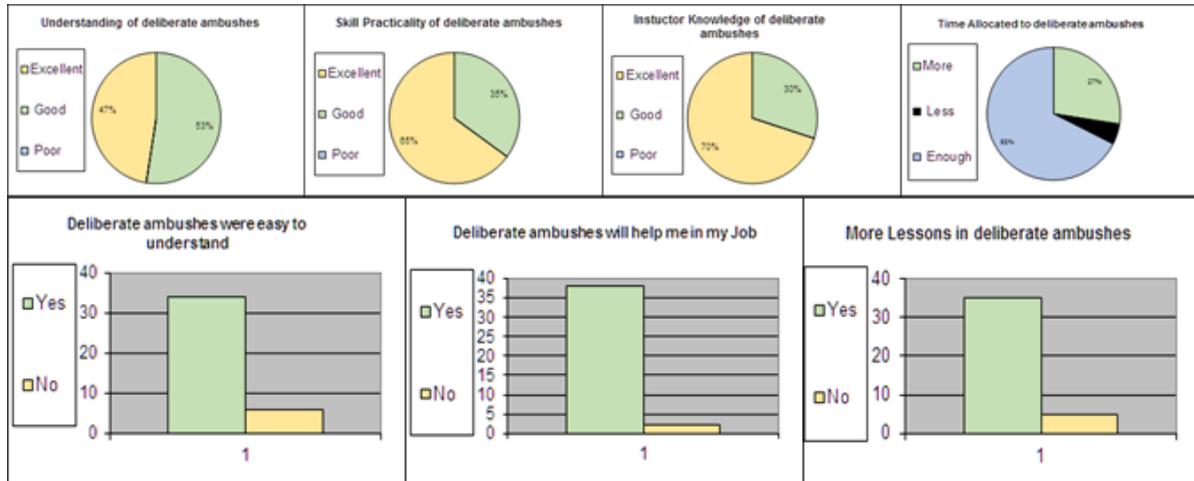
Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		21	19	
The practicality of this module for my work is:		9	31	
The instructor's knowledge and skills of the subjects was:		9	31	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	12	27		
Statement	Yes	No		
This module was easy.	32	7		
I will use things learned in this module in my place of work.	36	3		
I would like more Lessons in this subject	37	2		

Analysis of Reconnaissance/surveillance responses

Although 30% of students would like to have seen less time on these two topics 92.5% said they would like to learn more about reconnaissance and surveillance. So, our recommendation is to increase the depth of instruction without increasing the time.

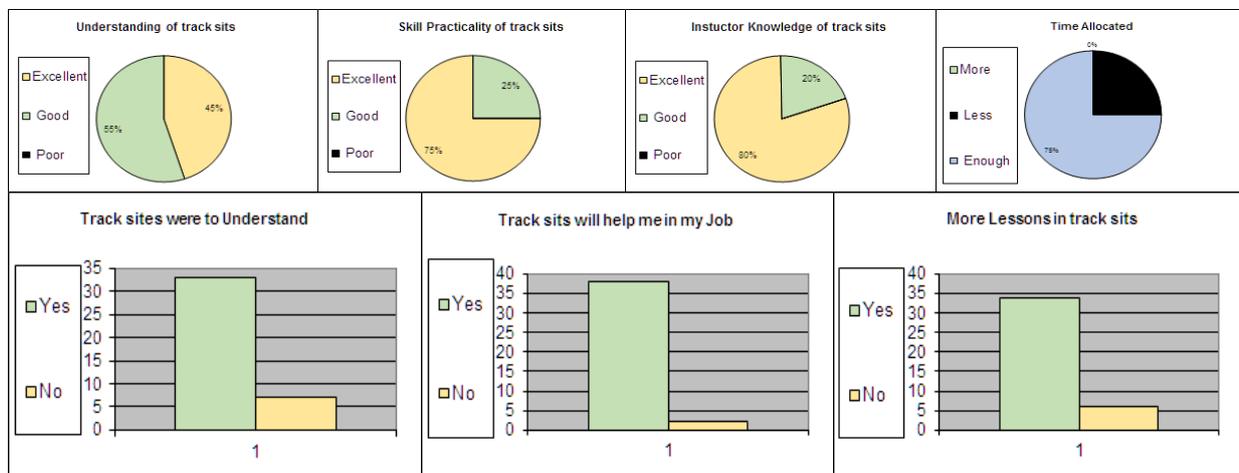
MODULE 10. Track sits and Deliberate Ambushes

Deliberate Ambushes



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		21	19	
The practicality of this module for my work is:		12	26	
The instructor's knowledge and skills of the subjects was:		12	28	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	2	27	11	
Statement	Yes	No		
This module was easy.	34	6		
I will use things learned in this module in my place of work.	38	2		
I would like more Lessons in this subject	35	5		

Track sits



Statement	Poor	Good	Excellent	N/A
My understanding of this module was:		22	18	
The practicality of this module for my work is:		10	30	
The instructor's knowledge and skills of the subjects was:		8	32	
Statement	Less time spent on subjects	No Change - it's good	More time spent on subjects	N/A
For this module I would like:	10	30		
Statement	Yes	No		
This module was easy.	33	7		
I will use things learned in this module in my place of work.	38	2		
I would like more Lessons in this subject	34	6		

Analysis of Track sits and deliberate ambushes

25% of students would like to have spent less time on track sits, only 5% said they would like less time on deliberate ambushes. 95% of respondents said they would use these skills during enforcement work at Hin Nam No. Given the difficult access to remote areas of this PA these two skills may of particular use, if poachers are suspected in the area- then choke points between limestone karsts, which are common in certain areas of the PA would be an effective countermeasure.

