



## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

# TRAINING MANUAL

## Forest Closure Village Forest Protection Patrol



Training duration: 3 days

Target group: WRCC, Village warden

Version: (12.10.2024)

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## LIST OF POSTERS

**Poster 1:** Patrol Duties and Responsibilities

**Poster 2:** Quarterly/Monthly Patrol Plan

**Poster 3:** First Aid Response

**Poster 4:** Recovery Position

## LIST OF HANDOUTS

**Handout 1:** Patrol group Duties and Responsibilities

**Handout 2:** Patrol Types

**Handout 3:** Standard Operating Procedure

**Handout 4:** Patrol and Illegal Activity Reporting

**Handout 5:** Violation Case Record Template

**Handout 6:** Handling of Violations in Progress

**Handout 7a:** Cardiovascular Pulmonary Resuscitation

**Handout 7b:** First Response to Victim

**Handout 7c:** First Responder Treatment

**Handbook:** Community Forest Patrol Teams

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## Introduction

### Objective of this manual

The deployment of village-based patrol groups is an essential component for community forest management. Village Patrol Groups (VPG) are instrumental in the collection of data for management purposes in understanding outcomes of the community forest management concept and for adaptive management purposes, as well as to act as a deterrent to illegal activity. In tandem and essential to this activity is the ability to process information for analysis purposes.

This implementation manual has been developed to provide guidance for the training of village based VPG's to assist in the protection of village forests and for the processing of data management purposes.

The main objective of this manual is to describe a 3-day training process to teach VPG members how to patrol, record patrols, collect data, react to forest violations and deal with medical emergency situations.

This manual has been designed to cover a simple method to plan patrols, carry out and report patrols and infractions, and react to illegal activity. It is designed as a practical guideline for the trainer providing detailed instructions for each exercise.

The manual is structured around a training agenda which details time requirements, process and expected outcomes of each session. For each of the training sessions a detailed session plan provides step by step guidance for the trainer including prepared formats and posters. Additional trainer's notes are provided to assist the trainer in organising each session by providing some reminders and points to note.

Technical information in this implementation manual has been kept to a minimum for the sake of simplicity, but if required, further details can be found in the Technical Guideline.

### Who uses this training manual?

As presented here, this training material is most suitable for facilitators/trainers who will be working with selected Community Forest Patrol Group members.

## ACRONYMS

CPR	Cardiopulmonary resuscitation
DPMU	District Project Management Unit
FC	Forest Closure
SOP	Standard Operating Procedure
WRCC	Water Resources Conservation Committee
VPG	Village Patrol Groups

## How to Use This Manual

The manual contains all the written materials needed to conduct training sessions for villagers including:

- Training schedule (page iii-v)
- Individual session plans
- Posters and Handouts to be copied or printed onto A4 or A0 paper
- Stationary
- Medical equipment

It is assumed that the persons delivering this training are sufficiently experienced with all necessary training and facilitation skills. Ideally, they will have previously participated in the Training of Trainers (ToT) on Communication and Facilitation Skills. Although the training can be delivered by a single trainer/facilitator, it is preferable that a team of 2 DPMU/NGO staff work together to deliver the training. Support from the PMU will also greatly assist in delivering the training.

The style of the training should be participatory and practical. The sessions are described so that training participants (villagers) are directly involved in participating in each session. This ensures that by the end of the training they understand the training topic and are able to prepare and conduct their own patrols.

The trainers/facilitators should follow each of the session plans in sequence as described in this implementation manual. The sessions are delivered over 3 consecutive days (2 days indoor, 1 day outdoor).

Participants' handouts and planning and reporting forms are given in the Annexes. These can be photocopied for distribution for participants at the end of each respective session.

In addition, the **Handbook for Community Forest Patrol Teams** is handed out to participants which is covering most of the described handouts.

There should be a maximum of 15 village trainees attending one training course organised by two DPMU trainers. In villages with small FC areas (< 50ha) two neighbouring villages can participate in one training course.

## Training Agenda

Day 1	
Session	Objectives of Session
1. Introduction & Expectations (20 min)	<ul style="list-style-type: none"> <li>▪ Participants understand the topic of the training and the 1<sup>st</sup> day training agenda</li> <li>▪ Participants understand classroom protocols</li> </ul>
2. Mapping of forest threats (45 min)	<ul style="list-style-type: none"> <li>▪ Participants identified types of forest threats and their location on the map</li> </ul>
3. Patrol Route Design (45 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to design patrol routes</li> <li>▪ Participants understand the purpose of patrol routes</li> </ul>
<b>Coffee Break</b>	
4. Seasonal calendar of Forest Threats (45 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to develop seasonal calendars</li> <li>▪ Participants understand the purpose of seasonal calendars</li> </ul>
5. Duties, responsibilities of community patrol group (1 hr)	<ul style="list-style-type: none"> <li>▪ Participants understand the duties, responsibilities and remuneration of community patrol groups</li> </ul>
<b>Lunch</b>	
6. Organising the Patrol Teams (45 min)	<ul style="list-style-type: none"> <li>▪ Number of patrol team members identified; remuneration understood</li> </ul>
7. Patrol Planning and end of patrol activity (30 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to plan a patrol</li> </ul>
<b>Coffee Break</b>	
8. Patrol types (30 min)	<ul style="list-style-type: none"> <li>▪ Participants understand patrol types and methods</li> </ul>
9. Standard Operating Procedure for violations and reporting protocols (45 min)	<ul style="list-style-type: none"> <li>▪ Participants understand Standard Operating Procedure for dealing with violations and reporting protocols</li> </ul>

10. Wrap-up (day 1) (15 min)	<ul style="list-style-type: none"> <li>▪ Feedback from trainer</li> <li>▪ Questions/reflection by participants</li> <li>▪ Planning for Day 2</li> </ul>
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Day 2	
Session	Objectives of Session
11. Introduction (day 2) (20 min)	<ul style="list-style-type: none"> <li>▪ Recap on previous day</li> <li>▪ Participants understand the day 2 training agenda</li> </ul>
12. Patrol and violation reporting (1hr 30 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to fill in patrol and violation report sheets</li> </ul>
<b>Coffee Break</b>	
12. Patrol and violation reporting (contd.) (30 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to fill in patrol and violation report sheets</li> </ul>
13. Dealing with Violations (1 hr)	<ul style="list-style-type: none"> <li>▪ Participants understand how to deal with Violations</li> </ul>
<b>Lunch</b>	
13. Dealing with Violations (contd.) (1hr 30 min)	<ul style="list-style-type: none"> <li>▪ Participants understand how to deal with Violations</li> </ul>
<b>Coffee Break</b>	
14. Basic First Aid and Emergency evacuation protocols (1 hr)	<ul style="list-style-type: none"> <li>▪ Participants understand the basics of first response</li> </ul>
15. Wrap-up (day 2) (30 min)	<ul style="list-style-type: none"> <li>▪ Feedback from trainer</li> <li>▪ Questions/reflection by participants</li> <li>▪ Planning for Day 3</li> </ul>

Day 3	
Session	Objectives of Session
16. Patrol preparation (day 3) (1 hr)	<ul style="list-style-type: none"> <li>▪ Recap on previous day</li> <li>▪ Participants understand the day 3 training agenda</li> <li>▪ Participants have patrol planned</li> </ul>
17. Practical Day Patrol Exercise (whole day) (5 hrs)	<ul style="list-style-type: none"> <li>▪ Participants can plan and carry out a patrol, deal with violations, and complete reporting procedures as well as deal with a medical emergency</li> </ul>
18. Evaluation and Closing (1 hr)	<ul style="list-style-type: none"> <li>▪ Feedback from trainer</li> <li>▪ Questions/reflection by participants</li> </ul>



## 1. Introduction & Expectations

### OBJECTIVES

At the end of the session...

- ☐ trainer and participants will have been introduced to each other
- ☐ participants will understand the broad topic of the training

### OUTPUTS

- ☐ Agreed group norms (agenda agreed e.g. start/finish time, breaks etc.)
- ☐ An A0 flipchart of participants' expectations

### LOCATION

- ☐ Indoor

### MATERIALS

- ☐ A0 posters and pens
- ☐ A0 poster of day 1 training schedule

### TIME

- ☐ 20 min

### ORGANISER'S NOTES

Participants are only to introduce themselves at the end of this introductory session. This is to ensure that they have a better idea of the training topic and are given the opportunity to pose questions and define their expectations.

### STEPS

#### Welcome

- (1) Welcome the participants to the training.
- (2) Briefly summarise the training topic and the purpose of the training. Don't go into detail at this stage.
- (3) Explain how long the training will take (3 days). Get participants to agree on ground rules – starting and finishing times; arrangements for lunch and field work and any other rules you feel might be necessary.
- (4) Point out what sessions will be indoor and what session will take place in a field setting.
- (5) Explain that this will be a participatory interactive training. This means that each participant is expected to talk and actively participate in interactive sessions.

#### Participants expectations

- (6) After giving this overview and explanation you now need to find out how much participants have understood about the training topic and whether they feel it is relevant. This is done by asking for participants' expectations.
- (7) Ask each participant to speak briefly in turn. Each should give their name and position in their village. They should also describe what they expect to gain from this training based on the training topics you have just described.
- (8) Use an A0 flipchart to list participants' expectations.
- (9) Hang the A0 flipchart up on a wall in the classroom.

## 2. Mapping of Forest Threats

**OBJECTIVES** At the end of the session participants will...

- have identified types of forest threats and their location on the map.

**OUTPUT**

- Forest threats are located and demarcated on the transparency

**LOCATION**

- Indoor

**MATERIALS**

- Village resource map, forestry activity map, village forest closure map on an google satellite image (size of allocated village forest roughly A3 size), whiteboard marker (red, blue, black), permanent big marker (red, blue, black) permanent CD marker fine (red, blue, black), cleaning alcohol (90°), plastic sheet A3 or larger, masking tape, clips.

