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Saving Nature Together

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Ranger training: human rights in conservation

A training design &
facilitation manual



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Aims and objectives of the manual

This manual has been developed as a resource for trainers, with knowledge of human rights and facilitation skills, to design and deliver basic, low-cost, in-person training for frontline rangers on the relevance of human rights in their work. In addition to increased knowledge this training will result in recommendations for future interventions to support the rights of the rangers themselves and those they interact with. It has been designed to be adaptable for frontline rangers in any context globally¹ with some preparation by the trainer, and covers the whole training cycle including preparation, scoping and delivery. It includes exercises to gather the contextual information to tailor the training, a facilitator's guide to the training slides and templates in the annexes for a workplan, training agenda, report templates and links to training slides, printouts, exercises and further reading and resources.

¹In a few contexts it could put the facilitators at risk discussing human rights openly. Please ensure you complete the scoping exercises to fully understand the context before implementing any training.

Cover image: Centre Forestier de N'Zérékoré (CFZ) rangers in Sereidou.

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Our shared purpose is to protect the diversity of life on Earth, for the survival of the planet and its people. We work closely with local conservation partners around the world to save nature, together. We use our collective expertise to inspire positive change globally.

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Disclaimer

These materials are intended for general educational purposes. They are a guide to best practice as at the date of their publication, but they are not intended as legal advice and by their nature are not tailored or appropriate to every country or every situation. In particular, local laws and regulations will differ and people should inform themselves of laws applicable to their activities. Fauna & Flora International, CITES MIKE Programme, and the European Union accepts no liability in relation to any reliance placed on these materials. This publication was funded by the European Union. Its contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Union, the CITES MIKE Programme or Fauna & Flora International.

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Foreword

This manual, developed by Fauna & Flora, is a collaborative effort to ensure that rangers are equipped with the necessary knowledge and skills to perform their duties while respecting the human rights of the individuals and communities they interact with.

The training outlined in this manual aims to foster a deeper understanding of human rights and to promote a culture of respect and equity in protected and conserved areas. It is designed for trainers who possess a foundational knowledge of human rights and facilitation skills, offering a structured approach to delivering impactful, low-cost, in-person training sessions. The manual covers the entire training cycle, from preparation and scoping to delivery and evaluation, ensuring that the training is thorough and contextually relevant.

As you engage with this manual, we hope it supports your work in making a meaningful contribution to conservation efforts whilst championing the rights and dignity of all individuals involved.

Sincerely,

Helen Karki-Chettri

Rob Small

Ellen Watson

Fauna & Flora



Toupou Koighae,
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Acronyms

CA – Conservation Area

CITES-MIKE – Convention on International Trade in Species - Monitoring the Illegal Killing of Elephants

ESPA – Endangered Species Protection Agency

FGD – Focus Group Discussion

FPIC – Free Prior Informed Consent

GAPA – Governance Assessment for Protected and Conserved Areas

GDPR – General Data Protection Regulation

IIED – International Institute for Environment and Development

IPLC – Indigenous Peoples and Local Communities

KIS – Key Informant Survey

MEDIVAC – Emergency evacuation of sick or wounded

NGO – Non-Governmental Organisation

PA – Protected Area

PCA – Protected or Conserved Area

PPT - PowerPoint

SAGE – Site Level Assessment of Governance and Equity

SAPA – Social Assessment for Protected and Conserved Areas

SMT – Senior Management Team

SOPs – Standard Operating Procedures

UNEP – United Nations Environment Programme

URSA – Universal Ranger Support Alliance

WCS – Wildlife Conservation Society

Key words & definitions

Definition of rangers:

Rangers are defined as personnel engaged in frontline roles in the enforcement of conservation laws, rules and regulations, in conservation areas. They might be community members, state, private sector or non-governmental organisation (NGO) employees or contractors. In some contexts, rangers might be referred to by another name such as scouts, wildlife wardens, forest guards or eco guards. For consistency this manual uses the term rangers throughout and this can be replaced with the contextually appropriate term when adapting the training. This manual is tailored towards trained and certified government or private rangers and does not extend to voluntary community biomonitoring teams, auxiliaries or scouts due to the differences in standard operating procedures (SOPs) and jurisdictions.

Icons:

This manual uses icons throughout the text to highlight tips, templates, links to external resources, where adaptations are needed and the time proposed for activities.



Tips



External resources



Time required



Templates & annexes



Adaptations required



Team



Activities



Equipment



Introduction to the manual

Rangers are often faced with difficult situations in their work where the human rights of both rangers and the local communities with whom they interact are challenged.

Safeguards such as the implementation of SOPs, and a committed management, supporting well planned and applied training in human rights can lead to positive impacts for a stronger rights-based approach to law enforcement and rangers' wider responsibilities. This will strengthen the technical skills of rangers so that their activities are in line with international human rights laws and standards.

Fauna & Flora and the CITES MIKE Programme have worked alongside rangers and other law enforcement professionals for decades through continued conservation efforts. As part of this work, training in human rights has been delivered to various audiences including rangers and other law enforcement professionals, representatives of NGOs, government officials, professional bodies and civil society organisations. This reflects the growing acknowledgement of the need for rangers to incorporate wider roles beyond law enforcement into community engagement (Challender & MacMillan 2014; Moreto & Charlton 2021).

Based on this varied implementation of training and shared learning from Fauna & Flora's global programmes, coupled with additional desk-based research, Fauna & Flora has developed an approach to identify human rights training needs and deliver basic training. With the support of EU funding through the CITES MIKE Programme this has been piloted and further refined through the Fauna & Flora programmes in Guinea, Liberia and Kenya.

This training manual consolidates the Fauna & Flora approach enabling open source, shared learning, to increase the global body of knowledge within the conservation sector. It covers the learning cycle including planning, contextualising, delivering and evaluating the training.



Fauna & Flora also has basic online trainings available in the following topics to assist with other aspects of social safeguards which may be relevant including:

An introduction to Social Safeguards

An introduction to Stakeholder Engagement

An introduction to Grievance Mechanisms

<https://www.capacityforconservation.org/resources/>

Tou Chanthol (Sea Turtle Volunteer) and Chandara Tak (Marine Biodiversity Specialist). Guiding volunteers about the use of camera trapping to study turtles in Polou Wai and Koh Tang Island.



Training audience

There is a plethora of training packages available for rangers covering human rights each with a different format and outputs

(See figure 1 and table 1 - page 12)

This manual has been designed to fill the gap for in-person introductory training in human rights in conservation for rangers. It can be delivered by anyone with an understanding of human rights and facilitation skills² and does not require in-depth knowledge of rangers' SOPs. The training aims to provide a basic understanding of key concepts and the analytical skills to question and analyse situations required for a human rights-based approach to conservation.

The preparation and scoping phases of the training enable it to be adapted to context (including adapting to literacy and language barriers) and offers assistance for writing proposals and budgeting for the training should an NGO be incorporating it into their programme of work. The training package will identify potential gaps in policy and practice which can be built upon post training. As this is a participatory process it is hoped this will form a solid basis for cooperation on future activities at the local and national levels to inform a more comprehensive rights-based approach to rangers' work. This training should not be standalone. It is anticipated that follow-on training should be offered and that human rights exercises from this manual can be built into wider ranger training and SOP training at the national level.

The scope of the training is tailored towards trained and certified rangers in government or private positions and does not extend to voluntary community biomonitoring teams, auxiliaries or scouts due to differences in SOPs and jurisdictions. The training could be offered to the latter groups but it would be important to acknowledge how their jurisdictions and legal rights differ from paid rangers (e.g., they are often unarmed and do not have powers of arrest therefore their SOPs would be different and it would impact on how they could interpret the scenarios in day 2 of the training).

A human rights-based approach

Using international human rights standards, a human rights-based approach ensures that people know about their human rights and can claim them. It also targets, supports and enables the entities responsible for delivering and protecting human rights, so they're equipped to fulfil their obligations. A human rights-based approach applies to areas like healthcare access, economic development, gender equality, education, social justice, law enforcement such as rangers work and others.

² If the facilitators do not have an understanding of human rights theory, this can be gained by reading the suggested resources in Annex 10.



The figure and table below highlight where this training fits against other recently published methodologies and help facilitators decide which training methodology is most appropriate for their context.

