

MODULE 3.9, HANDOUT #1: Major Acts conservancies must know about

1.	Nature Conservation Amendment Act , No. 5 of 1996
2.	<p>Amendment of Regulations Relating to Conservation, 1996</p> <ol style="list-style-type: none"> 1. Requirements and application procedures for conservancies 2. Rights, powers, conditions and responsibilities of conservancies 3. Procedures for amendment of conditions or withdrawal
3.	<p>Nature Conservation Ordinance, No. 4 of 1975</p> <ol style="list-style-type: none"> 1. Laws related to definition of game, hunting, and quotas 2. Appointment of Honorary Nature Conservators
4.	<p>Communal Land Reform Act, No. 5 of 2002</p> <ol style="list-style-type: none"> 1. Lease applications in conservancies; GMUP 2. Powers to manage grazing and to control illegal fencing
5.	<p>Environmental Management Act, No. 7 of 2007</p> <ol style="list-style-type: none"> 1. Requirements for Environmental Clearance Certificates
6.	<p>Forest Act, No. 12 of 2001</p> <ol style="list-style-type: none"> 1. Requirements and powers of Community Forests; grazing 2. Definition of 'forest products' managed by Community Forests
7.	<p>Traditional Authorities Act, No. 25 of 2000</p> <ol style="list-style-type: none"> 1. Powers for sustainable management of natural resources; grazing
8.	<p>Criminal Procedures Act, No. 51 of 1977</p> <ol style="list-style-type: none"> 1. Authority of "peace officers" 2. Authority of "private persons" to arrest

MODULE 3.9, HANDOUT #2: 'Schedule 3' – Specially Protected Game

Common name in English	Latin/scientific name
Mountain zebra	<i>Equus zebra hartmannae</i>
Giraffe	<i>Giraffa camelopardalis</i>
Klipspringer	<i>Oreotragus oreotragus</i>
Elephant	<i>Loxodonta africana</i>
Black rhinoceros	<i>Diceros bicornis</i>
White rhinoceros	<i>Ceratotherium simum</i>
Impala	<i>Aepyceros melampus</i>
Hippopotamus	<i>Hippopotamus amphibius</i>
Black-faced impala	<i>Aepyceros melampus petersi</i>

MODULE 3.9, HANDOUT #3: 'Schedule 4' – Protected Game

(i) Animals	Animals	(ii) Birds
Aardwolf	Bushbaby	All except: Huntable game birds, i.e. those on 'Schedule 6'
Bat-eared fox	Oribi	
Roan antelope	Honey badger	
Tsessebe	Reedbuck	And except the following: Weavers (all <i>Ploceus</i> spp.) Sparrows (all <i>Passer</i> spp.) Mousebirds (<i>Colius colius</i> ; <i>Urocolius indicus</i>) Redheaded Quelea Bulbul (<i>Pycnonotus nigricans</i> ; <i>P. barbatus</i>) Pied Crow
Dik-dik	Red hartebeest	
Aardvark ('antbear')	Silver jackal	
Clawless otter	Tortoises	
Pangolin ('scaly anteater')	Steenbok	
Cheetah	Sable antelope	
Spotted-necked otter	Plains zebra	
Hedgehog	Waterbuck	
Monitor	Sitatunga	
Leopard	Lechwe	
Pythons	Puku	
Crocodile	Sharp's grysbok	

MODULE 3.9, HANDOUT #4: 'Schedules 5 and 6' - Hunttable Game/Hunttable Birds

Schedule 5 Hunttable Game	Schedule 6 Hunttable Game Birds
Bushpig (<i>Potamochoerus porcus</i>)	Francolins and quails
Buffalo (<i>Syncerus caffer</i>)	Buttonquails
Eland (<i>Taurotragus oryx</i>)	Guineafowl
Oryx (<i>Oryx gazella</i>)	Ducks and geese
Kudu (<i>Tragelaphus strepsiceros</i>)	Namaqua Sandgrouse
Springbok (<i>Antidorcas marsupialis</i>)	Kurrichane Buttonquail
Warthog (<i>Phacochoerus aethiopicus</i>)	Common Quail
	Harlequin Quail
	Crested Francolin
	Redbilled Francolin
	Swainson's Francolin
	Orange River Francolin
	White-faced Duck
	Egyptian Goose
	Cape Teal
	Hottentot Teal

MODULE 3.9, HANDOUT #5: Listed activities of the *Environmental Management Act* requiring an Environmental Clearance Certificate

List of Activities

Section 27 (2) of the *Environmental Management Act*

(a)	Land use and transformation
(b)	Water use and disposal
(c)	Resource removal, including natural living resources
(d)	Resource renewal
(e)	Agricultural processes
(f)	Industrial processes
(g)	Transportation
(h)	Energy generation and distribution
(i)	Waste and sewage disposal; chemical treatment
(j)	Recreation
(k)	Any other activity which the Minister considers necessary for the purpose of listing

MODULE 3.9, HANDOUT #6: Steps for poaching crime scene procedures

1	<p>Approach cautiously; scan area and BE ALERT</p> <ul style="list-style-type: none"> Record: location, time, date Record : persons/vehicles leaving scene Record: persons/vehicle remaining
2	<p>Control (secure) the crime scene</p> <ul style="list-style-type: none"> Establish markers around boundaries of crime scene Use CGG to guard; prevent persons/vehicle/animals destroying evidence Record if persons/vehicles/animals enter after establishing boundaries Do not touch evidence
3	<p>Observe crime scene carefully and record</p> <ul style="list-style-type: none"> Animal parts, tracks, blood, etc. Human tracks, clothing, articles, etc. Unusual sounds (e.g., gunshots) or smells (e.g., smoke) that may indicate poaching activity. Vehicle tracks, tools, snares, cartridges, etc. Potential points of human entry/exit
4	<p>Protect the crime scene (for MET or police investigators)</p> <ul style="list-style-type: none"> Maintain barriers and markers Maintain a CGG guard if possible Carefully cover key evidence that rain or wind may destroy
5	<p>Report the incident as soon as possible</p> <ul style="list-style-type: none"> Report (by the quickest means) to either MET or Police Report to Conservancy Committee; let CC know of you have already contacted MET or Police
6	<p>Co-operate with crime investigators</p> <ul style="list-style-type: none"> Show your written notes, share our observations Assist investigators at their request

MODULE 3.9, HANDOUT #7: Self-assessment evaluation for participants

Participants receiving training in Module 3.9 are not subject to formal assessment. However, in order for you to assess the knowledge and skills you have acquired on law enforcement, and for the trainer to ascertain how effective the training has been, you are encouraged to answer for yourself the following questions and discuss your answers – as part of a group or individually – with your trainer.

QUESTIONS:

- 1 Name the three Acts you think are the most important in relation to the conservancy, and explain why.**
- 2 Name the four most important legal requirements that the conservancy must comply with, and explain why they are more important than others.**
- 3 What are the risks for CGGs trying to arrest poachers?**
- 4 Name the three most important steps for the CGG to take at the poaching crime scene and explain why you think they are the most important.**