**TIME**

- 45 min


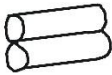






### TRAINER'S NOTES

- Trainees are often shy to start draw on the transparency. Therefore, the trainer needs to use the whiteboard marker and draw some lines and show how these lines can be easily erased and corrected by. Permanent markers can be erased by use of cleaning alcohol.
- Encourage participants to use symbols for forest threats as there are easier to remember on the forest threat later.

### STEPS

- Introduction**
- (1) Place a blank transparency over the forest closure map and fix it with sticky tape or clips.
  - (2) Mark at least four reference points at the corners of the transparency with permanent marker. This will ensure that the transparency can be located again on its correct location during later meetings.
  - (3) Show how to use whiteboard markers and how to erase them again with a tissue if mistaken.
- Familiarise with map**
- (4) Ask participants to locate their village on the map, if the location is not yet drawn add the village location by use of a permanent marker (draw a symbol of a house).
  - (5) Ask to name main landscape features by name if available (mountain, river, valley etc.) Write the local names on the map.
- Forest threats mapping**
- (6) Take notes on any additional information they may mention.
  - (7) Ask them to identify areas where some agricultural productions (rice, corn, cassava). Try to roughly identify the area by drawing a dotted line around. Give symbols for each activity.

#### Map symbols:

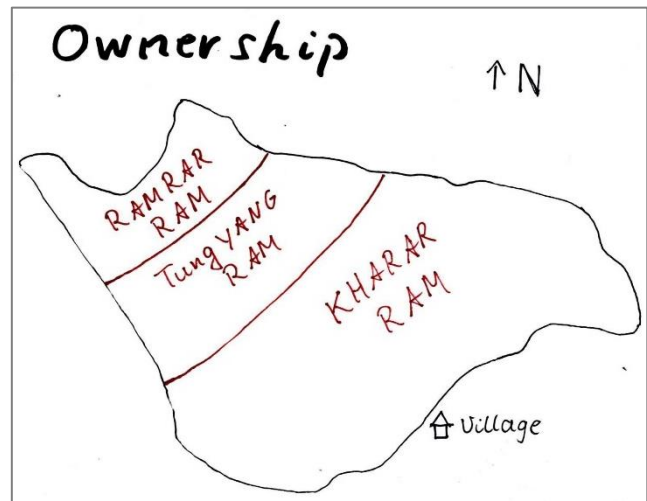
							
Village location	Logging	Hunting	Rice terrace	Fire	Cardamom	Existing trail	Planned trail

**Forest threats mapping**

- (8) Continue with forest threats like hunting, burning, logging, settlements etc. Give a symbol for each activity. Try to avoid writing text as pictures are easier to remember especially for ethnic people with limited knowledge of written language.
- (9) Remember to identify if threats are coming from inside the village or from outside (neighbouring villages or communes). Add the name of the respective village next to the threat and connect it with an arrow.
- (10) Once all threats are mapped invite one participant to present again the mapping results.

**Create a permanent map**

- (11) Finally flip around the transparency and use permanent CD markers to redraw the mapping outcomes on the back of the transparency to create a permanent map.
- (12) Drawing the map on the backside ensures that the patrol route design exercise can use the same transparency without destroying the outcomes of the threat mapping.



### 3. Patrol Route Design

#### OBJECTIVES

At the end of the session participants will...

- ☐ recall the process on threat map development
- ☐ understand how to design patrol routes
- ☐ understand the purpose of patrol routes

#### OUTPUT

- ☐ Clear understanding on how to design patrol routes
- ☐ Transparency with patrol route designs

#### LOCATION

- ☐ Indoor

#### MATERIALS

- ☐ Village forest closure google image map colour print out
- ☐ Threat map as elaborated during training session 2
- ☐ Plain transparency to cover land use map
- ☐ Coloured markers (both whiteboard and permanent), clips (to fix transparencies to the map), cleaning alcohol

#### TIME

- ☐ 45 min

#### ORGANISER'S NOTES

This session is designed to allow participants to draw their own patrol routes with reference to identified threats in their village forest area. The trainer must use the previously designed threat map as a basis for the patrol route design.

For each village a maximum of 5 patrol routes should be designed to keep the process simple.

#### STEPS

##### Understand the forest closure google image map

- (1) Ask participants to point out different features on the forest closure google image map e.g. their own village, the FC area, topographical features (hills, rivers ridges etc.), other features roads, plantations etc.
- (2) Ask specific questions and probing questions to ensure that everyone understands the forest closure google image map.

##### Recall the forest threat map

- (3) Place the forest closure google image map in a prominent position and invite participants to gather around it. Orientate the google map correctly using a compass.
- (4) Place the transparency forest threat mapping on a white flipchart next to the map and assist them to match the features on the forest closure google image map to the features on the forest threat transparency. Ask them questions to make sure that they can match features accurately.

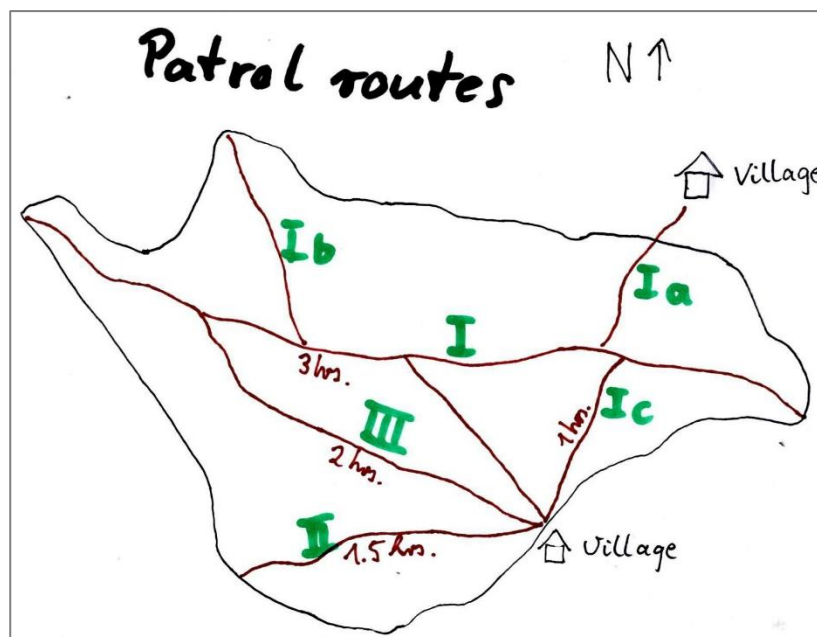
##### Introduce patrol routes

- (5) Explain to the participants that they are to design patrol routes in their village forest closure using their knowledge of existing forest paths and to name each route.
- (6) Place a blank transparency over the forest closure google map.

**Patrol route design**

- (7) Draw a theoretical example of patrol routes to give an example.
- (8) Now get participants to design their own patrol routes on the transparency using their knowledge of existing forest paths that lead to the areas that they have identified as under threat. Use whiteboard markers so mistakes can be erased easily.
- (9) Once they have completed one patrol route, get them to explain how they identified the patrol route and to explain why they chose the particular route into the sectors.
- (10) Once all agree, continue with all remaining patrol routes until all forest threats are reached.
- (11) Ask all participants whether they agree with the routes or if they have any suggestions. If they need to change one route, then erase it with a tissue or using cleaning alcohol and mark a new route on the transparency.
- (12) When all agree to the patrol routes give them numbers or names based on the places it passes through. Use permanent markers to re-draw the lines to create a permanent map.

- Wrap-up** (13) Hang the completed patrol route design on the wall of the classroom.



## 4. Seasonal Calendar of Forest Threats

<b>OBJECTIVES</b>	At the end of the session participants will... <ul style="list-style-type: none"> <li><input type="checkbox"/> understand how to develop a seasonal threat calendar to be used as a tool for patrol planning</li> <li><input type="checkbox"/> understand the purpose of the seasonal calendar of forest threats</li> </ul>
<b>OUTPUT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear understanding on how to develop a seasonal calendar of forest threats</li> <li><input type="checkbox"/> A0 Poster developed with detailed seasonal calendar of forest threats</li> </ul>
<b>LOCATION</b>	<input type="checkbox"/> Indoor
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Village forest closure map</li> <li><input type="checkbox"/> Marking pens, masking tape</li> <li><input type="checkbox"/> Patrol route and threat map transparencies</li> <li><input type="checkbox"/> A0 paper</li> <li><input type="checkbox"/> Post-it sticker</li> </ul>
<b>TIME</b>	<input type="checkbox"/> 45 min

### ORGANISER'S NOTES

This session is designed to allow participants to draw their own seasonal calendar for use in patrol planning.



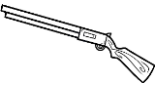

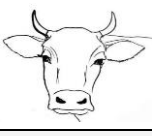
### STEPS

- |  |  |
|--|--|
| <b>Prepare the matrix</b>                      | (1) Before the start of the session, prepare a blank seasonal calendar of forest threats on A0 paper showing the 12 months along the top row. Hang this on a wall. Don't mark any symbols for forest threats on the seasonal calendar at this stage.   |
| <b>Exercise explanation</b>                    | (2) Explain to the participants that they are to develop a seasonal calendar on forest threats for their FC forest area.   |
| <b>Mark the months when each threat occurs</b> | (3) Describe all the forest threats identified in the previous session (Threats Mapping). Ask participants which they think is the most severe or damaging threat to the forest. Encourage discussion amongst participants until they agree. When they have agreed – draw the symbol for this threat on a coloured metacard e.g. a chainsaw for illegal logging and fix the card on the left of the matrix using sticky tape as in the Figure below. The symbol used should be the same as the one drawn on the Forest Threats map in the previous session.<br><br>(4) Now ask the participants to identify the months where the activity is most likely to be carried out. Cross check to see if all participants agree. Now ask the participants to rate the level of activity for each of the months where they have identified the activity as taking place on a scale of 1 – 3 (low, medium, high). Three being the highest level of activity and one being the lowest level of activity. Ask probing questions like 'Why is this month most severe for illegal logging? Why isn't there illegal logging during this month?'<br><br>(5) Move to the next threat and repeat steps 3 and 4 using the next threat with a different symbol on a metacard and putting coloured stickers in the months where the threat is present. |

- (6) Repeat with all the identified threats from Session 2 until the seasonal calendar is complete (see table below for a sample). Try to be as specific as possible about threats and seasons. For example, if NTFP collection is identified as a threat, ask further questions to find out which NTFPs are involved and when the main harvesting season is for each. Show these as separate rows on the seasonal calendar.