Figure 1: Training methodology decision tree

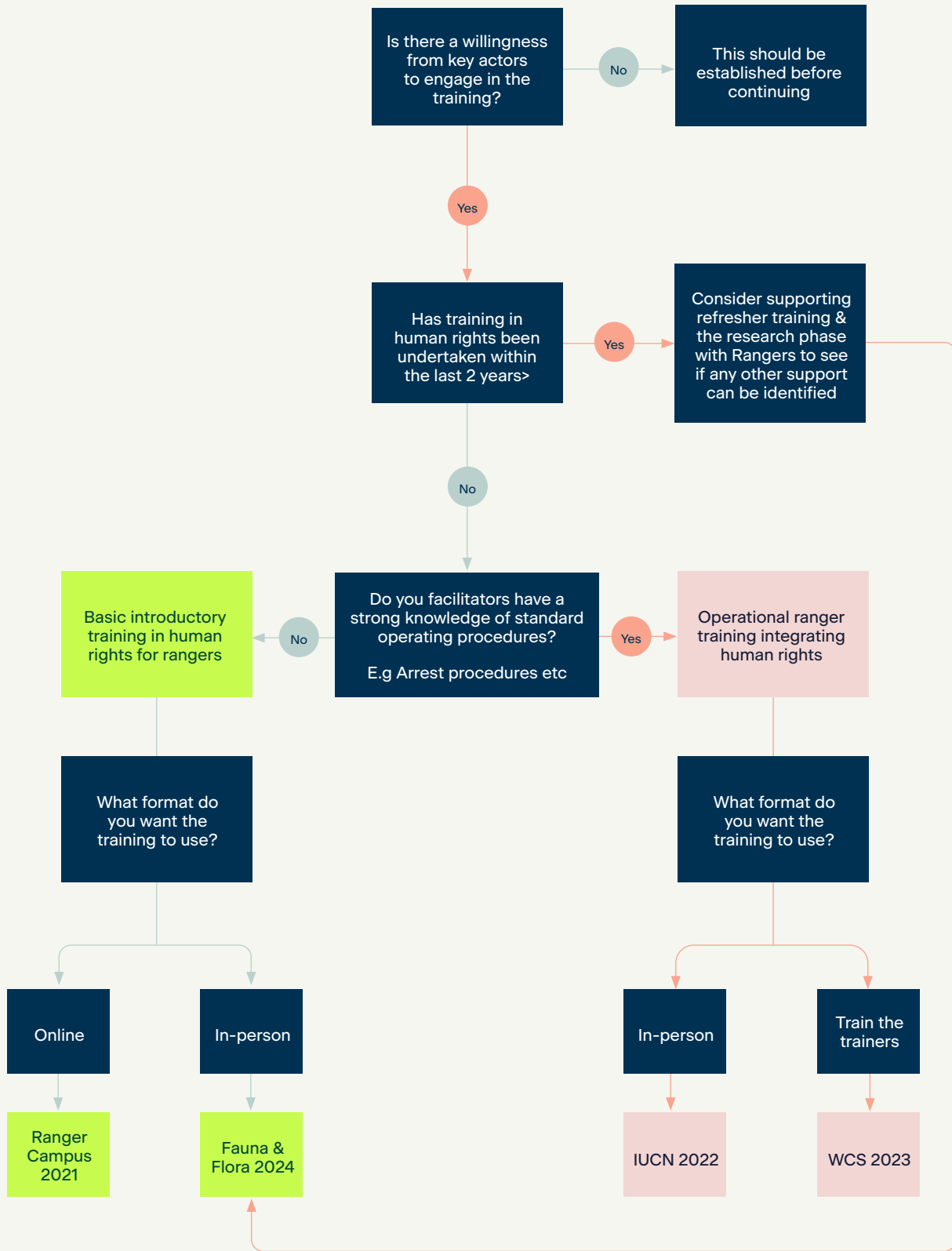


Table 1: Comparison of different training methodologies (see annex 8 for links and references)

	Ranger Campus 2021	IUCN 2022	WCS 2025	Fauna & Flora 2024
Support for proposal writing				✓
Support for contextualising training			✓	✓
Requires in depth knowledge of SOPs		✓	✓	
Results in recommendations for follow-on actions supporting a rights-based approach such as improved policy, practice and equipment				✓
In-person training format		✓	✓	✓
Online training format	✓			
Train the trainers format			✓	
No. of days of in person training per cohort	1/2 day	5 days	5 days train the trainer programme and 3 days ranger training	2 days
Supports refresher training		✓	✓	
Are the training materials adapted to varying levels of literacy			✓	✓
Languages supported	English	English & Portuguese	English & French	English & French

Since 2011, Safarbi Davlatova has been working as a Forest Protection Inspector for the Forest Service Unit in Dashtijum Nature Reserve, a vast, mountainous World Heritage Site and biodiversity hotspot in south-west Tajikistan.



Process, timeframe & outputs

The manual is split into three phases. Each phase is set out to provide stepwise guidance including the purpose and learning outcomes, time (how long it should take), team (who needs to implement it), equipment (what kit is needed), activities and outputs.

Below is an overview of the key activities in each phase with an estimated timeline and the required outputs to help with planning.

Table 2: Training timeline

Phases and key activities	Timeline	*Dependent on the number of people allocated to the tasks	No. of team members	Outputs
Phase 1 Preparation				
1.1 Feasibility assessment	Week 1	c. 1 hour discussion	1-4	Completed table and decision on proceeding
1.2 Training team selection and work planning	Week 1	c. 1 – 2 days	1-4	Training team selected. Work plan completed.
1.3 Monitoring and evaluation³	Week 1	c. 1/2 day	1-2	Indicators and means of verification are identified to demonstrate the effectiveness of the training
Phase 2 Scoping				
2.1 Review of existing information, policies and guidelines	Week 2	c. 1-4 days dependent on team availability and pre-existing knowledge	1-4	Site profile key findings
Key human rights risks identified				
2.2 Key informant survey with rangers and the management body	Week 3 & 4	c. 5 days data collection & 5 days analysis dependent on staff availability – each survey takes 20 mins – and use of online data collection	1-4 for data collection. 1-2 for data analysis.	Priority human rights impacts and capacity building areas identified
Phase 3 Training				
The training plan (See annex 1)	Week 5	c. ½ day	1-4	Training plan and course outline
3.1 Adapting training materials with case studies	Week 5	c.2-3 days	1-2	Training materials with context specific case studies
3.2 Implementing training (facilitators notes)	Week 6 and 7	Dependent on number of rounds of training – 30 rangers and management body staff max. per cohort; 2 days of training per cohort	4-6 (2 facilitators and 4 to help with logistics and group work)	Post training report and assessments
Training reports and recommendations (See annex 7)	Week 9	c. 2 days	1-2	As above

³ If organisations are fundraising for this training, Phase 1 should provide enough information to write proposals and there would likely be a gap before funding is available and teams could start Phases 2 and 3.

Fauna & Flora Community Engagement Officer,
Bagunda Clement Salvatore, with wildlife
rangers on the road to Bangangai.



Phase 1: Preparation

The purpose of the preparation phase is to help implementers with setting up the training. This includes assessing the feasibility of the training, selecting the training team and setting indicators to measure the success of the training which can be used in funding applications. The main objectives are to establish responsibilities, a timeline for the training and have all the necessary information to budget and write proposals for the training.

1.1 Feasibility assessment

Before commencing any work, it is important to establish if any pre-conditions can be met. If not, the NGO or lead organisation coordinating the training should pause and work on ensuring these are in place before continuing.

Table 3: Conditions for ranger training in human rights

Pre-conditions	Yes / No	Comments
There is someone who can take a leadership role coordinating and managing the rollout of training activities.		If no, do not start the training until this person is selected and you are confident this can be covered in training budgets.
Existing relationships and work with management bodies and key stakeholders suggests their willingness to implement the training and any associated recommendations for practice or policy change.		If no, does another organisation you work with have these relationships and could they be part of the facilitation team? Do not start the training until discussions have been started with the management body and they are in support of offering the training to their rangers.
The risks of exacerbating conflicts or difficulties between stakeholders is negligible and mitigated for. This training is born from a moral imperative to address the outputs of social impacts assessments. These assessments can sometimes highlight tensions and, in worst case scenarios, human rights violations of rangers and/ or communities such as the results from Social Assessment of Protected Areas (Frank et al. 2019). It's therefore important to consider if you could make these issues worse.		Do not start the training until any potential for indirect negative impacts have been considered in full through a risk assessment.
It is logistically possible to run the preparatory work and training safely. Sometimes rangers operate in volatile environments and risks should be considered for the training team.		If no, have risk mitigations been put in place? If the answer is still no this should be in place before continuing.
There is adequate budget allocated to the training.		If no, do not start the training until funding has been sourced for the training.

1.2 Training team selection and work planning

These activities will help you to identify the ranger training team and ensure that they have the right skills and experience to undertake the preparatory research and deliver the training. As the work of rangers involves a number of key stakeholders it is important for this to be taken into account throughout the whole training process. This will ensure buy-in at all levels and enhance the potential for the future integration of recommendations which come out of the human rights training to be implemented at the national level thereby ensuring longer-term positive impacts.



Time

1-2 days



Team

We recommend that the training team includes 3-6 people. There should be a balance of stakeholders (NGO, PCA management bodies and local administrative bodies or community representatives). This is intended to ensure the necessary technical expertise and influence for the training to be successful.

If the management body cannot participate in the training team it is paramount that senior or highly trained rangers are also part of the training cohorts. This will ensure a good level of knowledge of SOPs during the training.