Conclusion of training modules analysis

Enforcement Ranger – Roles and responsibilities: We felt that more introductory guidance should be introduced by the project in order for rangers to fully comprehend their role whilst patrolling. Project to provide instructor for next course on this.

First Aid the most challenging for the students, further time to be spent on this with some topics added (see comments in the course evaluation file on pages 31/32)

Patrol Operations 75% thought the time utilised was about right. A recommendation is to identify specifically which topics the student thought were over-represented.

Patrol bases. More time should therefore be spent on the theory of patrol bases and perhaps an improved instructor demonstration 90% said they would like more lessons.

Navigation 85% of the students said they would like more time on navigation. Certain aspects will be simplified during next course – allowing more time to be devoted to ensuring participants fully understand the main aspects of navigation.

Hostile engagement Generally responses are as expected and little needs to be changed.

Secure and searching Some students wished more lessons (85%). The general suggestion is to spend more time and go deeper into searching during the consecutive course.

Interviewing and crime scene processing Freeland feels more time should be spent on crime scenes and evidence collection, even at the basic ranger level. Students prefer less time on interviewing. This topic is explained more deeply in the team leader course and it is an important skill for higher level officials. To be discussed.

Reconnaissance/surveillance: 92.5% said they would like to learn more about reconnaissance and surveillance. So, our recommendation is to increase the depth of instruction without increasing the time. Equipment is required for rangers to conduct surveillance, binoculars, cameras (nigh vision?)

Track sits and deliberate ambushes

The general opinion was that this section was about right and no adaptation is required



APPENDIX X – Schedule

#04-2018 PROTECT ENFORCEMENT RANGER TRAINING COURSE

09-23 DECEMBER 2018

DETAILED COURSE SCHEDULE



Supported by
giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH



HIN NAM NO NATIONAL PROTECTED AREA

LAO PDR

Description

Column 1 – Ser = Serial each activity in the day has a serial number for reference this starts at Number 1. This is for reference during coordination conferences

Column 2 – Time = The time of day, the activity starts and is expected to finish.

Column 3 – Subject = is the subject name for the particular topic

Column 4 – Loc/ Dress = Location, the location for the activity; the dress is the type of clothing and equipment to be worn by the candidates.

Column 5 – Instructor = These are the key personnel responsible for delivering the instruction/lesson, the instructor is responsible the actual presentation, the coordinator is the person to assist the instructor in setting up demonstration squads, or props, the interpreter is used if the instructor is unable to speak the local language. Use the initials or full name.

Column 6 – I.O. – Instructional Objectives = the lesson number the subject is from (this can be found on the instructional objective) the letters in brackets after the number represent (T) theory and (P) practical.

Column 7 Description – A brief description of the lesson content and conduct or the required main teaching points the instructor has to deliver to the student by the end of

Column 8 – Remarks/Props = any remarks or special points or safety issues for consideration, and any training media required.

Other Abbreviations

Abv.	Names	Abv.	
	TBD	FD	Field Dress
		IDP	Individual Day Patrol Equipment
		IOP	Individual Overnight Patrol Equipment
		PTD	Physical Training Dress
		Instr	Instructor
		Tran	Translator
		Coord	Coordinator
		TC	Training Center
		Asst Inst	Assistant Instructor
		CR	Classroom
		FTA	Field Training Area

Day #1 Date: 10 Dec 2018 **INTRODUCTION AND THREATS TO A PA**

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast				Sick Parade is to occur every morning prior to sick or ill student attending breakfast – to be held at team office Roll Call is to occur at the end of breakfast and prior to the first lesson 10 minutes. Training Team Morning Brief is to occur every morning prior to commencement of Breakfast at training team office	
2	0800-0900	Equipment Issue	CR1/FD		Admin	Issue all equipment to students	
3	0900-1000	Course Orientation and Pre-test	CR1/FD		(T)	Intro Instructors Outline Cse & Requirements Rules & Regulations Pre-test (30 minutes)	GO AND NO GO AREAS All Instructors All Assist Instructors to Attend. Issue 40 Lao pre-tests
4	1000-1130	Opening Address	CR1/FD	Director of Forestry/ VIPs			
5	1130-1215	Nature Crimes – Introduction	CR1/FD	Ranger Inst	2.1.1 (T)	An overview of the international nature of the crimes and its effect on National Security, Understand threats to PA	
6	1215-1300	Lunch					
7	1300-1330	Park Protection Rangers	CR / FD	GIZ Nitpakone	2.1.2 (T)	Park Protection Structure and organization, roles and responsibilities. Team structure	
8	1330-1400	Park Protection Rangers	CR / FD	All Instructors	2.1.2 (T)	Break up into teams for the training, designate team positions	Instructor Team leaders are to go over each role and responsibility with their team and sections
9	1400-1500	Threats to a Protected Area	CR / FD	Ranger Inst	2.1.4/2.1.5 (T)	Understand the various threats to a PA	
10	1500-1600	The Violator	CR RT/ FD	Ranger Inst	2.1.5(T)	Understand the different Violators	
11	1600-1700	The Violator	CR RT/ FD	Ranger Inst	2.1.5(T)	Understand the different Violators	
12	1700-1900	Dinner					Training Team Briefing to occur each evening prior to dinner at training team office