- Presentation** (7) When the seasonal calendar is complete, ask participants if they think it is correct. Using probing questions to check their responses. Adjust if necessary by moving the coloured stickers from place to place
- (8) Finally, ask one of the more active participants to explain the seasonal calendar of forest threats
- (9) Finally add one line at the bottom to sum up the total for each month.

### Example of a Seasonal Calendar of Forest Threats

Violation type	1	2	3	4	5	6	7	8	9	10	11	12
	3	3	3	3	1							2
									3	3		
	3	3	3	2	1						3	3
			2	3	3	3	2			3	3	
												
<b>Total</b>												



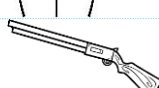
Forest fires



Agriculture



Logging



Hunting



Grazing



NTFP collection

## 5. Duties and responsibilities of community patrol groups

- OBJECTIVES** At the end of the session participants will...
- ☐ understand the duties and responsibilities of village patrol groups in both the performance of their duties and in the protection of the forest allocated to their community

- OUTPUT**
- ☐ Understanding of what duties patrol group members are to carry out, what their responsibilities are in terms of carrying out the duties

- LOCATION**
- ☐ Indoor

- MATERIALS**
- ☐ A0 Flipchart
  - ☐ Colours markers
  - ☐ Handout 1: Patrol Group Duties and Responsibilities
  - ☐ Poster 1: Patrol Duties and Responsibilities

- TIME**
- ☐ 1 hour

### ORGANISER'S NOTES

It is assumed that the trainer understands the links between the patrol members duties and responsibilities and the activities that patrol members are expected to carry out in the performance of their work.

### STEPS

- |                          |  |
|--------------------------|--|
| <b>Setting the scene</b> | <ul style="list-style-type: none"> <li>(1) Put up <b>poster 1</b> where it is visible to all participants for the duration of the lesson.</li> <li>(2) Give a brief overview to participants of what they are expected to do when patrolling (use poster 1 as guide).</li> </ul>   |
| <b>Patrol duties</b>     | <ul style="list-style-type: none"> <li>(3) Carry out a short interactive session with participants and ask them what they perceive to be their duties at each step in the process.</li> </ul>  |
| <b>List Process</b>      | <ul style="list-style-type: none"> <li>(4) Use the poster to explain each step in the process and use examples for the explanations.</li> <li>(5) At each step hold a short discussion with the class and ask them for ideas on how they would perform each duty on the ground and what they perceive to be potential problems in performing their duties.</li> <li>(6) As you finish discussion on each point add bullet points to the poster using the handout points.</li> <li>(7) Distribute <b>Handout 1</b></li> </ul> |
| <b>Wrap-up</b>           | <ul style="list-style-type: none"> <li>(8) Hang poster patrol duties on the wall in the classroom.</li> </ul>  |



## 6. Organising the Patrol Teams

<b>OBJECTIVES</b>	At the end of the session participants will...
	<input type="checkbox"/> understand and agree on criteria for patrol team members <input type="checkbox"/> understand the remuneration that village patrol groups will receive in return for satisfactory performance of their duties and how that remuneration will be calculated <input type="checkbox"/> have identified the number of patrol team members

<b>OUTPUT</b>	<input type="checkbox"/> Number of patrol team members identified; remuneration understood
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<b>LOCATION</b>	<input type="checkbox"/> Indoor
-----------------	---------------------------------

<b>MATERIALS</b>	<input type="checkbox"/> A0 Flipchart <input type="checkbox"/> Colour markers
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<b>TIME</b>	<input type="checkbox"/> 45 min
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### ORGANISER'S NOTES

The actual selection of patrol team members has to be facilitated during a plenary village meeting.

### STEPS

- |  |   |
|--|---|
| <b>Patrol team member criteria</b>       | (1) Show the A0 poster with information from the box below. Read each of the bullet points and ask participants what they mean. In case patrol members have already been pre-selected ask whether they meet these criteria.<br>(2) If it seems that not all criteria are met by patrol team members, ask whether participants suggest any changes they feel are necessary.  |
| <b>Explain financial project support</b> | (3) Introduce the financial aspects by explaining that each village forest area will be patrolled by one Village Forest Patrol Group (VFPG).<br>(4) The project will support each village with a financial support of 400 INR per day per 20 ha for 360 days per year.<br>(5) Calculate the total amount for the respective village. (e.g., $(400\text{INR} \times 360 \times 70\text{ha}) / 20\text{ha} = 504.000 \text{ INR per year}$ )<br>(6) As the payment is area-based the number of patrol team members will depend on the total village forest area.<br>(7) As a minimum requirement one person per 20 ha forest closure will be assigned. Explain that e.g. for a 100 ha forest 5 people will be responsible for patrolling.<br>(8) Per village not more than 6 patrol members should be selected even if the area exceeds 100 ha.<br>(9) Patrolling is expected to be conducted at least 5 times a month. |
| <b>Wrap-up</b>                           | (10) Explain that the final election of patrol team members has to be done during a plenary village meeting based on majority vote.   |

**Box: Selection criteria and required skills for patrol team members****Patrol team member selection criteria**

- Persons with exemplary behaviour who are highly motivated to carry out public works
- Persons with sufficient physical strength
- Persons with good local knowledge of the forest
- Persons who reside or cultivate land near the forest
- Persons from households with limited access to agricultural land and consequently with higher forest dependency
- Persons from a poorer household (preferred)

**Patrol team requirements/skills**

- understand their roles and responsibilities as patrol team members
- familiar with the contents of the village forest protection regulations
- received training on patrolling (especially monitoring and reporting)
- have all the necessary equipment (when they start the patrol)
- Reading and writing skills (Patrol Team Leader only)

## 7. Patrol Planning

### OBJECTIVES

At the end of the session participants will...

- ☐ understand how to develop a quarterly/monthly patrol plan
- ☐ understand how to use patrol instructions from the WRCC to prepare for a patrol
- ☐ what actions to take in the event of a problem occurring before or during a patrol

### OUTPUT

- ☐ participants understand how to develop a quarterly/monthly patrol plan
- ☐ participants understand how to plan a patrol
- ☐ participants understand what to do in the event of a problem occurring

### LOCATION

- ☐ Indoors

### MATERIALS

- ☐ A0 paper
- ☐ Colour markers
- ☐ Patrol report forms
- ☐ Pens
- ☐ Poster 2: Quarterly Patrol Plan
- ☐ Completed Seasonal calendar
- ☐ Completed Patrol route design map

### TIME

- ☐ 30 min

### ORGANISER'S NOTES

Ensure that participants have the completed seasonal calendar and completed patrol route map.

### STEPS

#### Introduction

- (1) Recall the seasonal calendar and patrol route mapping outcome.

#### Develop quarterly/ monthly patrol plan

- (2) Show Poster 2 as format for quarterly patrol planning, read out the provided cells and start filling in the header.
- (3) Refer back to the results of the previous session and the number of patrol team members agreed upon.
- (4) Explain that depending on the threat levels (1-3) identified on the seasonal calendar the patrol intensity should be adjusted accordingly.
- (5) Discuss with participants on how to share the total available man months within each quarter by allocating patrol days for each week
- (6) Point on the seasonal calendar and the total for each month at the bottom of the seasonal calendar to indicate which month will need more patrolling activities.
- (7) Based on a minimum of 5 days/ month indicate in which week how many days patrolling will happen.
- (8) Once the patrol days are allocated, the correct patrol route has to be selected. Refer back to the threat map and ensure that patrol routes correspond with the seasonal calendar of forest threats.
- (9) Leave a few days unallocated for spontaneous patrols to deal with fire incidents or severe violation cases.

**Patrol  
Planning**

- (10) Provide an example of a patrol instruction that will be provided by the WRCC. Use the following example: The patrol team is to carry out a 1 day patrol on the 21<sup>st</sup> December 2024. They are to patrol on route III and are to report all logging activity – both legal and illegal.
- (11) Instruct the participants on the development of other patrol plan examples based on their monthly plan. Allow 15 min for them to complete
- (12) Explain steps in case a patrol cannot be organised as planned.
- (13) Inform WRCC, cancel patrol and re-schedule

## 8. Patrol Types

<b>OBJECTIVES</b>	At the end of the session participants will...
	<input type="checkbox"/> be able to distinguish the difference between patrol types <input type="checkbox"/> understand the theory behind carrying out each patrol type

<b>OUTPUT</b>	<input type="checkbox"/> Understanding of patrol types and patrol methods
---------------	---

<b>LOCATION</b>	<input type="checkbox"/> Indoor
-----------------	---------------------------------

<b>MATERIALS</b>	<input type="checkbox"/> A0 flipchart paper <input type="checkbox"/> Colour markers <input type="checkbox"/> Handout 2: Patrol types <input type="checkbox"/> Poster 1: Patrol duties and responsibilities
------------------	---

<b>TIME</b>	<input type="checkbox"/> 30 mins
-------------	----------------------------------

### ORGANISER'S NOTES

This is an instruction session, so the trainer must after each patrol type initiate a discussion about the pros and cons of the patrol type to ensure that participants familiarise themselves with the methods to carry out the patrol