The training is designed so it can be implemented by anyone with a basic knowledge of human rights and good facilitation skills, through the use of this step-by-step manual and the associated adaptable templates. It is purposely designed to be low-cost, introductory and easy to facilitate. Human rights training is an emerging requirement for organisations and management bodies but there are still relatively few people with significant technical expertise to deliver comprehensive training. Trainers who do exist tend to come at a premium which needs to be budgeted for carefully. This training is therefore aimed at both offering a minimum level of understanding to frontline rangers and simultaneously arriving at recommendations for future interventions to support rangers' own rights and those of the people they interact with.

However, if budget permits, best practice would be to bring someone on board with specific experience of training rangers or law enforcement professionals. This is particularly relevant to day two of the training which covers scenario-based training that would be greatly enhanced by thorough knowledge of best practice for law enforcement and SOPs. This will bring additional value to the training through their knowledge of case studies and past experiences.



Equipment

Laptop / tablet/ smart phone with an internet connection and a word processing programme to draw up the terms of reference.



Activities

i.) Select the training team and allocate people to the following roles. The same people can take on multiple roles or a larger team can work on this training at the same time as other work. You may also wish to consider using training participants for roles such as rapporteurs which will help keep the costs down. **Table 2** in the opening pages of the manual, **table 4** below and the implementation plan in **annex 1** will help you select who is allocated to each task.

Table 4: List of roles and responsibilities

Roles	Responsibilities
Lead convenor	This person will ensure the training is well organised, manage overall work planning and budgets. This person should have strong managerial skills and a good relationship with the ranger's management body.
Training facilitator(s)	The person/ people will run the in-person training for the rangers. They will have a good understanding of human rights and wider social impacts related to conservation.
Training assistants	These people will help with logistics for the training and group work. If the facilitators do not have strong experience of SOPs try to ensure the assistants have this knowledge.
Rapporteurs	It is suggested that you recruit two rangers on each day to record notes and discussions on each day of the training. They should still be able to participate in group exercises.
Desk based researchers	These people will do desk-based research to inform the site profile and highlight the findings which can be used to adapt the training e.g., what kinds of case studies might be appropriate based on rangers' jurisdictions and what policies, laws and guidance supports rangers' day-to-day work.
Enumerators	These people will conduct short surveys with rangers using online data collection tools.
Monitoring & evaluation	These people will help with the monitoring and evaluation of the training and create graphics (bar charts and pie charts) from the ranger survey data to inform the adapted training slides.
Writers	These people will help briefly document the key findings for the site profile and training outputs.

ii.) Organise and conduct a half-day session for all training team members to outline and agree the tasks and training plan in this manual. See **table 2** in the introduction for a rough outline of the tasks and **annex 1** for an editable implementation plan for the training.



Outputs

Implementation plan (See **annex 1**)

1.3 Monitoring and evaluation

This phase of the manual helps establish how to effectively measure learning outcomes and training effectiveness in the shorter term. As practitioners you are regularly asked to provide indicators in funding proposals or to use them in communications materials. This can be difficult especially if the funding is looking at shorter timeframes.



Time

½ day



Team

Any staff working on the training or on related funding activities can be part of these activities.



Activities

Review the suggested theory of change in **figure 2** and the indicators in **table 5** and adapt to the training context if required for a funding proposal. If the suggested indicators and theory of change meets your requirements you can use them without any adaptations.

Figure 2 depicts the theory of change for the training showing the logic of the approach which is being taken. It also highlights where indicators can be used to evaluate the 3 phases of the manual. The following table offers suggested indicators which can be built into funding applications or used in monitoring and evaluation of the training. The associated activities have also been built into the training slides.

Figure 2: Theory of change for the human rights in conservation training. Adapted from the Miradi detailed generic theory of change for training and capacity development (Miradi 2020)

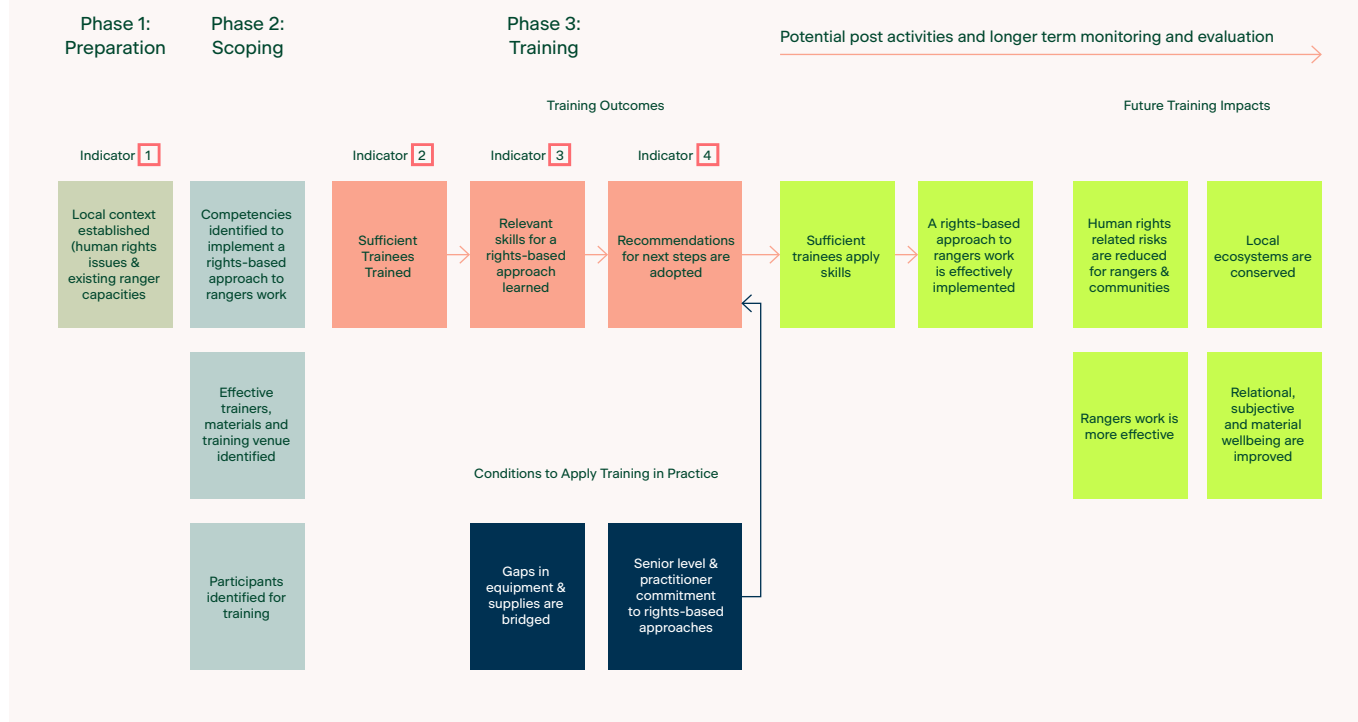


Table 5: Monitoring and evaluation indicators

Indicator (What you will measure to track your progress toward achieving the objective)	Monitoring method (How you will measure the indicator)	Current status (Baseline at start, if known)	Desired status (Target by end)
<p>Contextually adapted (1) introductory training in human rights in conservation is delivered to (#) rangers and managerial staff (2) in (location) resulting in improved knowledge of rangers (3), and management body recommendations for improvements in policy and practice (4), in support for a rights-based approach to conservation.</p> <p>(Refer to figure 2 to see where the numbered elements of the indicator relate to the theory of change)</p>	<p>1)</p> <ul style="list-style-type: none"> - Site profile - KIS - Presence of adapted training materials (PPT and exercises) - Pre-training expectations exercises (included in the training slides) - Post training reflective exercises (included in the training slides) 	<p>Generic training materials exist which can be adapted to context through the activities within the training methodology.</p>	<p>Training content and materials are adapted to context.</p> <p>Pre-training expectations exercises are documented in the final report showing perceptions around the appropriateness of the training.</p>
	<p>2)</p> <ul style="list-style-type: none"> - Attendance registers - Photos - Communications/ Media outputs 	<p>List any human rights training completed by # rangers and # management staff with the dates of the training.</p>	<p># Rangers and # management staff have completed the training in (location).</p>
	<p>3)</p> <ul style="list-style-type: none"> - Reflective questions at the beginning and end of the training to measure participants understanding of key learning outcomes (included in the PPT exercises) - Post training test results using some of the questions from the KIS for comparable results (included in the annex) - In training observations of participation and exercise outputs (photos of exercise outputs and thoughts from facilitation team) 	<p>N/A</p>	<p>The pre- and post-training evaluations and training observations are documented in the final report showing an improvement in the pre and post test scores.</p>
	<p>4)</p> <ul style="list-style-type: none"> - Recommendations resulting from the Site Profile and KIS are documented in reporting and training slides (see PPT for comments on where slides should be adapted) - Results from the case study exercises are documented (photos) - Post training report on the recommended next steps (see annex for template) 	<p>N/A</p>	<p>Recommendations and next steps are clearly documented and shared with relevant partners and the management body so that joint future actions can be taken facilitating a rights-based approach to conservation.</p>



Phase 2: Scoping

The aim of the scoping phase is to understand the context in which rangers operate and rangers' attitudes and existing knowledge in relation to human rights.