Day #2 Date: 11 Dec 2018

FIRST AID

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0530-0630	Physical Training	PT			Warm-ups/run/exercise/practice self defence	
2	0700-0800	Breakfast					
3	0800-0900	Introduction to First Aid and the Human Body	CR/FD	FF	1.3.1(T)	What is First Aid, Casevac plan ,sat phone Introduction to how the Human Body works	PowerPoint Pres.
4	0900-1000	DRABC	CR/FD	FF	1.3.2(T/P)	Danger, Response, Airway, Breathing, Circulation, Recovery Position	
5	1000-1100	Resuscitation/ CPR	CR/FD	FF	1.3.3(T)	Start with Resuscitation Know how to conduct Cardio Pulmonary Resuscitation	
6	1100-1200	CPR	FTA/FD	FF	1.3.3(P)	Practice Cardio Pulmonary Resuscitation with one person and two people	
7	1200-1300	Lunch					
8	1300-1400	Shock	CR/FD	FF	1.3.4(T/P)	Cause of Shock Symptoms Treatment	
9	1400-1500	Control Bleeding	CR/FD	FF	1.3.5(T/P)	3 types of Bleeding Direct pressure, tourniquets Practice	
10	1500-1600	Snake bites	FTA/FD	FF	1.3.10(T/P)	Types of snakes and poison effect Symptoms Correct bandaging snake ID purpose	Elastic Bandages x 30
11	1600-1700	Fractures and Breaks	CR/FD	FF	1.3.6(T/P)	Closed fracture Open fracture Apply splint and bandage Open Fracture	Splints Pig Bone, tape 1 x Asst. Instructor as Casualty
12	1700-1800	Malaria/Dengue Fever	CR/FD	FF	1.3.8(T)	Understand different types of Malaria, symptoms and treatment.	
13	1800-1900	Dinner					
14	1900-2000	Spare					

Day #3 Date: 12 Dec 2018 **FIRST AID**

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0530-0630	Physical Training	PT			Learn how to tackle and grab persons running	"Catch the Poacher" "Combat Football"
2	0700-0800	Breakfast					
3	0800-0900	Fractures and Breaks	CR/FD	FF	1.3.6(T/P)	Practice applying splints	10 x splints bandages
4	0900-1000	Burns/ Heat illness	CR/FD	FF	1.3.7(T)	3 types of burns and treatment Heat illness, cause, symptoms, and treatment	
5	1000-1100	Traumatic Wounds	FTA/FD	FF	1.3.9(T/P)	Sucking chest wound Stomach wound	
6	1100-1200	Traumatic Wounds	FTA/FD	FF	1.3.9(T/P)	Head wound Traumatic Amputation	
7	1200-1300	Lunch					
8	1300-1400	Evacuation Procedures	FTA/FD	FF	1.3.11(T)	Carrying methods, chair, fireman, drag 6 Teams, assemble make-shift stretchers and practice evacuation of injured	6 x improvised stretchers Break up into 6 teams
9	1400-1500	Evacuation Procedure	FTA/FD	FF	1.3.11(P)	Construct Helipad for evacuation	
10	1500-1600	First Aid Assessment	FTA/FD	All	1.3.14(T)	Break up into 6 stands teams are to go in and treat casualty Rotational stands	1 Asst Instructor at each loc as casualty with multiple wounds. Splints, bandages x qty. Ground sheets x 7
11	1600-1700	First Aid Assessment	FTA/FD	All	1.3.14(T)		
12	1700-1800	First Aid Assessment	FTA/FD	All	1.3.14(T)		
13	1800-1900	Dinner					
14	1900-2000	Retraining/retesting		All			

Day #4 Date: 13 Dec 2018 **RULES OF ENGAGEMENT AND SILENT FIELD SIGNALS**

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast	FD				
2	0800-0900	Rules of Engagement	CR /IDP	Ranger Inst	2.2.7	Know what rules of engagement (ROE) are according to the UN Doctrine, use of force and firearms for law Park Protection officers	
3	0900-1000	Rules of Engagement	FTA/IDP	Ranger Inst	2.2.7	Examples of ROE situations, then discuss	Demo squad, 5 Asst. Instr. As Rangers 2 as Poachers, weapons, ax, knife.
4	1000-1100	Rules of Engagement	FTA/IDP	Ranger Inst	2.2.7		
5	1100-1200	Patrol Operations	CR /IDP	Ranger Inst	2.3.2 (T)	Types of Patrols, aims, Patrol Zones and sectors	
6	1200-1300	Lunch					
7	1300-1400	Patrol Operations Procedure	CR /IDP	Ranger Inst	(T)	Orders	
8	1400-1500	Silent Field Signals	FTA/ IDP	Ranger Inst	2.3.1. (T)	Reason for use, demonstrate, student mimic	42 x silent field signal diagrams
9	1500-1600	Silent Field Signals	FTA/ IDP	Ranger Inst	2.3.1. (T)	Reason for use, demonstrate, student mimic	
10	1600-1700	Silent Field Signals	FTA/ IDP	Ranger Inst	2.3.1. (T)	Reason for use, demonstrate, student mimic	
11	1900-2000	Dinner					
12	1900-2000	Spare				Retraining	

Day #5 Date: 14 Dec 2018

INDIVIDUAL MOVEMENT AND PATROLLING OPERATIONS

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0800-0900	Breakfast					
2	0900-1000	Silent Field Signals	FTA/ IDP	Ranger inst	2.3.1. (T)	Reason for use, demonstrate, student mimic	
3	1000-1100	Silent Field Signals	FTA/ IDP	Ranger inst	2.3.1. (T)	Reason for use, demonstrate, student practice	
4	1100-1200	Silent Field Signals	FTA/ IDP	Ranger inst	2.3.1. (T)	Reason for use, demonstrate, student practice	
5	1200-1300	Lunch					
6	1300-1400	Individual Movement	FTA/IOP	Ranger inst	2.3.2 (P)	Walk x 2, Monkey crawl, Belly crawl, Leopard crawl	Explain, demo squad, team practice
7	1400-1500	Individual Movement	FTA/IOP	Ranger inst	2.3.2 (P)	Walk x 2, Monkey crawl, Belly crawl, Leopard crawl	Explain, demo squad, team practice
8	1500-1600	Patrol Formations	FTA/IOP	Ranger inst	2.3.2 (T/P)	Single file, Open File, Staggered File, Extended Line (5 man teams) Roles and responsibilities	Explain, demo squad, team practice
9	1600-1700	Patrol Formations	FTA/IOP	Ranger inst	2.3.2 (T/P)	Continued practicing	
10	1830-1930	Dinner					