### STEPS

- |                                      |  |
|--------------------------------------|--|
| <b>Planned and unplanned patrols</b> | (1) Refer back to poster 1 on patrol duties<br>(2) Explain the difference between planned (visible) and unplanned (secret) patrols.<br>(3) Ask participants why they think we need unplanned patrols.  |
| <b>Visible Patrols</b>               | (4) Using an A0 sheet explain what a planned or visible patrol is, the purpose of this patrol type, where it is carried out, how to patrol and what to do on the patrol.<br>(5) Use the patrol route design map to show where visible patrols will take place.<br>(6) Initiate a discussion to identify what patrol members perceive to be pros and cons of this patrol type.<br><b>Pros:</b> villagers see that enforcement action is being actively carried out and this discourages illegal activity, it gives patrol group members the opportunity to meet up with villagers to carry out awareness discussions and provides opportunity to collect information on illegal activity;<br><b>Cons:</b> discourages illegal activity on patrol days so difficult to detect the real situation |
| <b>Secret Patrols</b>                | (7) Using the same A0 sheet above to explain what an secret patrol is, the purpose of this patrol type, when it is carried out, where it is carried out, how it is carried out and what to do on the clandestine patrol.<br>(8) Initiate a discussion to identify what patrol members perceive to be pros and cons of the patrol type:<br><b>Pros:</b> Possible to detect illegal activity in action, so immediate reaction can result in arrest, stopping illegal activity before it happens;<br><b>Cons:</b> Illegal activity is carried out with impunity.  |

**Observation  
Post**

- (9) Using the same A0 sheet explain what an observation post is, the purpose of this 3<sup>rd</sup> patrol type, when it is carried out, where it is carried out, how it is carried out and what to do on the observation post. Demonstrate on the A0 sheet where the observation post will be set up (finding an area where a wide viewing range will be possible)
- (10) Initiate a discussion to identify what patrol members perceive to be pros and cons of the patrol type:  
**Pros:** good position to detect illegal activity to understand activity when not on patrol;  
**Cons:** cannot stop illegal activity as it happens

**Wrap up**

- (11) Distribute **Handout 2**

## 9. Standard Operating Procedure (SOP's) for violations and reporting protocols

### OBJECTIVES

At the end of the session participants will...

- ☐ understand how to use Standard Operating Procedure (SOP) to activate law enforcement actions for forest violations in progress
- ☐ understand the components of report sheet entries for illegal activity

### OUTPUT

- ☐ Participants understand what SOP's are and how to use them to activate enforcement actions
- ☐ Participants understand the components of data entry for patrol sheets and illegal activity logs

### LOCATION

- ☐ Indoor

### MATERIALS

- ☐ A0 paper
- ☐ Colour markers
- ☐ Handout 3: Standard Operating Procedures

### TIME

- ☐ 45 min

### ORGANISER'S NOTES

This is an interactive session designed to get patrol members to understand the law enforcement process that will be activated by their reporting actions. So, while this is an interactive session, it is expected that the trainer will be knowledgeable on the law enforcement actions of all agencies in the enforcement chain.

### STEPS

#### Introduce SOP organizational chart

- (1) Explain to the participants how different actors in a law enforcement chain are responsible for separate actions that lead to an outcome in a law enforcement action.
- (2) Use A0 paper to develop an organizational chart of a law enforcement chain of action.

#### Village SOP

- (3) Invite participants to jointly develop an SOP chart for their village by completing all required information as in the chart.

#### Wrap-up

- (4) Invite one participant to present the outcome to the group
- (5) Distribute **Handout 3**

## 10. Daily wrap-up and Feedback

### OBJECTIVES

At the end of the session participants will...

- ☐ be able to give feedback about the meeting day
- ☐ show evidence of reflecting upon the feedback given

### OUTPUT

- ☐ List with feedback comments from participants

### LOCATION

- ☐ Indoor

### MATERIALS

- ☐ None

### TIME

- ☐ 15 min

### ORGANISER'S NOTES

To build self-esteem you can end the exercise by asking participants to mention one good thing they feel they have personally contributed to the group.

You can also end by asking for suggestions as to what participants would like to see changed.

### STEPS

- Wrap-up** (1) Wrap-up the main outcomes of the day by summarising the most important outcomes and how this will relate to their future forest management.
- Feedback** (2) Explain the learning objectives and the procedure of this exercise to the participants.
- (3) There are two parts in this exercise. Arrange participants in a circle or hollow U, so that all have eye contact with each other. In turn each participant should complete the sentence:
- (4) "I think we should improve..... because....."
- (5) This may refer to anything that happened during the session or day. Each person may choose to say nothing or complete the sentence as many times as they want. No one should pass judgement on what others say.
- (6) After everybody has answered this question, the procedure is repeated for what they liked, so participants finish on a positive note. This time complete the sentence:
- (7) "I liked it when..... because....."
- (8) Keep records of the answers and comments and discuss with the group members.



## 11. Introduction to Day 2 and Previous Day Recap

- OBJECTIVES** At the end of the session participants will...
- ☐ have recapped the previous days components
  - ☐ agreed on day 2 agenda
  - ☐ understand the broad topic of the training

- OUTPUTS**
- ☐ Participants understand day 2 agenda
  - ☐ Participant broad understanding of the day's topics

- LOCATION**
- ☐ Indoor

- MATERIALS**
- ☐ A0 posters and pens
  - ☐ A0 poster of the day 2 training schedule

- TIME**
- ☐ 30 min

### ORGANISER'S NOTES

This is a participatory exercise with the primary objective of enabling the trainer to gauge the participants retention of information from the previous day

### STEPS

- Welcome and recap**
- (1) Welcome the participants to day 2
  - (2) Ask the participants to briefly discuss the topics of the previous days training.
  - (3) Briefly explain the days training topics
  - (4) Explain and discuss the days training schedule

## 12. Patrol and Violation Reporting

<b>OBJECTIVES</b>	At the end of the session participants will...
	<input type="checkbox"/> understand the purpose of report sheets <input type="checkbox"/> understand how to fill in a patrol report sheet <input type="checkbox"/> understand how to fill in a violation report sheet

<b>OUTPUT</b>	<input type="checkbox"/> Participants are able to use reporting formats
---------------	---

<b>LOCATION</b>	<input type="checkbox"/> Indoor
-----------------	---------------------------------

<b>MATERIALS</b>	<input type="checkbox"/> A0 Flipchart <input type="checkbox"/> Colour markers <input type="checkbox"/> Handout 4: Patrol Report Sheet <input type="checkbox"/> Handout 5: Violation Record Template
------------------	--

<b>TIME</b>	<input type="checkbox"/> 2 hours
-------------	----------------------------------

### ORGANISER'S NOTES

This is an interactive session; trainers will develop patrol and violation scenarios and trainees can fill out sheets independently

### STEPS

- |                               |   |
|-------------------------------|---|
| <b>Purpose of reporting</b>   | (1) Explain the purpose of patrol and violation reporting using hypothetical examples   |
| <b>Patrol report sheets</b>   | (2) Introduce the following hypothetical patrol scenario with a particular patrol type: The patrol group are to carry out a secret patrol on route III on the 24 <sup>th</sup> December 2024. The patrol is to pay particular attention to gathering intelligence on illegal logging.<br><br>(3) Distribute <b>Handout 4: Patrol Report Sheet</b> to each participant<br>(4) Demonstrate on a step by step basis how to fill out the patrol sheet |
| <b>Violation report sheet</b> | (5) Introduce the following hypothetical forest violation: The patrol group finds a group of 4 illegal loggers with a chain saw and other logging equipment. They have felled a tree and have 15 pieces of timber in their camp.<br><br>(6) Distribute <b>Handout 5: Violation Record Template</b> to each participant.<br>(7) Demonstrate on a step by step basis how to fill out a violation and an exhibit report sheet.                       |
| <b>Wrap up</b>                | (8) Wrap up summarising main points discussed   |

### 13. Dealing with Violations in Progress

**OBJECTIVES** At the end of the session participants will...

- ☐ understand how to deal with a violation in progress

**OUTPUT**

- ☐ Patrol group members understand how to engage violators
- ☐ Report the violation in real time

**LOCATION**

- ☐ Indoor

**MATERIALS**

- ☐ A0 flip chart paper
- ☐ Colour markers
- ☐ Handout 6: Handling of Violations in Progress

**TIME**

- ☐ 1 hour

#### ORGANISER'S NOTES

The objective of this session is to install a system that is absolutely **non-confrontational**. This is both an instructional and an interactive session, so the trainer will be expected to create a role-play scenario.

#### STEPS

- Discussion** (1) Initiate a discussion asking ideas from participants on how they would deal with a violation in progress.
- Instruction** (2) Develop a step by step process of dealing with a violation in progress.
- (3) Introduce the following violation in progress scenario: The patrol group comes across a group of 5 hunters carrying guns, wire for setting traps and one wild boar. The hunters are from a different village.
- (4) Distribute **Handout 6** and go through the described activities
- Role play** (5) Select patrol members to act out a role play scenario in dealing with the violation using the steps in Handout 6 to guide the role play.
- (6) Initiate a discussion on the role play (Use handout 6 as a guide and ask questions related to each step of the process e.g. did the patrol member have a friendly approach?, did one of the patrol group members use SOP protocols to initiate enforcement?)
- Wrap-up** (7) Emphasise again the main principle of a **non-confrontational approach**.