This includes secondary research, to develop a brief site profile, and identify any contextual risks and issues which have arisen in the recent past. It is followed by primary research, through a key informant survey with rangers and management staff. These activities will inform the design of the training and ensure the team has a strong contextual knowledge of human rights policy, procedure and issues which have arisen locally. Questions included in the key informant survey with rangers can also be repeated at the end of the training to show the initial effectiveness of the ranger training.

Specific objectives - The activities in this chapter will help to:

Understand the local context

in relation to human rights issues which might have occurred in the recent past.

Assess the level of knowledge

of rangers concerning human rights, including the rights of local communities, vulnerable groups and Indigenous Peoples living in protected areas.

Understand rangers' attitudes

to human rights and their perception of local populations.

Understand where social impacts data already exists

which offer community perceptions of the rangers (e.g., from the outputs of a SAPA or SAGE).

Identify the current practices

of rangers which respect human rights and comply with human rights standards.

Gather information on training or support needs

to strengthen existing policy, procedures and practice.

Inform contextualised case studies

for the scenario-based training.

Produce recommendations

for strengthening existing policies and procedures for discussion during the training sessions.

2.1 Site profile: Review of existing information, policies and guidelines

The main objective of these activities is to identify potential policy gaps and define what the research questions will be for the key informant surveys (KIS) with rangers. The Site Profile ensures the training team can build upon existing information and knowledge which is of most relevance to rangers for the Human Rights in Conservation training.

Examples of documents which should be reviewed are included in figure 3 below. **Annex 2** also outlines other sources and offers a short table to add key findings.

Figure 3: Examples of policies, guidelines and information to gather

Examples of policies, guidelines and information to gather to better understand the local context:

- A list of the international human rights conventions/ protocols signed by the national government
- Regional conventions
- National laws
- Constitutions
- Code of conduct of rangers
- Operational procedures/ standard operating procedures
- Any existing training materials for rangers/ wildlife services
- Records of ranger/ wildlife service's previous training in human rights
- Previous social or environmental impact assessments related to rangers/wildlife services
- Documentation on ranger/community interactions
- Maps of PA features and local government/ administrative units (if possible, in digital form)
- Any existing grievances logged against rangers or communities if access can be granted
- Any existing data on community perceptions of rangers e.g., results from a social impacts assessment such as a SAPA or SAGE
- Any existing information about cases of human rights violations that have been committed by rangers



Time

1-4 days depending on the number of team members assisting and the depth of research.



Team

The training lead should manage these activities with the help of the wider team.



Equipment

- Laptop / smart phone with an internet connection
- Notebooks
- Printed documents



Activities

- i) Conduct a Site Profile of information on recent human rights issues in the area where rangers work (see templates in **annex 2: site profile & key findings template**)
- ii) Review the documents as a team.
- iii) Summarise key findings in a table (see **annex 2**)
- iv) Decide if additional questions need adding to the KIS based on the findings of the site profile.



Outputs

Annex 2 The site profile & key findings table and any graphics to present during the training. Please note this is a very brief summary document with links to further information and not an extensive written document.



2.2 Key informant surveys with rangers & PCA management staff

The key informant surveys (KIS) will further identify the existing knowledge and capacity of rangers and managerial staff related to human rights. This primary research will help tailor course materials and activities to the local context, and build upon the findings of the site profile.



The KIS are intended to get a snapshot of information which can be probed further during the training rather than to provide exhaustive data and complex statistical analysis.



Time

1 week – data collection (c.20 mins per survey)

1 week – data analysis and adaptation of training materials (if completed in online data collection software). Allow 1-2 additional weeks if paper surveys are used for data entry, cleaning and setting up the analysis.



Team

Any team member with experience of, or training in, enumerating surveys can facilitate the interviews.



Equipment

- Laptop / tablet/ smart phone for the survey and data entry (electronic version)
- Copies of the survey, pens and notepads (paper version)
- Smart phone/ camera for taking images during the research (remember to ask permission)
- It is advised that the data is collected using an online data collection software such as KoboToolbox and mobile phones or tablets. This can be done through paper surveys but the electronic data collection method will save a significant amount of time at the data analysis phase and avoid any data entry.
- A day's training in how to use online data collection software could save up to two weeks data entry and analysis in Excel. Training videos are readily available online.



Activities

- i) Contact the ranger management body to discuss the aim of the research, gain initial consent and arrange the logistics for the KIS.
- ii) Conduct KIS with rangers and the management staff. Each interview should take roughly 20 mins to complete (see the adaptable templates in **annex 3: key informant survey questions**)



Outputs

- i) Data sets in an online data collection tool such as KoboToolbox or input into Excel.
- ii) Graphics like pie charts and bar graphs for the findings of the survey which can be added to the training slides (see section 3 which outlines what survey questions need inputting into the slides). We do not recommend preparing a full written report but if the PCA management body is interested in seeing the results these could be added to a PowerPoint.

See **annex 5 for the training presentation template.**



The KIS is structured around the following sections of sub questions. The table below shows why each section is important for the training and how it links to the site profile and the adaptation of the training slides.

Table 6: KIS question subsets

KIS Question subset	Significance to the training	Adaptation needed for the survey questions
Informed consent	Before beginning the survey, you must explain what the survey is for and gain informed consent. This section of the survey has text which can be read out loud to respondents. If they do not give consent, you should stop the interview.	This is part of your research ethics and does not need adapting.
1) Personal information	The surveys are anonymous but gathering this level of data is crucial to account for differences in literacy levels and other aspects which may impact upon accessibility of the training and gender equality. This will indicate more broadly the gender split of training participants, the language you should conduct the training in and if you need facilitators with additional local languages. It will also provide information on the roles rangers play in their day-to-day work.	If no, does another organisation you work with have these relationships and could they be part of the facilitation team? Do not start the training until discussions have been started with the management body and they are in support of offering the training to their rangers.
2) Knowledge of wildlife laws, terms of reference, code of conduct and SOPs	An understanding of rangers' jurisdictions and their awareness of them is key to them being able to implement a rights-based approach and to act within the law.	The site profile will help identify what laws etc. are applicable within the training context and the zones and permitted activities within the local PA so you can adapt this question set.
3) Rangers' perceptions	This section covers both the rights rangers uphold as duty bearers and the rights management bodies should uphold for them as citizens.	Question 3.2 may need amending to reflect appropriate equipment for the rangers' jurisdictions in laws, policies and guidelines identified in the site profile. The rest can be left as is.
4) Rangers' understanding of how human rights frameworks apply to conservation	These are scenario-based questions on human rights which rangers may experience during their day-to-day tasks. They are important for establishing a baseline of existing knowledge to ensure your training materials are aimed at the right level of understanding.	You should not need any amendments here. Some of these questions can be used as post training assessment questions as part of monitoring and evaluation of the initial learning outcomes of the training. They will also help you decide if some sections of the training can be dropped or tailored to existing knowledge.
5) Practices	These are scenario-based questions on human rights theory which are also an important baseline of existing knowledge.	The site profile should help you edit the scenario-based questions as it will give you an understanding of the types of jobs rangers do regularly.
6) Capacity development	This sub-section of questions will uncover the types of training rangers have had and what they would like further training in. It will help indicate if rangers have had any human rights training or training in community engagement.	You may want to add additional training topics to this question.

Respondents

Active rangers and managerial staff should be interviewed at patrol posts and central offices. The timings of these interviews will need to be arranged in advance to ensure the availability of the rangers who may be on patrol at certain times. The research will help inform discussions during the training. It is therefore acceptable to interview c.25 – 30% of the rangers and managerial staff. As with all research sampling you should consider gender inclusion. Globally there are generally fewer women who work as rangers but where possible including them in these interviews should be prioritised.



If you are only able to interview relatively few women, disaggregating the results may make them identifiable to the group during the training and you should therefore avoid this. This needs to be explained in the reporting.

Research ethics & data protection

We suggest that rangers are not asked to give any identifiable data and that surveys remain anonymous. This will ensure that rangers feel they are able to speak more freely and it will also help you comply with relevant data protection regulations.

Chea Bona (Sea Turtle Volunteer) and Chandara Tak (Marine Biodiversity Specialist at Fauna & Flora). Teaching volunteers about the use of camera trapping to study turtles in Polou Wai and Koh Tang Island.



Phase 3: Training

This training is an introductory training to human rights in conservation for rangers and management staff.

It can be delivered by anyone with a background in social sciences and does not require in-depth knowledge of rangers' SOPs. If the lead facilitator does not have knowledge of SOPs, it is strongly recommended that highly trained rangers are part of the facilitation team or participating in the training.

The key objectives of the training are to:

- Ensure a basic understanding of key concepts and the analytical skills to analyse situations to ensure a rights-based approach to ranger work.
- Jointly identify potential gaps in policy and practice and related recommendations through the presentation of findings from the scoping phase and participatory training exercises.