Day #6 Date: 15 Dec 2018

PATROLLING OPERATIONS/NAVIGATION

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0900	Patrol Formations	FTA/IOP	Ranger Inst	2.3.2 (T/P)	Continued practicing	
3	0900-1000	Patrol Formations	FTA/IOP	Ranger Inst	2.3.2 (T/P)	Continued practicing	
4	1000-1100	Obstacle crossing drill	FTA/IOP	Ranger Inst	(P)	Know how to securely cross potential obstacles	Explain, demo squad, team practice
5	1100-1200	Break track drill	FTA/IOP	Ranger Inst	(P)	Know why and how to break track	Explain, demo squad, team practice
6	1200-1300	Lunch					
7	1300-1400	Prepare for a patrol	CR/IOP	Ranger Inst	2.3.10 (P)	Required equipment for a patrol Correct packing and silencing Responsibilities for preparing equipment	All require IOP All prep equipment for an overnight base drill
9	1400-1500	Map to Ground	FTA/IDP	Ranger Inst	1.4.3 (P)	Identify features to locations on the map	Compass x 45
10	1500-1600	Compass	CR/FD	Ranger Inst	1.4.4 (T)	Know the components of a compass	Large compass
11	1500-1600	Bearing	CR/FD	Ranger Inst	1.4.5 (T)	Know how to plot a bearing on a map Know how to take a bearing from a map to compass	
12	1700-1730	Bearing	FTA/IDP	Ranger Inst	1.4.5 (P)	Bearing – map to compass, compass to map Know how to shoot a bearing,	
13	1730-1800	Pacing	FTA/IDP	Ranger Inst		Mark out area for pacing, 100 m flat, uphill, downhill in forest 50 meters.	Marker pegs x 16, students to wear patrolling equipment
14	1800-1900	Dinner					

Day #7 Date: 16 Dec 2018

NAVIGATION

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0900	Bearing EXTRA	CR/FD	Ranger Inst	1.4.5 (T)	Know how to plot a bearing on a map Know how to take a bearing from a map to compass	
3	0900-1000	Bearing EXTRA	FTA/IDP	Ranger Inst	1.4.5 (P)	Bearing – map to compass, compass to map Know how to shoot a bearing,	
4	1000-1100	GPS	CR/FD	FF / Rangers	(T)	How does a GPS work (include line of sight) Know the key functions of a Global Positioning System Know how to turn on a GPS Know how to get a location fix Know how to read a UTM Know how to Mark a location Know how to turn a GPS off	10 x GPS
5	11.00-12.00	GPS	FTA/IDP	FF / Rangers	(P)	Practice	10 x GPS
6	1200-1300	Lunch					
7	1300-1400	GPS (continued)	FTA/IDP	FF / Rangers	(P)	Practice	10 x GPS
8	1400-1430	Navigation Ex Briefing		Ranger Inst	Ex	Brief all students on the exercise Make nav data sheet	Brief Asst Instr on Conduct and issue Legs. Last checkpoint to Night insertions.
9	1430-1530	Navigation Exercise	FTA/IOP	Ranger Inst	Ex	Teams must Navigate around a 6 point navigation course Carry Lunch or make a central RV by 1530	Field Equipment 9 Teams 1 Instructor per team to ensure that one person conducts a leg of the Navigation course. 2. Evaluation sheet needs to be carried by Instructors.
10	1530-1700	Navigation Exercise continued	FTA/IOP	Ranger Inst	Ex	Conclusion and debrief of nav-ex	
11	1800-1900	Dinner					

Day #8 Date: 17 Dec 2018

LIVING IN THE FIELD/ PATROL BASE

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0900	Patrol Base Drill	FTA/IOP	Ranger Inst	2.3.13 (T)	Know the reason for a patrol base drill How to conduct a patrol base drill	
3	0900-1000	Patrol Base Site selection	FTA/IOP	Ranger Inst		Considerations to select a Patrol base site	
4	1000-1100	Living in the field	FTA/IOP	Ranger Inst		How to set up fly sheet and when Slip knots, water filling from fly sheet	
5	1100-1200	Living in the field	FTA/IOP	Ranger Inst		How to set up fly sheet and when Slip knots, water filling from fly sheet	
6	1200-1300	Lunch					
7	1300-1400	Patrol Base Establishment	FTA/IOP	Ranger Inst	2.3.13 (Demo)	Know how to establish a patrol base Know how to conduct patrol base routine Setting up of shelters and camp Morning routine	One camp established Two demo pers 1 correct 1 incorrect.
8	1400-1500	Patrol Base Drill Establishment	FTA/IOP	Ranger Inst	2.3.13 (P)	Students conduct a patrol base drill then establish a patrol base.	One camp established Two demo pers 1 correct 1 incorrect.
9	1500-1600	Danger in Patrol base at night	FTA/IOP	Ranger Inst	(T)	Actions on: Contact Wild animals Night sentries RV procedure	
10	1600-1700	Track sits (practical)	FTA/IOP	Ranger Inst		Explanation in field and practical	
11	1700-1730	Free time				Rets before night exercise	
12	1800-1830	Dinner					
13	1830-1930	Danger in Patrol base at night	FTA/IOP	Ranger Inst		Practice Actions on	