## 14. Basic First Aid and Emergency Evacuation Protocols

**OBJECTIVES** At the end of the session participants will...

- ☐ understand basic first aid techniques
- ☐ emergency evacuation techniques and protocols

**OUTPUT**

- ☐ Patrol members able to perform first aid in medical emergency situations
- ☐ Patrol members able to evacuate a patrol member in medical emergency situations

**LOCATION** ☐ Indoor

**MATERIALS**

<input type="checkbox"/> A0 flipchart paper	<input type="checkbox"/> Adhesive bandages
<input type="checkbox"/> Three colours markers	<input type="checkbox"/> Roller gauze or vet wrap
<input type="checkbox"/> Handout 7a: First response to victim	<input type="checkbox"/> Waterproof breathable wound dressings
<input type="checkbox"/> Handout 7b: First responder treatment	<input type="checkbox"/> Small water bottle (500 mm)
<input type="checkbox"/> Handout 7c: First response and emergency evacuation	<input type="checkbox"/> Trauma shears
<input type="checkbox"/> Poster 3: First aid response	<input type="checkbox"/> Triangular bandages
<input type="checkbox"/> Poster 4: Recovery position	
<input type="checkbox"/> Nitrile gloves	
<input type="checkbox"/> 1" athletic tape	
<input type="checkbox"/> Gauze dressings – different sizes	

**TIME** ☐ 1 hr 30 min

### ORGANISER'S NOTES

After demonstrating each technique, the trainer is to initiate an exercise with two patrol group members to ensure that they understand and are able to perform each task competently

### STEPS

- Introduction**
- (1) Explain the concept of first aid to patrol members
  - (2) Using a role play scenario, demonstrate first inspection techniques
  - (3) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
  - (4) Distribute **Handout 7a & 7b**

- CPR**
- (5) Demonstrate **Cardiovascular Pulmonary Resuscitation**
  - (6) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
  - (7) Distribute **Handout 7c**

- Open wound**
- (8) Demonstrate treatment for an **open wound** (bleeding)
  - (9) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates. **Remember: use the zig zag pattern shown in the handout to bind the bandage and remember to make sure that the bandage is not tight but not too tight that it stops blood flow in the limb**

- Burns** (10) Demonstrate treatment for **burns**
- (11) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
- Fractures** (12) Demonstrate treatment for **fractures. Remember to cut pieces of wood or bamboo the length of the broken limb to demonstrate the technique**
- (13) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
- Heat stroke** (14) Demonstrate treatment for **heat stroke**
- (15) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
- Shock** (16) Demonstrate treatment for **shock**
- (17) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
- Evacuation** (18) Demonstrate **evacuation techniques** with a group of people and single person carrying technique
- (19) Select one patrol group member and instruct him to re-enact the technique assisting him as he demonstrates
- Wrap-up** (20) Wrap-up by highlighting that all techniques are described in the handbook

## 15. Daily wrap-up and Feedback

### OBJECTIVES

At the end of the session participants will...

- ☐ be able to give feedback about the meeting day
- ☐ show evidence of reflecting upon the feedback given

### OUTPUT

- ☐ List with feedback comments from participants

### LOCATION

- ☐ Indoor

### MATERIALS

- ☐

### TIME

- ☐ 30 minutes at the end of the days meeting

### ORGANISER'S NOTES

To build self-esteem you can end the exercise by asking participants to mention one good thing they feel they have personally contributed to the group.

You can also end by asking for suggestions as to what participants would like to see changed.

### STEPS

- Wrap-up** (1) Wrap-up the main outcomes of the day by summarising the most important outcomes and how this will relate to their future forest management.
- Feedback** (2) Explain the learning objectives and the procedure of this exercise to the participants.
- (3) There are two parts in this exercise. Arrange participants in a circle or hollow U, so that all have eye contact with each other. In turn each participant should complete the sentence:
- (4) "I think we should improve..... because....."
- (5) This may refer to anything that happened during the session or day. Each person may choose to say nothing or complete the sentence as many times as they want. No one should pass judgement on what others say.
- (6) After everybody has answered this question, the procedure is repeated for what they liked, so participants finish on a positive note. This time complete the sentence:
- (7) "I liked it when..... because....."
- (8) Keep records of the answers and comments and discuss with the group members.

## 16. Introduction to day 3 and previous day recap

- OBJECTIVES** At the end of the session participants will...
- ☐ have recapped the previous days components
  - ☐ agreed on day 3 agenda
  - ☐ understand the broad topic of the training

- OUTPUTS**
- ☐ Participants understand the days agenda
  - ☐ Participant broad understanding of the day's topics

- LOCATION**
- ☐ Indoor

- MATERIALS**
- ☐ A0 posters and pens
  - ☐ A0 poster of the day 3 training schedule

- TIME**
- ☐ 15 min

### ORGANISER'S NOTES

This is a participatory exercise with the primary objective of enabling the trainer to gauge the participants retention of information from the previous day

### STEPS

- Welcome and recap**
- (1) Welcome the participants to day 3
  - (2) Ask the participants to briefly discuss the topics of the previous days training
  - (3) Briefly explain the days training topics
  - (4) Explain and discuss the days training schedule

## 17. Practical Patrol Exercises

### OBJECTIVES

At the end of the session participants will...

- ☐ understand the concept of implementing a patrol plan

### OUTPUT

- ☐ Patrol members able to safely and effectively carry out a patrol using all the elements of the training course based on a set patrol plan

### LOCATION

- ☐ Outdoors

### MATERIALS

- ☐ Patrol sheets
- ☐ Violation sheets
- ☐ Pens
- ☐ First Aid kit

### TIME

- ☐ 6 hours

### ORGANISER'S NOTES

Trainers will be expected to create scenarios resembling actual situations that the patrol members may face on a regular patrol. As each scenario is played out, trainers are to guide patrol members through the processes required. The patrol group should be given the opportunity to carry out one of the patrol scenarios.

### STEPS

- |                                 |   |
|---------------------------------|---|
| <b>Introduction</b>             | (1) Present a patrol plan to the patrol group members, remind patrol members on the duties and responsibilities on <b>handout 1</b> , read out main points one more time before starting the exercise.  |
|                                 | (2) Now ask patrol group members to plan the patrol – provide guidance as they do this. Remember that the patrol plan must contain the following information: <ul style="list-style-type: none"> <li>• Date of Patrol</li> <li>• Time patrol will start</li> <li>• Equipment required</li> <li>• Type of patrol</li> <li>• Patrol instructions</li> </ul> |
| <b>Start the patrol</b>         | (3) Start the patrol following all of the steps required - filling out the patrol sheet etc.  |
| <b>Awareness raising</b>        | (4) Present an awareness exercise scenario and invite the village patrol group to carry out the exercise. Guide the group through the exercise  |
| <b>Group discussion</b>         | (5) After each scenario has been completed invite the group to briefly discuss about the response of the patrol team (good response, issues for improvement)  |
| <b>Illegal logging scenario</b> | (6) Present an illegal logging scenario without violators present and invite the village patrol group to enact the exercise. Guide the group through the exercise   |
| <b>Illegal hunting scenario</b> | (7) Present an illegal hunting exercise scenario with violators and invite the village patrol group to enact the exercise, Guide the group through the exercise   |
| <b>Encroachment scenario</b>    | (8) Present a forest encroachment exercise and invite the village patrol group to enact the exercise. Guide the group through the exercise  |



- Observation point** (9) Create an observation post and guide the patrol team through reporting procedures
- Emergency situation** (10) Create an emergency medical situation and invite the village patrol group to enact the exercise. Guide the group through the exercise
- Wrap-up** (11) Return to the start point and invite the village patrol group to end the patrol. Guide the group through the process.
- (12) The trainer will act as the WRCC and collect all completed formats.

## 18. Evaluation and Closing

### OBJECTIVES

At the end of the session participants will...

- ☐ reflect whether their expectations have been met
- ☐ have identified improvements which could be made for the next training