This training should not be standalone and it is anticipated that follow-on training should be offered and that human rights exercises from this manual can later be built into wider SOP training conducted at the national and or site level.

Figure 4: Tips for facilitators

A facilitator is neutral and safe

Your job is to focus on group needs, not your own.

All input is valuable

Always establish a common goal

– for example, the purpose of the training activity

Ensure everybody in the group feels heard

– directly ask quieter members of the group for their ideas, and manage more talkative members so they don't take over

“Why” is your best friend

to get to the real problem, clarify, or challenge assumptions

If conflict occurs – always dig deeper

Don't just go to a compromise to avoid awkwardness.

3.1 The training

This chapter helps outline the key activities, equipment and outputs related to the implementation of the training. The outline of the training plan is included in **annex 4**. This can be used to inform discussions with the management body and to adapt and plan for the training. The theory covered by the training, suggestions for where to adapt exercises and slides, and the facilitators notes are contained in the following section which can be used as a reference while delivering the training. They are also included in templates, links to which can be found in **annexes 5 and 6**. The training report (**annex 7**) is a key part of the training as it will include any recommendations to adapt policy and practices which have been jointly discussed during the training. This is key to longer-term collaborations between the Training Team, local organisations and the PA management body.



If the management body cannot participate in the training team it is paramount that senior or highly trained rangers are also part of the training cohorts. This will ensure a good level of knowledge of SOPs during the training.

Figure 5: Key theory covered in the training

Key theory covered in the training includes the following:

- The Golden Rule (or local equivalent)
- The Universal Declaration of Human Rights
- Duty Bearers & Rights Holders
- Background on the Chitwan Declaration
- Obligations to Respect & Protect Human Rights
- The Definition of Human Rights Violations
- Necessity, Proportionality, Appropriateness & Results of Actions
- A list of further reading covering these topics can be found in **annex 8**.



Time

2 days (per cohort of 30 rangers and managerial staff)



Team

You will need lead facilitators (up to 2) and the rest of the team should also assist with setting up the training and walking through the group exercises to ensure comprehension. To aid with the write up of the training we suggest you identify two rangers to engage as rapporteurs on each day. They will type up the activities and discussions throughout the training but still participate in the group exercises.

You can provide the rapporteurs with the facilitators notes to help with the write up.



Equipment

- A training room with appropriate numbers of chairs and space to form groups freely and facilities for disabled participants if relevant
- A projector
- Printed handouts, exercises and the training slides with the facilitator's notes (in case there are power outages)
- A generator if needed
- Pens, markers, felt tips
- Notepads for participants
- Large sheets of paper such as flipchart paper
- Tape to attach group work to the walls
- Post-it notes or small scraps of paper with tape
- Refreshments for at least one break mid-morning and lunch



Activities

The activities are listed below in the facilitators notes for days 1 and 2. They are also written up in the presentation templates in Annex 5. The templates for handouts and exercises can be found in Annex 6. Comments have been added to the templates to show where it is important to adapt to context and how to draw upon the findings from the KII's and Site Profile.

Do not give the handouts for the training slides to the wider participants until the end of the training. This will ensure participants follow the training and discussions more intently.



Outputs

- i) Printed handouts translated into the appropriate local language and with slides adapted according to the findings of the scoping phase.
- ii) Handouts and exercises translated and adapted to the context.
- iii) A written report outlining the training activity and any key recommendations which were discussed during the training which can be shared with the management body and potentially be used to inform further cooperation and funding activities.

(See annex 5 for the training presentation template, annex 6 handouts and exercises, and annex 7 the training report table of contents).

3.2 Facilitators notes

This section of the manual can be printed and used with physical training materials to support the lead facilitators. It is also included in the notes section of the presentation templates.

The slide image can be found alongside a note to the facilitator. For each slide there is a note to the facilitator explaining why the slide is included and how to adapt it. This is followed by a brief explanation of the exercises and theory, and a script that can be used or adapted. Where appropriate at the end of each note there are links to the key theory covered by the slides. This is so trainers can familiarise themselves with the reading if required.

Day 1: An introduction to human rights

Objective:

To broaden participants' understanding of the basics of human rights, including key concepts and how they relate to rangers' work.

Learning outcomes:

- I can describe the different human rights and their relevance to my work.
- I can explain why rangers are both rights holders and duty bearers.

3.2.1 Presentation slides with guidance: Day 1

Slide 1

5 minutes

Human Rights Training for Rangers

**Fauna
& Flora**
Saving Nature Together



Notes for the facilitator

You should introduce the training and give a bit of background about a connected project or funder. After that you should introduce yourself and the rest of the facilitation team.

What to say

Good morning everyone, firstly we would like to thank you for giving your time to participate in this 2-day training on human rights for rangers and management staff working in protected and conserved areas. The training is part of (insert name of the project) which works on (add a description of the project).

My name is (...). I have been working for (organisation) for (...) years. I have a background in (...). I would also like to introduce you to the rest of the facilitation team.

Before we start there a few housekeeping points to discuss. The toilets can be found (...). There will be a coffee break at (...) and lunch will be at (...). The training will hopefully finish by (...). In the case of an emergency the muster point can be found at (...).



Adaptation

No adaptation is needed for this slide. You should adapt this slide with the correct logos and information about your training. You may also wish to change the image to one which is of rangers from the local PCA.

Slide 2

5 minutes

Module 1 – An Overview of Human Rights

Objective:
to broaden participants' understanding of the basics of human rights, including key concepts and how their functions.

Learning Outcomes:

- I can describe the different human rights and their relevance to my work.
- I can explain why Rangers are both rights holders and duty bearers.



Notes for the facilitator

This slide brings the discussions about international commitments back to the local context. You will discuss some of the results from the key informant survey with rangers in relation to key areas covered by the Chitwan Declaration. You need to replace the text in italics with data from your KIS analysis.

What to say

Before diving into the training, this is a brief overview of the objective for today's training and the learning outcomes.

(Read the slide)

The training will use a combination of some theory and then participatory exercises to help consolidate the learning. We will also use a lot of open discussion. We will make sure you are aware of the amount of time allocated for each activity.

We also have a few ground rules for the training.

I ask that you all...

- Switch off phones
- Respect each other's opinion when participating in plenary discussions
- Participate as actively as possible – this is reflective learning and we need your opinions and thoughts.
- If your colleagues do not like speaking in the plenary be sure to ask their opinions and represent them in the smaller group work.
- Speak clearly and don't speak over each other.
- Keep to schedule.

Does anyone have any questions at this stage?

Slide 3

10/15 minutes

Exercise:



What do you want to gain from the course?



What are your concerns about training?

Notes for the facilitator

This exercise is part of reflective learning and the monitoring and evaluation of the training. It will help the facilitators ensure the course contents are clearly understood and set expectations. It also helps to engage trainees in the course content if they can see that their interests or concerns will be addressed.

If the training cohort has lower literacy levels consider doing this exercise in pairs or small groups and reporting back verbally with the facilitators writing the points down and grouping them.

Discuss the topics to be covered during the course and how they fit into the regrouped points raised. Put those that won't be covered in the training in a parking lot of things to come back to. If they are outside of the course contents you might like to think about asking whoever requested that topic be covered comes to talk to you. You can offer some additional resources or offer them to the whole cohort at the end of the training.

Throughout the workshop, if you're covering a point related to something raised in this hopes and concerns activity, it can be useful to point it out. This demonstrates you're responding to what is raised.

Exercise

What to say

Write down on a post-it note what you hope to gain from the course and on a separate one any concerns you have about the training. Put one thought on each post-it note. Once you have finished send them up to the front so they can be grouped by the facilitators.



Adaptation

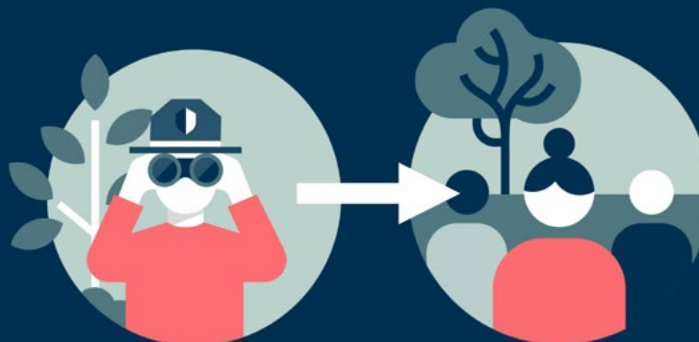
No adaptation is needed for this slide.

Slide 4

10/15 minutes

Exercise:

In your role as a **RANGER**, how do **YOU INTERACT WITH PEOPLE AND COMMUNITIES?**



Notes for the facilitator

This slide and exercise helps show the links between rangers and local communities. During the piloting in Guinea many rangers did not see their role as including community engagement however even rangers who have jurisdictions tightly linked to law enforcement still play important roles in community engagement. These discussions will help rangers begin to see the links between their roles and human rights.