Day #9 Date: 18 Dec 2018

SEARCH & SECURE SUSPECTS/REACTION TO CONFRONTATION

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0900	Secure and Search Suspects	FTA/IOP	Ranger Inst	(T)	Know how to approach a suspect Know the rights and treatment of suspects Know how to handle more than one suspect Know how to search and secure a suspect	First Demo Squad then Poachers camp Students observe other team conduct
3	0900-1000	Secure and Search Suspects	FTA/IOP	Ranger Inst	(P)	Practice Searching and securing a suspect Handcuffing Techniques, Control Aggressive Persons Techniques	Teams practice searching and securing
4	1000-1100	Violators Stop/secure	FTA/IOP	Ranger Inst	(P)	Drills on Encountering - Stop violator and secure area	Explain, demo squad, team practice
5	1000-1100	Violators Follow-up	FTA/IOP	Ranger Inst	(P)	Drills on Encountering- Follow-up escaping violator	Explain, demo squad, team practice
6	1000-1100	Immediate Ambush	FTA/IOP	Ranger Inst	(P)	Drills on Encountering Violators Immediate Ambush	Explain, demo squad, team practice
7	1100-1200	Reaction to confrontation	FTA/IOP	Ranger Inst	(P)	Individual drill (shot at) Team contact drill Target indication	Explain, demo squad, team practice
8	1100-1200	Reaction to confrontation	FTA/IOP	Ranger Inst	(P)	Contact from front, rear, left, right - After drill is completed it is to be explained the team leader has three options. Option 1 – hold fast in position and request assistance, 2 – push forward and takedown target 3 – break contact	Explain, demo squad, team practice
9	1200-1300	Lunch					Meal in the field
10	1300-1400	Reaction to confrontation	FTA/IOP	Ranger Inst	(P)	Regaining Control – takedown	Explain, demo squad, team practice
11	1400-1500	Reaction to confrontation	FTA/IOP	Ranger Inst	(P)	Break contact from hostile engagement	Explain, demo squad, team practice
12	1500-1600	Reaction to confrontation	FTA/IOP	Ranger Inst	(P)	Counter Ambush Drill	Explain, demo squad, team practice
13	1600-1700	Reaction to confrontation	FTA/IOP	Ranger Inst		Continue Practice all techniques	
12	1700-1800	Dinner					Meal in the field

Day #10 Date: 19 Dec 2018

TAKE DOWNS, CRIME SCENE, INTERVIEWING AND BREAK ENGAGEMENT DRILLS

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0830	Introduction to takedowns and Raids	CR/IOP	Ranger Inst	(T)	PowerPoint Presentation	
3	0830-0900	Quick takedown	FTA/IOP	Ranger Inst	(P)	Explanation/whiteboard	Explain, Demo Squad, Practice 5 x poacher camps
4	0900-0930	Crime Scene Processing	FTA/IOP	Ranger Inst	(T)	What is a crime scene Grouping and Tasks What is evidence at a crime scene	Demo squad Hand out questioning check list
6	0930-1030	Crime Scene Processing	FTA/IOP	Ranger Inst	(P)	Practice processing of a crime scene	5 x poacher camps
7	1030-1200	Interviewing and Questioning (Theory and practical)	FTA/IOP	Ranger Inst	(T)	How to conduct an interview What questions to ask Techniques	
8	1200-1300	Lunch					
9	1300-1400	Interviewing (Practical)	FTA/IOP	Ranger Inst	(P)	How to conduct an interview What questions to ask Techniques	
10	1400-1500	Quick Takedown	FTA/IOP	Ranger Inst	(P)	Practice complete procedure, Takedown, secure, search, crime scene, interview,	5 x Poacher camps one team does as the other watches.
11	1500-1600	Practicing combination of all skills	FTA/IOP	Ranger Inst	(P)	Practice for demonstration to Minister of Forestry on 20/12/18	
12	1600-1700	Practicing combination of all skills	FTA/IOP	Ranger Inst	(P)	Practice for demonstration to Minister of Forestry on 20/12/18	
13	1700-1800	Practicing combination of all skills	FTA/IOP	Ranger Inst	(P)	Practice for demonstration to Minister of Forestry on 20/12/18	
15	1800-1900	Dinner					

Day #11 Date: 20 Dec 2018 **DEMONSTRATION TO MINISTER AND LOCAL VIPS**

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					
2	0800-0900	Practicing combination of all skills	FD/IOP	Ranger Inst		Practice all skills taught to date for demonstration to Minister of Forestry	
3	0900-1000	Practicing combination of all skills	FD/IOP	Ranger Inst		Practice for demonstration to Minister of Forestry	
4	1000-1100	Practicing combination of all skills	FD/IOP	Ranger Inst		Practice for demonstration to Minister of Forestry	
5	1100-1200	Practicing combination of all skills	FD/IOP	Ranger Inst		Practice for demonstration to Minister of Forestry	
6	1200-12.30	Lunch					
7	12.30-1300	Move to event area in village about 15kms away	FD/IOP	All		Demonstration of skills to Minister of Forestry	
8	1300-1500	Training demonstration to Minister of Forestry	FD/IOP	All		Demonstration of skills to Minister of Forestry	
9	1500-1600	Training demonstration to Minister of Forestry	FD/IOP	All		Demonstration of skills to Minister of Forestry	
10	1600-1700	Training demonstration to Minister of Forestry	FD/IOP	All		Demonstration of skills to Minister of Forestry	
11	1700-1800	Travel back from demonstration	FD/IOP	All		Demonstration of skills to Minister of Forestry	
12	1800-1900	Dinner					