### OUTPUT

- ☐ Any particular points raised by participants

### LOCATION

- ☐ Any location after returning from the patrol exercise

### MATERIALS

- ☐ A0 poster
- ☐ Coloured Pens

### TIME

- ☐ 30 min

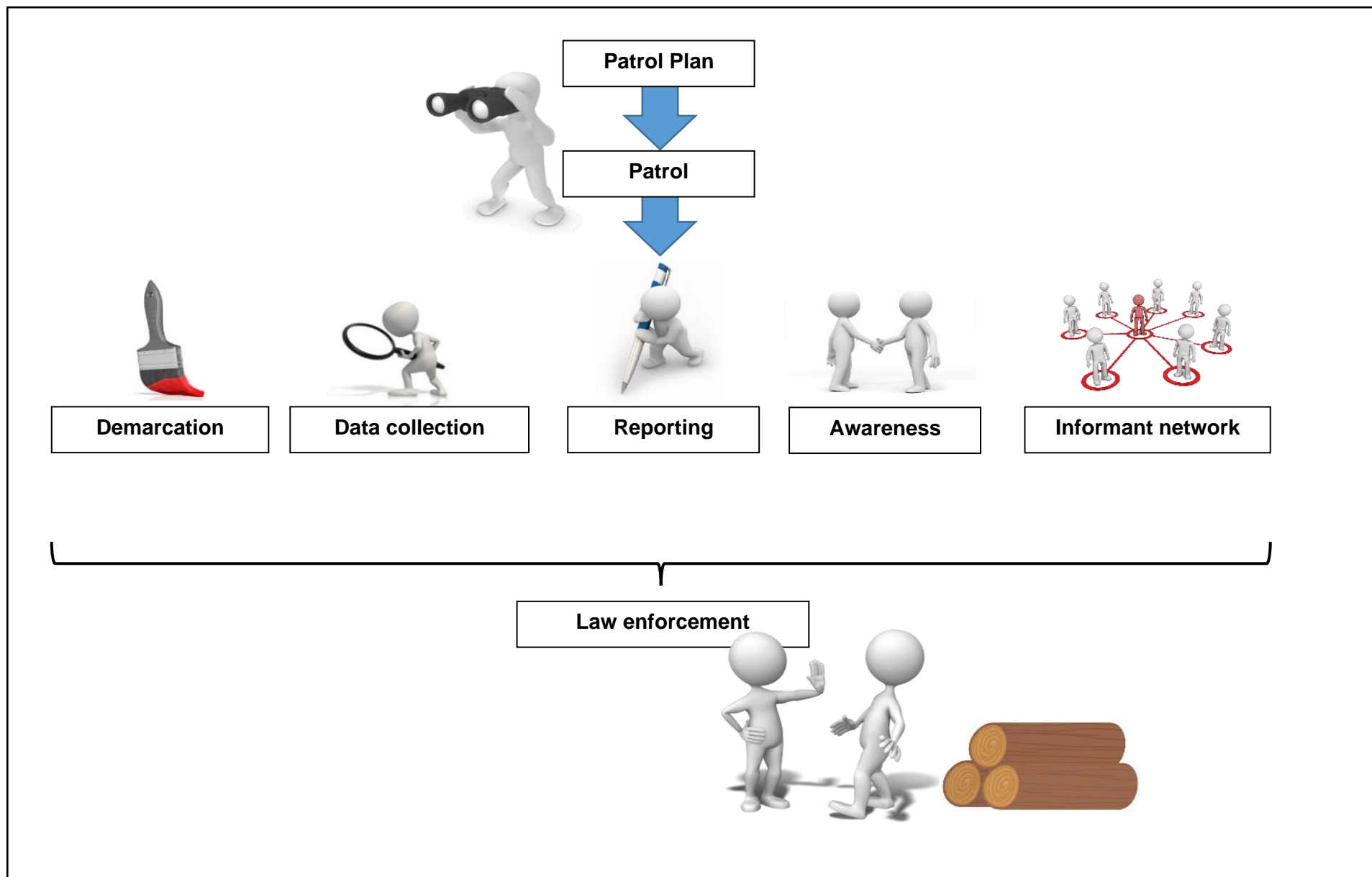
### ORGANISER'S NOTES

...

### STEPS

- Introduction** (1) Tell participants that this is the last part of the meeting. Ask them to give their comments and tell them that these will be used to improve future trainings.
- Questions** (2) Try to ask specific questions e.g. which session did you learn most from? What did you learn that is new? Which parts of the training did you not understand?
- (3) Note down any points raised.
- Thank participants** (4) Finally, thank participants for their involvement in the training and perhaps say a few words to describe what you think has been most successful during this training and give an outlook for the future.

## POSTER 1: PATROL DUTIES AND RESPONSIBILITIES



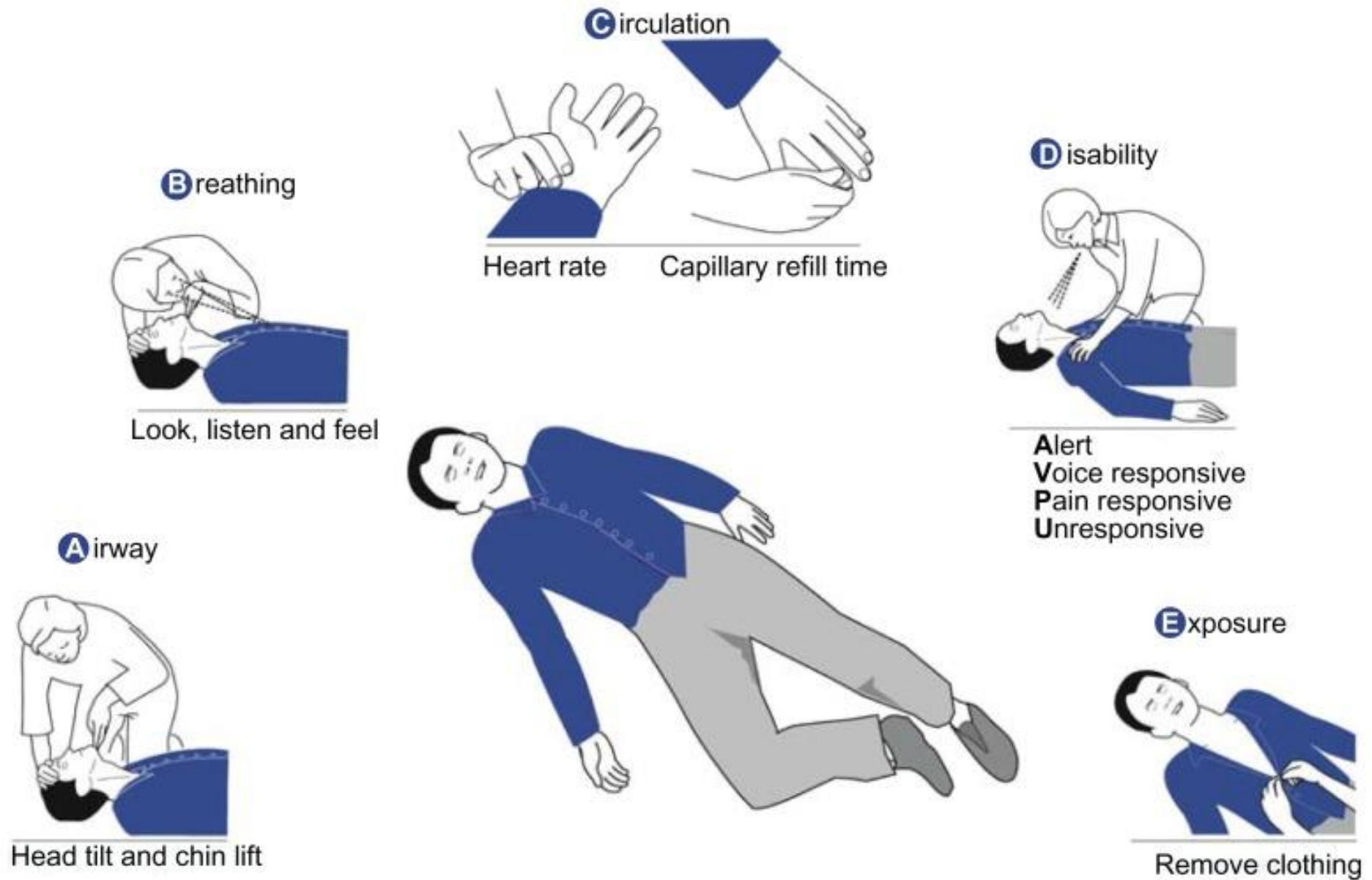
## POSTER 2: QUARTERLY/MONTHLY PATROL PLAN

Quarter	I	II	III	IV	Year:		Patrol team members	
Village							Name	Signature
District								
Notes								

### Draft weekly patrol schedule (for coordination with DPMU/ NGO/ Forest ranger support)

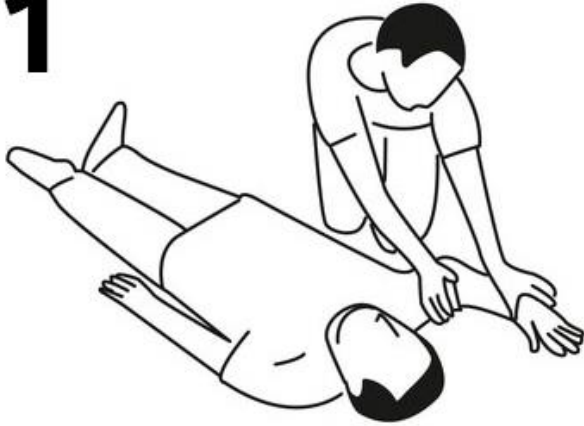
	Patrol days/ 1 <sup>st</sup> month	Associated agencies	Patrol days/ 2 <sup>nd</sup> month	Associated agencies	Patrol days/ 3 <sup>rd</sup> month	Associated agencies
Week 1						
Week 2						
Week 3						
Week 4						
	<b>Total days</b>		<b>Total days</b>		<b>Total days</b>	

## POSTER 3: FIRST AID RESPONSE



## POSTER 4: RECOVERY POSITION

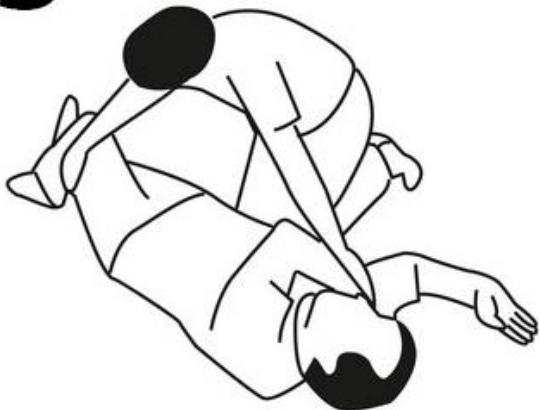
1



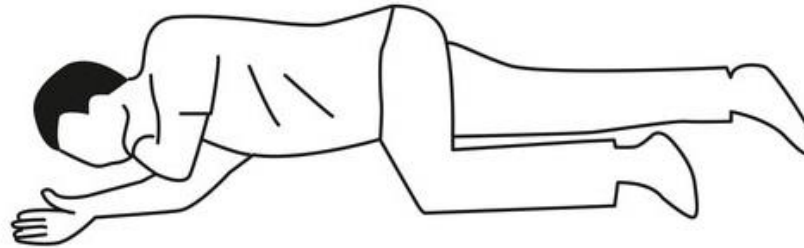
2



3



4



## HANDOUT 1: PATROL GROUP DUTIES AND RESPONSIBILITIES

### Demarcation



- **Demarcate boundaries and patrol routes**

*For monitoring and patrol planning purposes, patrol group members will initially demarcate all routes that they take into their respective forest closure areas. As they return from patrols and each route is demarcated, the DPMU members will digitize and mark each route on google image maps. These routes will eventually become the basis from which all patrols are planned.*

### Informant networks



- **Develop informant network**

*Patrol members will continuously recruit friends and family members in their areas of operation to provide information to them whenever possible. The patrol group members will record details of all recruited members including names and locations. As they receive information from these individuals, they will fill out violation report sheets and depending on the information gathered either activate an action using SOP's or provide violation reports to the WRCC.*

### Patrolling



- **Participate in patrol schedule planning**

*Patrol members will participate in the planning of patrol scheduling with WRCC and DPMU*

- **Participate in Planning patrols**

*Patrol group members will participate in planning patrols with the WRCC and once patrol orders have been received, plan and prepare for the patrol*

- **Carry out patrols**

*Patrol members will carry out patrols according to patrol plans as well as unscheduled based on request*

### Data collection



- **Identify all illegal activity**

Patrol members are required to identify all illegal activities that they encounter on patrol routes.