During the plenary discussion the facilitator writes on post-its and then groups types of activities which are discussed.

Discuss how or why these examples illustrate how rangers support human rights or implement legislation and SOPs that support human rights. Discuss how these findings compare with the responses to question 1.8 in the key informant survey with rangers.

The facilitator should state that you will revisit these types of exercises as the course progresses as a reflective learning process.

Exercise

What to say

Talk to the person sitting next to you about how you interact with people and communities in your role as a ranger.

Now discuss with another pair.

One person per group to report back to the plenary.



Adaptation

No adaptation is needed for this slide. No adaptation is necessary but you should make a note of the responses to question 1.8 in the KIS with rangers as this can help guide discussions. You might like to set your own, culturally appropriate ground rules.

Slide 5

10/15 minutes



Notes for the facilitator

This slide and exercise help training participants to begin to discuss human rights as a collective and to share opinions and views. You will build on these discussions during the training and it helps to practice using reflective learning which might be less familiar in some contexts.

During the plenary discussion the facilitator should note ideas on post-its and group similar ones together. Discuss how they might fit into different themes or activities.

Exercise

What to say

Talk to the person sitting next to you about what human rights means to you.

Now discuss with another pair.

One person per group to report back to the plenary.

Ask additional probing questions around human rights such as if anyone can give examples of human rights that they know? Or does anyone have any ideas about what human rights might be affected by conservation?



Adaptation

No adaptation is needed for this slide.

Slide 6

5 minutes

Exercise:

How confidently can you:

- describe the different human rights and their relevance to my work.
- explain why rangers are both rights holders and duty bearers.

I can definitely do this

I can do this a bit

I can't do this

Notes for the facilitator

This slide and exercise are part of the monitoring and evaluation it will measure participants' perceived confidence in the topics covered by the training. You will repeat this at the end of the course and the difference in scores will indicate early impacts in the desired learning outcomes.

Exercise

What to say

This exercise is part of the evaluation and follow-up of the training. It is to assess the effectiveness of the training rather than yourselves.

You each have 3 different coloured papers. For each learning outcome, pick the paper that corresponds to your confidence in each subject.

So, for the first "I can describe different human rights and their relevance to my work" if you feel very confident you can do this raise the green paper, a bit confident the yellow paper and not confident the blue paper.

We'll revisit the exercise at the end of the course to see if there's a difference in your confidence compared to the start of the training.



Adaptation

No adaptation is needed for this slide.

Slide 7

5/10 minutes



Notes for the facilitator

This slide introduces the relation between rangers' roles globally and human rights. The theory section in the slides that follow below covers what the facilitators should discuss with the training cohort.

What to say

We recognise the importance of applying environmental laws, rules and regulations, and the crucial role played by rangers in conserving biodiversity.

You hold positions of trust and carry out difficult and sometimes dangerous tasks in the name of conservation, and that's something you should be very proud of. The fact that you are empowered - and sometimes armed - to uphold the law gives you an obligation to act responsibly, lawfully and in accordance with human rights standards. The human rights system allows you, as rangers, to take action to protect yourselves, as well as the natural assets that you are charged with defending and on which communities depend for their well-being and livelihoods. However, it also places certain limits on how you can do this, i.e., you must not exercise your roles in a way that infringes people's rights.

This course will look at what human rights are and how they apply to rangers and the communities they support.



Literature

Springer, J., Campese, J., and Painter, M. (2011) Conservation and Human Rights: Key Issues and Contexts. Scoping Paper for the Conservation Initiative on Human Rights. CIHR



Adaptation

This slide covers the broader work of rangers globally so you should not need to amend anything.

Slide 8

5/10 minutes

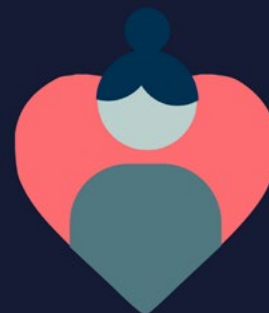
What are human rights?

The golden rule

"Treat others as you would like to be treated".

Universal Declaration of Human Rights

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood and sisterhood.



Notes for the facilitator

This slide covers the basic theory of human rights being with the golden rule and then discussing the declaration of human rights. For further reading on the theory which is covered in this slide see the link below.

What to say

The Golden Rule is an ancient ethical principle that answers this question and guides people's behaviour: "Treat others as you would like to be treated". Different formulations of the Golden Rule can be found in all the world's major religions and ethical systems. Human rights are the modern, more detailed formulation of the golden rule.

Human rights are the fundamental rights and freedoms that belong to every person in the world, simply because they are human.

Human rights apply to you, whatever your origin, age, beliefs or the way you choose to live your life.

Governments cannot choose which rights to respect. They cannot be suppressed, although they can sometimes be limited, for example if a person breaks the law, in the interests of national security or to protect the rights and freedoms of others.

All national public authorities, including civil servants, must respect, protect and fulfil human rights when planning services, developing policies and making decisions in accordance with the context.

For the training we are focusing on the UDHR but there are many other interlinked pieces of legislation on human rights such as the United Nations Declaration on the Rights of Indigenous Peoples, ILO convention 169 and United Nations Principles on Human Rights and the Environment. If your government has ratified these pieces of legislation, they are binding laws with consequences if they are ignored. Links to these are provided in the course handouts which you will receive at the end of the course should you wish to read further.



Literature

<https://www.ohchr.org/en/universal-declaration-of-human-rights>
<https://www.minfieldsandmiracles.com/Golden%20Rule.html>



Adaptation

You may wish to change the image used here if the materials are being translated.

Slide 9

1 hour



Notes for the facilitator

This is a practical exercise to learn more about the 30 rights included in the Universal Declaration of Human Rights and how they apply to rangers. It will require lots of space so all your training participants can form a circle. If weather permits it is good to do this outside to break up the classroom environment and get everyone more active.

In the plenary once you get to the point of forming a circle ask each participant to explain what their right means and how it is important to their work as a ranger. When the participant has finished, the rest of the group can discuss further and add anything relevant.

When everyone has finished, ask participants to take a step towards the middle of the circle if the right they hold is relevant to their work as a ranger. Ensure to ask open questions about why and how the rights are applicable.

All rights are more or less important, but some will have to take priority so that rangers can enforce legislation, protect the rights of communities and do their job.

Repeat the exercise in the circle but imagining that the participants are members of the community in one of the villages living next to the reserve. If they have a right that a ranger must respect and protect, they should take a step forward. Again, ensure to ask probing questions about why and how the rights they hold are important.

You should add open questions (e.g., why? How so? Can you explain that?) to the plenary discussions to get rangers to discuss how their own jurisdictions and roles could apply to human rights.

Slide 9 - Continued

Exercise

Ask the participants to form a circle. They will discuss different human rights, first in pairs, and then as a larger group.

What to say

“The Universal Declaration of Human Rights contains 30 human rights. You are not expected to remember all 30 rights contained in the Declaration. The purpose of this exercise is to emphasise that, as rangers, some rights are more important to your work”.

“Each of you will receive a card featuring a human right.

To begin with, I would like you to discuss with your neighbour what your individual right means” (5 minutes).

“Now, let’s reform in a circle”.

“I want you to imagine that you are working (so that you assume your role as a ranger). Discuss with your neighbour the importance of this right for your work” (5mins).

Plenary discussion on the definition of each right.

“Now I want you to step forwards if you believe your right is important to your work as a ranger”.

Plenary discussion about why people stepped forwards.

“Now I want you to do the same thing but imagine you are a member of the community in one of the villages next to the park. Step forward if you believe you have a right a ranger must respect and protect for the local community”.

Plenary discussion on why people stepped forwards.



Adaptation

No adaptation is needed for this slide.

Slide 10



Notes for the facilitator

The declaration of human rights includes these 30 human rights. This slide can be left on the screen during exercises as participants are not expected to remember all 30 rights.



Literature

United Nations. Universal Declaration of Human Rights [online]. Geneva: OHCHR, cop. 1996-2017



Adaptation

No changes are necessary unless you will be doing the training in another language. You should be able to find icons for the rights easily online (see the [United Nations](https://www.unhcr.org/) website for OHCHR)

Slide 11

1 minute



Notes for the facilitator

This slide introduces some of the international commitments to human rights by rangers.

What to say

Now we're going to talk a little about the rights of rangers which are protected by protected and conserved area management bodies.

There are a number of international commitments and legislation relating to the work of rangers. We are focusing on one that covers the rights of rangers and the communities they work with and protect. At the 9th World Ranger Congress in 2019, a declaration known as the "Chitwan Declaration" was approved by 550 rangers representing 70 countries.



Literature

IRF (2019) The Chitwan Declaration. 8th World Ranger Congress. International Ranger Federation. Available @ <https://www.internationalrangers.org/wp-content/uploads/Chitwan-Declaration-2019-EN.pdf>



Adaptation

No adaptation is needed for this slide.