Day #12 Date: 21 Dec 2018

RECONNAISSANCE AND DELIBERATE RAID

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast					Roll Call 0750 hrs
2	0800-0900	Reconnaissance Patrols Reconnaissance and Surveillance	CR/IOP	Ranger Inst	(T)	Aim of reconnaissance patrols Surveillance Patrols Planning Reconnaissance Checklist Drawing Sketch Maps	Construct 4 x Large poachers camps 2 poachers in each camp
3	0900-1000	Conduct Reconnaissance	FTA/IOP	Ranger Inst	(P)	Break up into teams and conduct a reconnaissance on a poacher's camp. Draw and sketch and report	
4	1000-1100	Conduct Reconnaissance	FTA/IOP	Ranger Inst	(P)	Break up into teams and conduct a reconnaissance on a poacher's camp. Draw and sketch and report	
5	1100-1200	Conduct Reconnaissance	FTA/IOP	Ranger Inst	(P)	Break up into teams and conduct a reconnaissance on a poachers camp Draw and sketch and report	4 x Large poachers camps 2 poachers in each camp
6	1200-1300	Lunch					
7	1300-1400	Deliberate Raids	CR1/IOP	Ranger Inst	(T)	Considerations Planning Stages	Use info from reconnaissance
8	1400-1500	Deliberate Raid Team	FTA/IOP	Ranger Inst	(P)	Receive Section Orders, Conduct rehearsals Move to vicinity of Camp site	3 x poachers camps One team does the other team observes.
9	1500-1600	Deliberate Raid Team	FTA/IOP	Ranger Inst	(P)	As above	
10	1600-1700	Deliberate Raid Section	FTA/IOP	Ranger Inst	(P)	Conduct a deliberate raid on camp that reconnaissance was conducted on during the morning	3 x Poacher camps, 4 x poachers Teams change camp site One section does the other watches
11	1700-1800	Deliberate Raid Section	FTA/IOP	Ranger Inst	(P)	Continue Practice	
12	1800-1900	Dinner					
13	1900-2000	Night Deliberate Raid	FTA/IOP	Ranger Inst	(P)	Receive orders, conduct rehearsals, move to vicinity for takedown	
14	2000-2100	Night Deliberate Raid	FTA/IOP	Ranger Inst	(P)	Conduct a deliberate raid on camp that reconnaissance was conducted on during the morning Return to Barracks	5 x Poacher camps, 6 x poachers Teams change camp site One section does the other watches

Day #13 Date: 22 Dec 2018

IMMEDIATE AND DELIBERATE AMBUSH – START OF INDIVIDUAL AND TEAM ASSESSMENTS

#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0730-0800	Breakfast					
2	0800-0900	Deliberate Ambush	FTA/IOP	Ranger Inst	(T)	Know what an deliberate ambush is How to recon and establish	
3	0900-1000	Deliberate Day Ambush	FTA/IOP	Ranger Inst	(P)	Grouping and task Conduct an ambush	Team
4	1000-1100	Deliberate Day Ambush	FTA/IOP	Ranger Inst	(P)	Practice Day Ambush,	Section
5	1100-1200	Deliberate Day Ambush	FTA/IOP	Ranger Inst	(P)	Practice Day Ambush,	
6	1200-1300	Lunch					
7	1300-1400	Ranger Assessment	FTA/ IOP	Ranger Inst	Test	Testing on Subjects learned	
8	1400-1500	Ranger Assessment	FTA/ IOP	Ranger Inst	Test	Field signals, Formations, patrol base. Obs Xing, Immediate Ambush, Reaction to confrontation	
9	1500-1600	Ranger Assessment	FTA/ IOP	Ranger Inst	Test	Quick take downs	
10	1600-1630	Ranger Assessment	FTA/ IOP	Ranger Inst	Test	Navigation test, GPS, plot bearings and Nav Data sheet	.
11	1630-1700	Ranger Assessment	FTA/ IOP	Ranger Inst	Test	First aid test, DRABC, control bleeding, CPR	
12	1700-1800	Dinner					