- **Collect information from informant networks**

While on patrol members are required to actively seek and record any intelligence that they can from their informant networks

### Reporting



- **Use reporting protocols to report all patrols and illegal activity**

Patrol members are required to accurately report all of their activities and all illegal activity using reporting protocols, including activating actions using SOP's when necessary and ensuring that they comprehensively fill out patrol and violation forms

### Awareness



- **Inform and educate any persons carrying out illegal activity**

Patrol members are to explain the project objective and purpose and the forest protection regulations to all persons carrying out illegal activity

- **Regularly have conversations with local villagers educating them on forest protection regulations**

### Law Enforcement



- **Use Standard Operating Procedure (SOP's) to activate enforcement actions**

Patrol group members are to activate enforcement action using SOP protocols for all illegal activity in progress, they are also required to activate enforcement action from any intelligence gathered that indicates illegal activity in progress or imminent

- **Collect or destroy all traps**

Patrol group members are to remove and collect or destroy all traps that they encounter while on patrol.



## HANDOUT 2: PATROL TYPES

### A. Planned

Scheduled during the quarterly schedule planning with DPMU

### B. Unplanned

Reaction to an imminent threat or ongoing violation

#### 1. Planned/Visible patrol

##### Method

- Patrol on paths and areas which are visible to local populations

##### Purpose

- Act a visible deterrent
- Opportunity for awareness raising through conversations
- Opportunity for intelligence gathering through conversations

#### 2. Unplanned/Secret Patrol

##### Method

- Patrol to begin before dawn and end after dusk
- Patrols to concentrate on avoiding detection by local people

##### Purpose

- Intelligence Gathering

#### 3. Observation post

##### Method

- Select area with good view over large area, or area with high volume traffic
- Set up camp in sheltered area at least 100 meters away from observation point
- One team member to man post for 3 hrs at a time other to rest

##### Purpose

- Intelligence gathering



## HANDOUT 3: STANDARD OPERATING PROCEDURE

### Standard Operating Procedure (SOP) Example

Department	Person	Position	Tele. No.	Action
Village Patrol Group Member	Mr./Ms.	Patrol Group leader		<input type="checkbox"/> Call DPMU <input type="checkbox"/> Call Forest Ranger <input type="checkbox"/> Mark Position <input type="checkbox"/> Fill out Violation Form
DPMU/NGO	Mr./Ms.	DPMU coordinator		<input type="checkbox"/> Call Director of DPMU
DFO	Mr./Ms.	DFO		<input type="checkbox"/> Organise field support
Manipur Forest Department	Mr./Ms.	MFD		<input type="checkbox"/> Process according to law

## HANDOUT 4: PATROL AND ILLEGAL ACTIVITY REPORTING

**PATROL INFORMATION SHEET** to be filled in by village forest patrolling group

Village:	Patrol date: _____ to _____	Patrol members Forest ranger	DPMU NGO	Signature
	Patrol area name: _____			
District:	Scheduled patrol: <input type="checkbox"/>			
	Unscheduled patrol: <input type="checkbox"/>			
Main threats expected: _____				

### Patrol Results

Date	Time	Location / Description	Violator	Violation exhibits

# HANDOUT 5: VIOLATION RECORD TEMPLATE

## VIOLATION RECORD

Today, on the date of  
Forest patrolling group of:                      village,                      district  
Has detected a forest violation at the location:

- Patrol route code:
- Location:

**Violation description:**

- 1. Forest land encroachment: (Area (m<sup>2</sup>), violator, address):.....  
.....
- 2. Logging: (Number of new stumps, tree trunks in the forest, wood type, violator, address):  
.....  
.....
- 3. Animal poaching: (Number of traps, number of trapped, shot animals, species, violator, address):  
.....  
.....
- 4. Stone/sand exploitation: (Number of people and exploited minerals, violator, address):  
.....  
.....
- 5. Wood and NTFPs collection: (Number of people, species, violator, address):.....  
.....
- 6. Forest fire: (Area (m<sup>2</sup>), violator, address):.....  
.....

**Patrolling Group Leader**  
(sign and name)

**Representative of violators**  
(sign and name)

## HANDOUT 6: HANDLING OF VIOLATIONS IN PROGRESS

Awareness by communities inside and outside the project zone is going to take time and effort. It is also emphasised that this project does not create conflict amongst communities in the short and long run. Patrol members will therefore follow a non-violent, non-confrontational approach.

The following protocols are to be followed when village patrol group members encounter individuals carrying out illegal activity:

- **Self-identification**

Patrol members are to approach violators in a friendly manner and introduce themselves explaining that they have been appointed by the Village to patrol and protect the forest from forest violations. They are to produce documentation to prove this.

- **Use SOP Protocols**

One patrol group member is to call the WRCC using the number provided in his SOP while the other member continues to engage the violator/violators

- **Awareness/ education**

The patrol group member is then required to provide information about the COSFOM project explaining that the village has officially been allocated the forest and explain the significance

- **Cease and desist request**

The village patrol group must then request that the violator cease the illegal activity and request that the violator hand over the evidence (timber, meat etc.) and any equipment. This is a request and not an order and if the violator refuses the village patrol member is to acquiesce and continue onto the next step

- **Collect violator information if possible**

The village patrol members are to request identification and location information from the violator and use the violation forms to record the information. Once again if the violator refuses, the patrol group members are to acquiesce

- **Record Violation**

Once these steps have been followed, the patrol group members are to record the violation on the violation sheet as comprehensively as possible, and either await instructions from the WRCC if so requested or continue with the patrol

# HANDOUT 7A: CARDIOVASCULAR PULMONARY RESUSCITATION

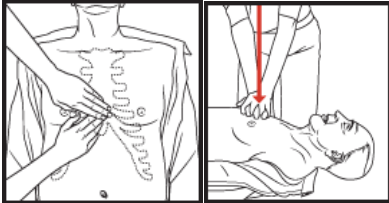
## 1. Call

Check the victim for unresponsiveness. If the victim is unresponsive and not breathing or not breathing normally. Call for help using your Standard Operating Procedure protocol and return to the victim. If possible place the phone next to the victim on speaker mode. In most cases a professional medical person will be able to help you with instructions.



## 2. Pump

If the victim is still not breathing normally, coughing or moving, begin chest compressions. Push down in the center of the chest (2 fingers above the solar plexus) 30 times. Pump hard and fast at a rate of 100 – 120/minute, faster than once per second.



## 3. Blow

Tilt the head back and lift the chin. Pinch nose and cover mouth with yours and blow until you see the chest rise. Give 2 breaths. Each breath should take 1 second.



## HANDOUT 7B: FIRST RESPONSE TO VICTIM

### A) Open Airway

- If Unresponsive, tilt head – lift chin

### B) Check breathing

- Look, listen and feel for at least 5 seconds, but no more than 10
  - Unresponsive, not breathing – perform CPR
  - Unresponsive, breathing normally – Place in recovery position. If Injured, use recovery position

### C) Circulation

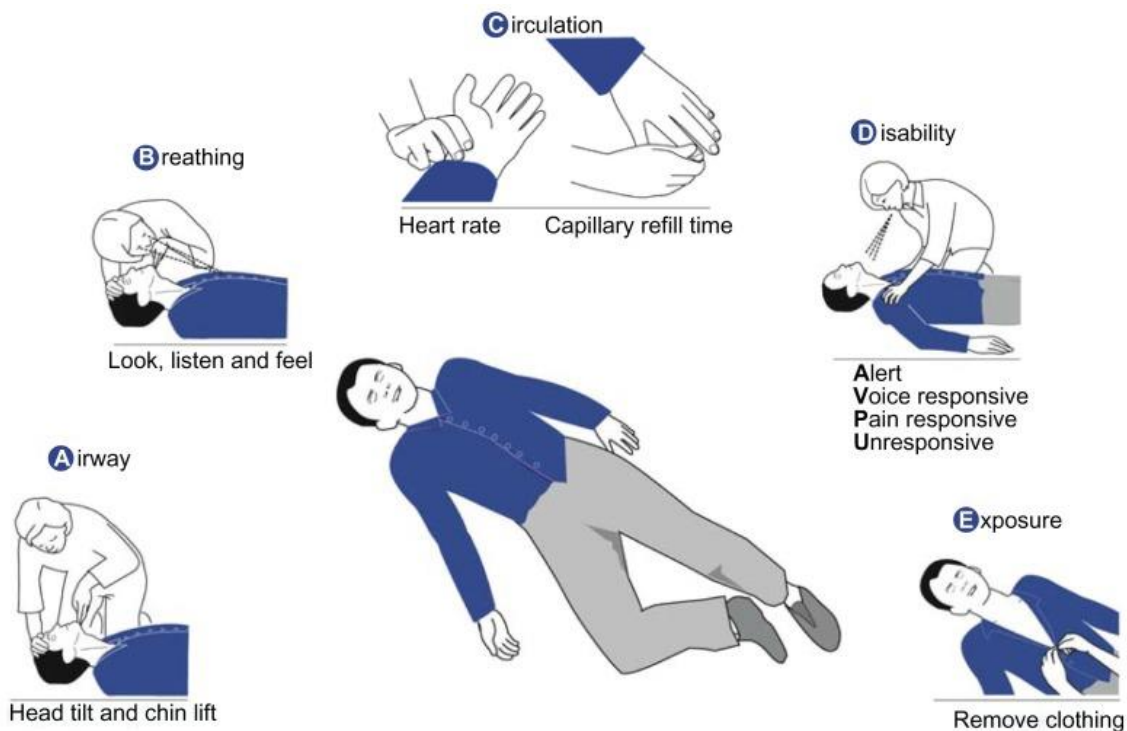
- Check Pulse
  - No Pulse – Perform CPR

### D) Disability

- Check for alertness, voice responsive, pain responsive, Unresponsive

### E) Exposure

- Check for signs of trauma, bleeding, skin reactions (rashes)



## HANDOUT 7C: FIRST RESPONDER TREATMENT

The primary objective of first aid is to save lives before a professional doctor can arrive and continue treatment.