Slide 12

5 minutes

Rights covered by the Chitwan Declaration



Improve pay, working conditions and equipment for rangers



Creating fairer employment opportunities and conditions



Improving training and learning opportunities for rangers



Promoting better representation and advocacy



Strengthening trust

Notes for the facilitator

This slide briefly explains the 5 areas which are covered by the Chitwan Declaration. See the literature links below for more details. It will help the facilitators bring in discussions about rangers' own human rights.

What to say

The Chitwan Declaration covers both the rights of rangers and those of the civilians/communities they work with. For the moment, we will focus on the rights of rangers:

Improved pay, working conditions and equipment for rangers: many rangers do their work without adequate pay, contracts, equipment or insurance, often in dangerous environments.

Improving training and learning opportunities for rangers: the work expected of rangers is varied and highly skilled. Yet almost half of them feel that they are not sufficiently trained.

Building trust and accountability: Rangers must treat people fairly, and strictly respect the law and the rights of others; to do this, they need strong guidance and leadership. The declaration emphasises the support needed to foster relationships with indigenous communities and peoples.

Creating fairer employment opportunities and conditions: there are currently not enough Rangers to do the huge amount of work that is required of them and where rangers are employed, there are often gaps in SOPs and jurisdictions to support them in their duties. In addition, there is a significant gender gap, with few female rangers in the world (3-11% globally).

Promoting better representation and advocacy: many rangers are unrepresented and the statement calls for greater support from ranger associations to promote a common voice for rangers and effective communication.



Literature

IRF (2019) The Chitwan Declaration. 8th World Ranger Congress. International Ranger Federation. Available @ <https://www.internationalrangers.org/wp-content/uploads/Chitwan-Declaration-2019-EN.pdf>



Adaptation

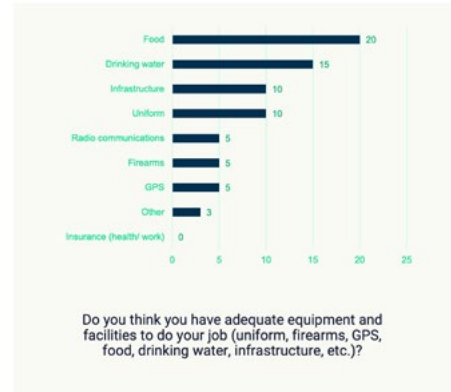
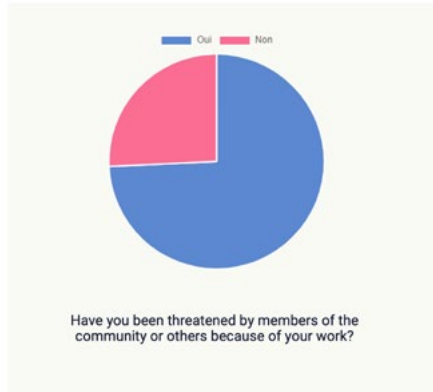
No adaptation is needed for this slide.



Improve pay, working conditions and equipment for rangers

Slide 13

5/10 minutes



Notes for the facilitator

This slide brings the discussions about international commitments back to the local context. You will discuss some of the results from the key informant survey with rangers in relation to key areas covered by the Chitwan Declaration.

You need to replace the text in italics with data from your KIS analysis.

What to say

In the research we carried out prior to this training course, we raised a number of questions relating to the rights of rangers in the Chitwan Declaration.

(...)% of those surveyed had been threatened by members of the community. This is higher than the averages of the WWF survey on the rangers' perceptions in Africa which is 42%. What does this mean for the rights of rangers? Does anyone have any recommendations we can discuss to make this better?

The graph shows what equipment rangers were satisfied with. The equipment which was most lacking was (...). How might not having the right equipment impact your human rights? Does anyone want to explain why or talk about the equipment you're missing? Does anyone have any recommendations we can discuss to improve gender equality in the local ranger workforce?



Literature

Key Informant Survey with rangers before the start of training; Singh, R. and Lee, R. (2016) Ranger Perceptions Africa. WWF; Belecky, M., Singh, R. and Moreto, W. (2019). Life on the Frontline 2019: A Global Survey of the Working Conditions of Rangers. WWF.



Adaptation

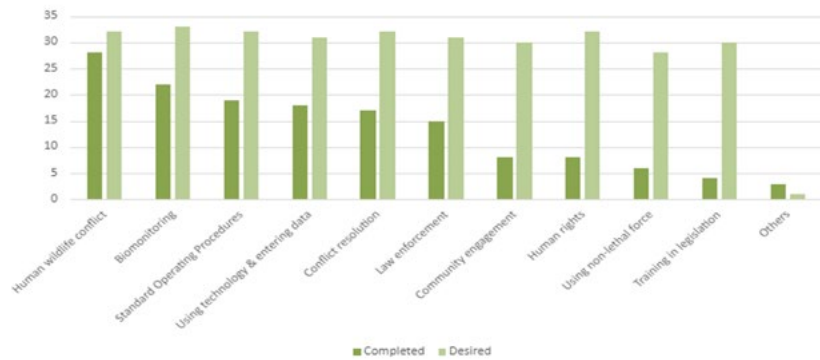
You will need to adapt the pie chart and graph in this slide and the figures you discuss to show the results from questions 3.1 and 3.2 in the key informant survey you undertook with rangers in phase 2.

Slide 14

5/10 minutes



Improve training and learning opportunities for rangers



Notes for the facilitator

This slide continues the discussions about international commitments in relation to the local context. Encourage trainees to think about and discuss what this means, for rangers and for progress against the Chitwan declaration.

What to say

At the end of the key informant survey, rangers were asked about the training they had received in the past year (dark green) and about the training they would like to receive (light green). The graph shows that there is “e.g., strong demand for all the types of training discussed, including topics covered last year and those for which relatively few people have received training in the past year”.



Literature

Survey of rangers before the start of training.



Adaptation

You will need to adapt the graph in this slide and the results you discuss to show the findings from questions 6.1 and 6.2 in the key informant survey you undertook with rangers on phase 2.



Creating fairer employment opportunities and conditions

Slide 15

5/10 minutes



Male

60%

Female

40%

Notes for the facilitator

This slide continues the discussions about international commitments in relation to the local context. You need to contextualise the slide and discussion points in italics with the findings from your KIS and site profile.

What to say

(...)% of rangers are women in (your location).

Globally, between 3% and 11% of rangers are women. Women can play an important role, particularly in the arrest of women, research or community engagement. Make the comparison with the figures from your research. What does this mean for rangers work in (...)? Are there any plans to increase the numbers of female rangers (if there aren't many)? What might be needed in order to increase female recruitment levels?



Literature

Seager, J. (2021) Working Towards Gender Equality in The Ranger Workforce: Challenges & Opportunities. Universal Ranger Support Alliance (URSA); Appleton, M.R., Courtiol, A., Emerton, L. et al. Protected area personnel and ranger numbers are insufficient to deliver global expectations. Nat Sustain 5, 1100–1110 (2022).






Adaptation



This slide needs adapting to show the number and percentage of male and female rangers in the local ranger force. You should be able to find the percentages of male and female rangers from your Site Profile.

Slide 16

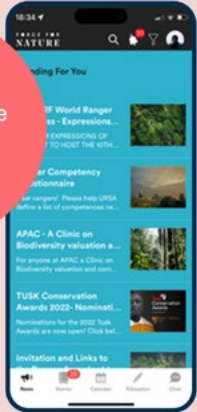
5 minutes

 **Promoting better representation and advocacy**

  INTERNATIONAL RANGER FEDERATION

  African Ranger CONGRESS

News
Stay up to date with relevant conservation news



Notes for the facilitator

This slide continues the discussions about international commitments in relation to the local context. Ask if anyone knows of any others, and what they are doing in the region.

What to say

There are organisations that represent rangers at national and international level. These organisations have been set up to ensure that rangers receive the support they need. Here are some examples of organisations that represent rangers internationally.



Literature

<https://www.forcefornature.org/rangers>; <https://www.gameranger.org/>
<https://www.internationalrangers.org/>
<https://www.ursa4rangers.org/>



Adaptation

Check for other locally appropriate NGOs and consortiums representing rangers within the training region to add to this slide.

Slide 17

1 minute



Notes for the facilitator

This slide introduces the concepts of rights holders and duty bearers. The theory is from the literature listed below.

What to say

Everyone has rights. Those responsible for ensuring that rights are respected are known as “duty bearers”. Historically, states and national governments have been primarily responsible for enforcing obligations. This also includes people who work for the state in positions such as judges or lawyers, politicians or people who work in the civil service, people who work in the police or fire service and rangers (animated slides).

International human rights conventions, such as the Universal Declaration of Human Rights, are addressed to states; it is the states that ratify and assume responsibility for compliance with these conventions. These conventions are then adopted into treaty law and laws governing rangers’ work. Can anyone think of some examples of laws which cover how you as rangers must act?