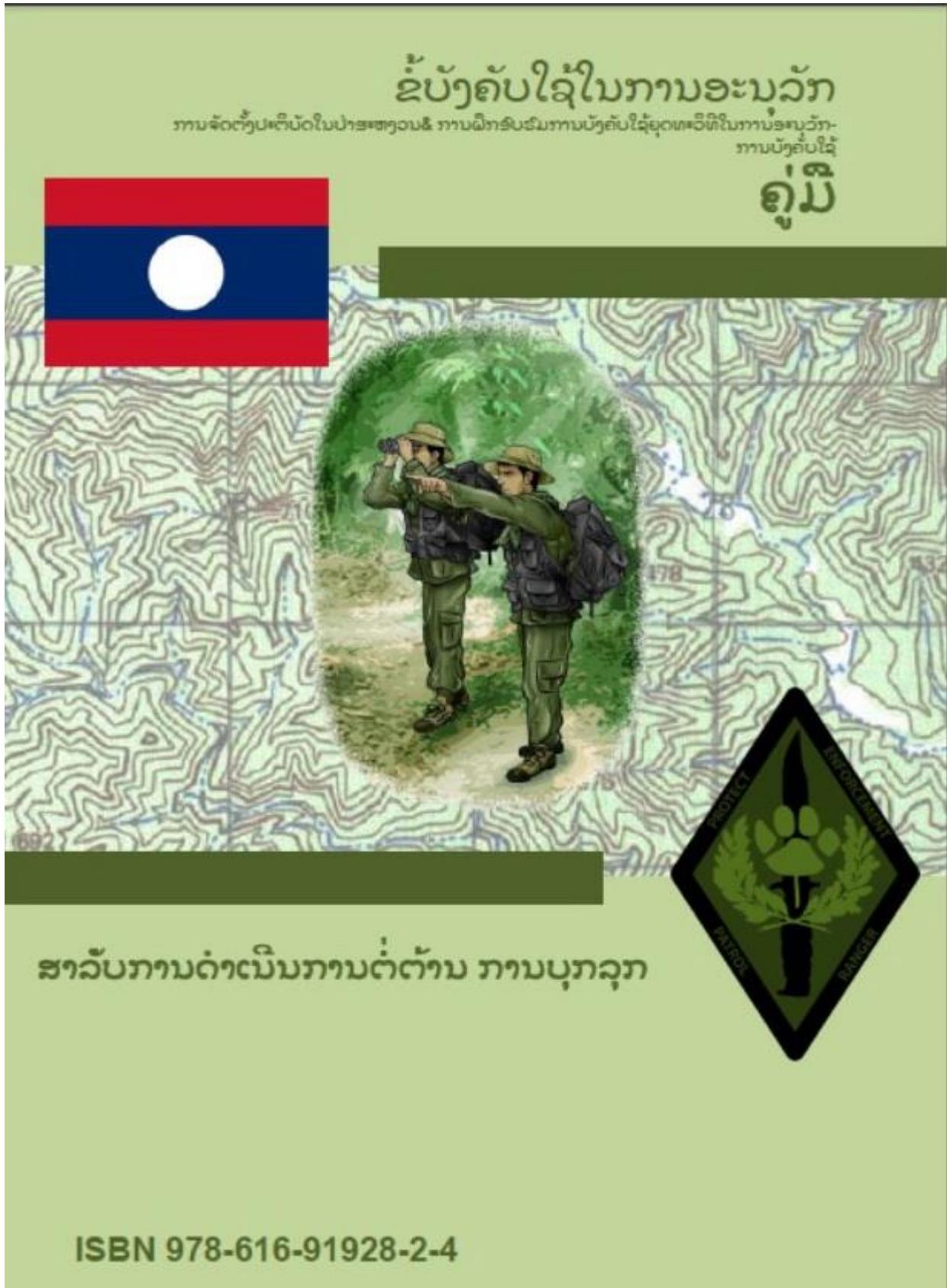
Day #14 Date: 23 Dec 2018

TESTING AND GRADUATION

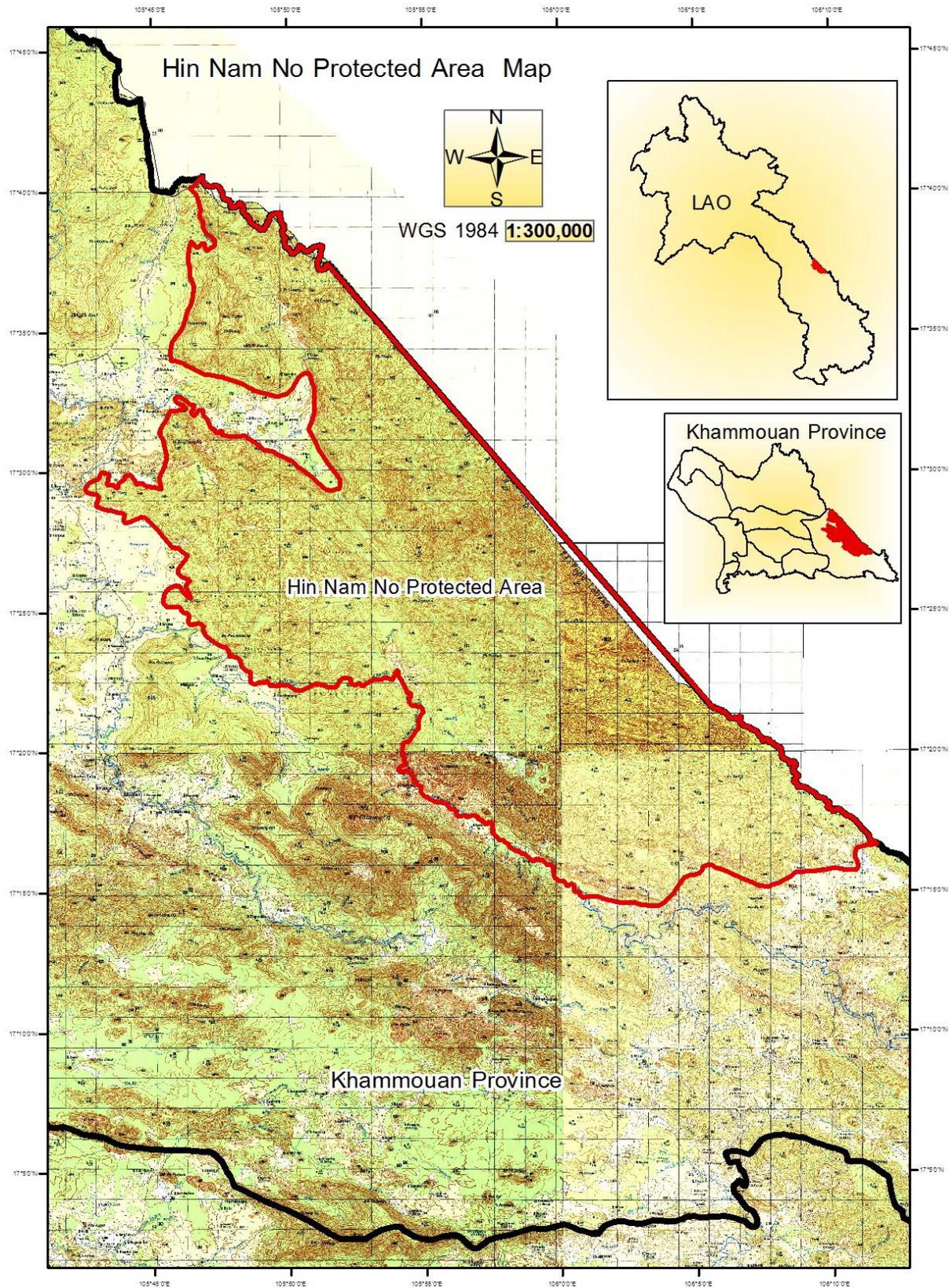
#	Time	Subject	Loc/ Dress	Instructor	I.O.	Description	Remarks/Props
1	0700-0800	Breakfast/briefing					
2	0800-09.00	Introduction to village reporting	FD	Nitpakone		Processes rangers should use when preparing reports from the field	
3	0900-0930	Written Post test/ Course evaluation	In class room	Ranger Inst		End of course test and students thoughts about course, location, catering, instruction	
4	0930-1000	Module evaluation	In class room	Ranger Inst		Students comments on each topic throughout the course	
5	1000-1100	Closing/certificate presentation	In class room			VIP comments and hand out of course completion certificates	
6	1100-1200	Free period					
4	1200-1300	Lunch					
5	1300-1400	Practice skills	TC	All	Test		
6	1400-1600	Practice skills	TC	GIZ/Rangers			
7	1600-1800	Clean up and prepare for closing dinner		All			
9	1800-1900	Dinner/party	TC				