After applying first aid always seek professional advice of a doctor as soon as possible.

***When conduct first aid focus on helping the victim to:***

- ✓ Prevent heavy blood loss
- ✓ Maintain breathing
- ✓ Prevent further injury
- ✓ Prevent shock
- ✓ Get the victim to a doctor

***People who provide first aid must remember the following:***

- ✓ Avoid panic
- ✓ Inspire confidence
- ✓ Do only what is necessary until professional help is obtained

### **Bleeding (external)**

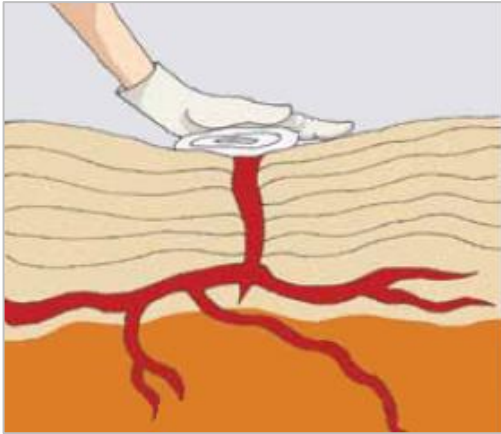
Wounds do not kill immediately, but the bleeding will. Heavy external bleeding can cause death in three to five minutes. So the immediate aim of first aid is to stop bleeding. Only after bleeding is controlled, then proceed with remaining wounds.

#### **First aid steps**

1. Use a sterile dressing, clean cloth, or other material, apply pressure directly over the wound.
2. If possible, elevate the bleeding area. Otherwise, lay the victim flat, and elevate the legs.
3. Keep the victim lying down.
4. Treat the victim for shock, if necessary.
5. See chapter 3.7 for shock treatment.







6. Use a sterile dressing, apply pressure directly over the wound.



Do not apply pressure if there is a foreign body in the wound or if a fracture is suspected

7. Do not release pressure or lift the bandage until you are sure the bleeding has stopped.  
IMPORTANT: Do not use a tourniquet unless an arm or leg has been amputated.
8. For deep chest wounds, use a heavy dressing to keep air from passing through the wound. For gaping stomach wounds, use a damp dressing; do not move or try to replace protruding organs.

## Burns

### ***For smaller burns (small area burned, red skin, blisters):***

1. Immerse the burned area in cold water or apply ice packs to the affected area.
2. Cover the burned area with a clean, moist cloth.
3. Treat the victim for shock, if necessary.
4. Do not apply butter, oil, or cream to a burn.



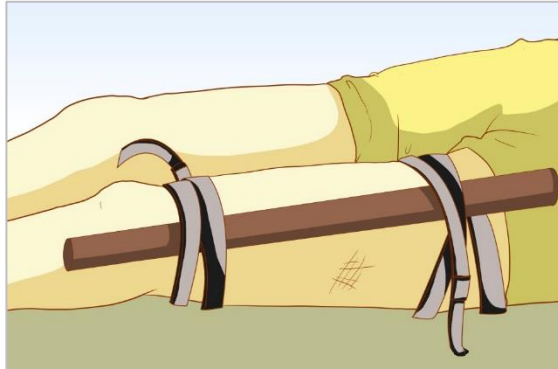
### ***For serious burns (e.g., large area burns and charred skin):***

1. Remove clothing from injured area. Cut around clothing that adheres to skin.
2. Place cleanest available cloth (moist cloth preferred) over entire burn area.
3. Treat victim for shock.
4. If victim is conscious, provide non-alcoholic fluids.

## Fractures

**Manipulate the broken limb as little as possible.** There is a danger with bone breaks of pinching a nerve, puncturing or severing a major blood vessel, which could result in internal bleeding, shock, and ultimately death. Keep the amount of movement on the broken limb to an absolute minimum.

**Set the break.** In order to relieve pain and return the injured limb to its correct anatomical position, you'll need to re-set the limb. Let's say a person has broken a bone in their lower arm, and the forearm is bent at an unnatural angle. In this case, you need to hold the upper arm in place, while using downward pressure to pull the lower arm back into shape. It sounds gruesome but will usually result in the patient feeling a lot less pain.



**Immobilize and splint:** Once the broken limb is set in a correct position, you need to create a makeshift splint. Use a couple of straight tree branches, about a half inch or so thick. Place one branch on each side of the break (if the break is an open fracture, keep all materials away from the wound).

Tie these tree branches in place with nylon cord, handkerchiefs, bandannas or anything similar. Make sure the branches are firm, but not so tight that you're cutting off circulation. The aim is to hold everything in place until the patient can be seen at a hospital.

**Watch for shock:** After the limb is set and splinted, keep an eye on the patient for signs of shock, which includes a rapid, fluttering heartbeat and pale skin.

Place the patient in a comfortable position with their weight off the broken limb, and make sure the patient is kept warm. Keep the patient hydrated!

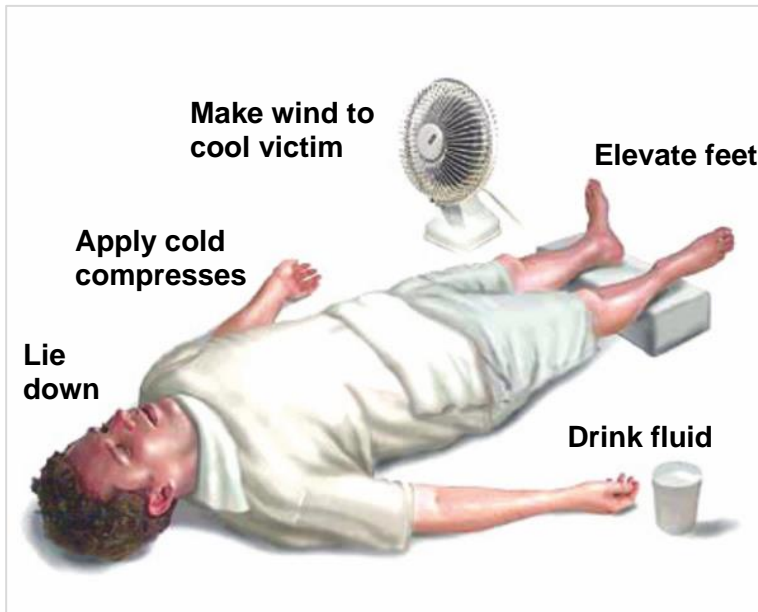
**Get the patient to a hospital:** It's never a good idea to move a patient with a broken leg, but those with arm injuries often can move at a reduced pace. The key to successful healing of a broken limb is immediate, professional medical attention at a hospital.

## Heat stroke

Heat stroke is a medical emergency and can be fatal if not promptly and properly treated. Symptoms of heat stroke can include:

- ✓ confusion
- ✓ agitation
- ✓ disorientation
- ✓ the absence of sweating, and finally coma

## Heat stroke treatment



## Poisoning

### ***Typical signs for poisoning are:***

chemical-smelling breath, burns around the mouth, difficulty breathing and vomiting.

### ***What to do:***



- ✓ Check and monitor the person's airway and breathing.
- ✓ If the person vomits, clear the person's airway. Wrap a cloth around your fingers before cleaning out the mouth and throat. If the person has been sick from a plant part take a sample of the plant to the hospital.
- ✓ Keep the person comfortable. The person should be rolled onto the left side.
- ✓ If the poison has spilled on the person's clothes, remove the clothing and flush the skin with water.

### ***DO NOT:***



- ✓ DO NOT make a person throw up unless told to do so by a doctor. A strong poison that burns on the way down the throat will also do damage on the way back up.
- ✓ DO NOT give an unconscious person anything by mouth.
- ✓ DO NOT try to neutralize the poison with lemon juice or vinegar, or any other substance, unless you are told to do so by a doctor.
- ✓ DO NOT use any "cure-all" type antidote.
- ✓ DO NOT Wait for symptoms to develop if you suspect someone been poisoned.

## Shock

Shock commonly accompanies severe injury or emotional upset. Symptoms of shock include:

- ✓ Cold, clammy skin
- ✓ Chills
- ✓ Pale skin colour
- ✓ Shallow breathing

### ***Follow these steps to assist shock victims:***

- ✓ Keep the victim lying down
- ✓ Maintain an open airway
- ✓ If the victim vomits, turn the head sideways and the chin downward
- ✓ Elevate the victim's legs
- ✓ Keep the victim warm
- ✓ Talk to the victim to calm down



## Transport

Injured people with bone fractures or poisoning have to be carried to the nearest road. The following techniques are available depending on the number of people available.

### ***Two person carry***



### ***One person carry***





## COMMUNITY BASED SUSTAINABLE FOREST MANAGEMENT FOR WATER RESOURCE CONSERVATION

### List of related training documents

- Training of Trainers manual on Communication and Facilitation skills cum Reflection on FPIC procedures
- Training of Trainers manual on Reflection on village training provision cum Reflection on ESMF procedures
- Participatory River Assessment and Management Concept
- Sustainable Forest Management
- Elaboration of Community-based Forest Management Plan
- Elaboration of Community-based Forest Management byelaws
- Forest Closure - Village Forest Protection Patrol

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