Appendix VIII:

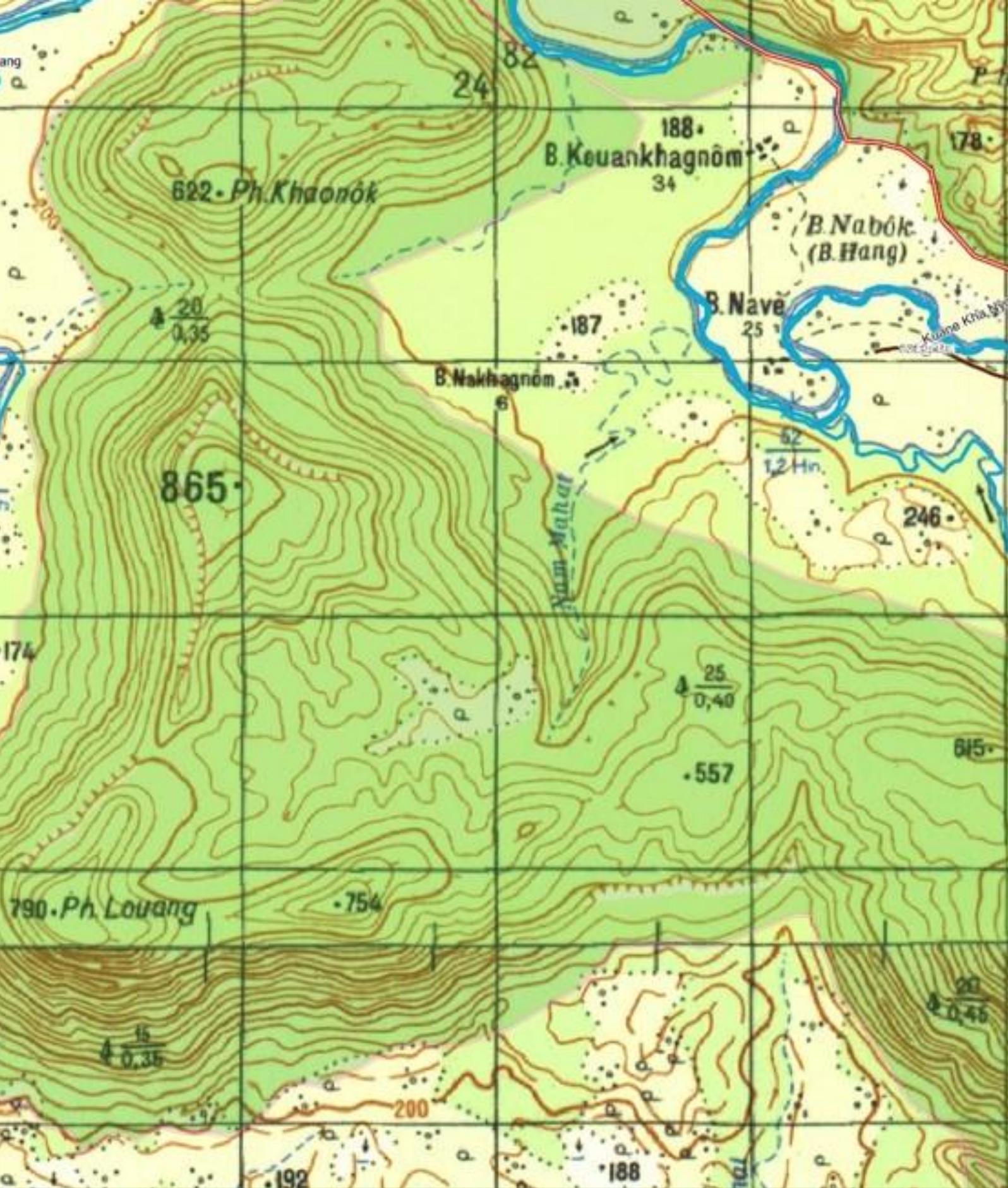
Cover from Enforcement Ranger Training Manual (Lao version)



Appendix – Map of Hin Nam No



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