As rangers, your work represents the State and the legislation it has ratified.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg.

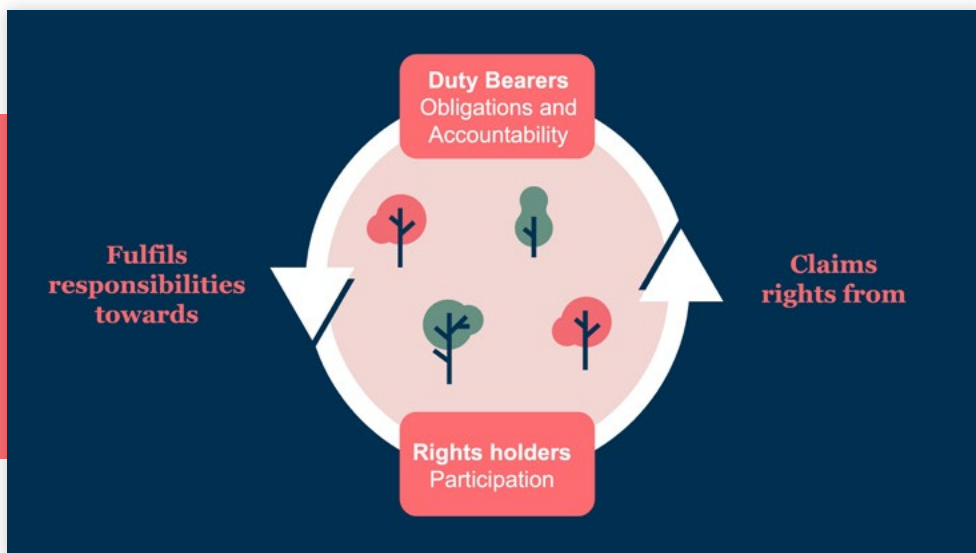


Adaptation

No adaptation needed outside of checking the translation and use of locally appropriate terms. You should refer to the scoping phase and local legislation which covers rangers work to help with the plenary question during the discussion for this slide.

Slide 18

1 minute



Notes for the facilitator

This is a continuation of the theory on rights holders and duty bearers. The flowchart is to explain interactions between rights holders and duty bearers and their roles and responsibilities.

What to say

The theory of rights holders and duty bearers enables you to understand which rights are of interest to you and who is responsible for respecting and protecting those rights.

When we talk about rights holders, we are referring to the rights of every person, whatever their religion, race, friends, gender, etc.

Duty-bearers are those who have a duty to respect, protect and fulfil people's rights. The primary duty-bearer is the State, which signs/ratifies international human rights treaties. When we work for the State, it gives us these same responsibilities.



Literature

<https://www.slideserve.com/kiaria/human-rights-and-human-rights-based-approach-to-country-analysis>



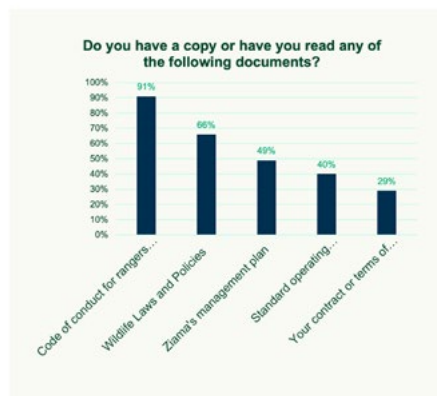
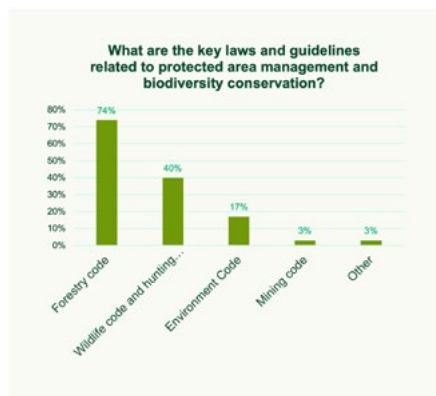
Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 19

5 minutes

Legislation and guidance supporting rangers



Notes for the facilitator

This is a continuation of the theory on rights holders and duty bearers. This slide lists the national legislation which is most relevant to local rangers and their day to tasks. They need to follow this legislation and it is taken into account when the wildlife service creates standard operating procedures, associated training and terms of reference.

What to say

In your roles as rangers, you are duty bearers. This means you need to uphold the national laws related to conservation and your day-to-day tasks. The national laws are designed to uphold your States commitments to other international laws like the UDHR or other international protocols. By upholding these laws in your roles as rangers, and during your daily tasks, you are therefore taking a rights-based approach to conservation and respecting, protecting and fulfilling the rights of the people you interact with.

We are not going to go into in depth discussions about the contents of the national legislation but this is a list of the key legal text which you uphold and are trained on. Many of you were also asked about these texts in the baseline survey which took place before the training and the graphic on the slide shows the percentages of rangers who were able to identify the different texts as being related to their work.



Adaptation

The slide needs to be adapted to include the legislation identified during the scoping phase and the responses to question 2.1 and 2.2.

Slide 20

15/ 20 minutes

Exercise:



Notes for the facilitator

This slide covers a participatory exercise to consolidate the learning on rights holders and duty bearers. When you ask the questions listed above ensure you ask why and use probing questions to get further discussions going.

What to say

Ask the following questions in plenary and discuss.

- A civilian has human rights - are they a rights-holder or a duty-holder obliged to protect human rights? Answer: rights-holder (although depending on their job they might also be a duty-bearer, e.g., a government worker, or police officer)
- Does a ranger have human rights or are they a duty-bearer obliged to protect human rights? Answer: Both. Ask for feedback on why.
- Who has more human rights? Answer: We all have equal human rights. Being in a role such as a ranger implies that you have obligations to respect and protect peoples' human rights. It allows you limit certain rights in specific circumstances but that does not mean you have more rights than the next person. Ask for feedback.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 21

20/ 25 minutes

What human rights are applicable to the daily life of your group?
What are the group's [responsibilities/obligations] to respect and protect those rights?



Notes for the facilitator

This exercise continues to consolidate the learnings on duty bearers and rights holders through participatory exercises. You should listen to the responses given to check understanding, and correct or highlight key learning points as necessary.

Exercise

What to say

Human rights, which imply both rights and obligations, create an environment in which all people can live in dignity. Human rights impose different rights and obligations on individuals and on states or duty-bearers such as Rangers.

I'm going to ask you to discuss in groups how human rights help you in your daily life/ work. You will be divided into the following groups which you'll need to imagine:

- Individuals (civil society or members of the community with whom you work).
- CFZ (Protected Area management body).
- Rangers (private individuals and professionals).

Please discuss which human rights are applicable to the daily life of your group, and what are the group's obligations to respect and protect those rights.

You will need to nominate one or two members of your group to present back to everyone the answers you've come up with to the 2 questions.

You have 15 mins for the discussions within your groups and then each group will have 3 minutes to present back to everyone on the 2 questions.



Adaptation

Change the management body logo to one represented by the trainees, or be clear you're using a fictional one. If translating the slides ensure the use of locally appropriate terms. Adaptation is needed to be in line with legal definitions. For government employed rangers you need to discuss rangers' **obligations**. Where rangers are employed by private entities you should discuss rangers' **responsibilities**.

Slide 22

10 minutes

Exercise:

How confidently can you:

- describe the different human rights and their relevance to my work.
- explain why rangers are both rights holders and duty bearers.

I can definitely do this

I can do this a bit

I can't do this

Notes for the facilitator

This exercise is part of the monitoring and evaluation of the training.

You will be repeating the same exercise used at the start of the training to see if there is a change in perceived confidence related to the learning outcomes. This will show early impacts of the training. You might want to record roughly what proportion of trainees respond with each colour, and how this compares to the morning. Ideally, more will be holding up green or yellow cards than at the start of the day.

Exercise

What to say

We'll revisit the exercise from the start of the course to see if there's a difference in your confidence compared to the start of the day. Remember this is anonymous. The exercise is to evaluate the training materials and not a reflection of your own knowledge and skills.

Do you each have 3 different coloured papers? Let's do it again like this morning...



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

3.2.2 Presentation slides with guidance: Day 2

Objective:

We are often confronted with difficult situations. This training aims to guide rangers with the right questions to ask to ensure a right-based approach. These questions provide a checklist of “good questions” to identify the most important aspects of these situations, and then to weigh and balance the interests before making a rights-based decision.

Learning outcomes:

- I can identify a human rights violation
- I can make decisions based on a balance between human rights and respect for the law (necessity and proportionality)
- In my day-to-day work, I can identify human rights risks.
- I can identify the actions the Rangers need to take to protect human rights.

Slide 1

5 minutes

Human Rights Training for Rangers

**Fauna
& Flora**
Saving Nature Together



Notes for the facilitator

As you will have spent the previous day with the training cohort this is just a quick recap of who is who and the housekeeping like toilets, breaks and emergency procedures. You might want to ask a few people what they can remember from the previous day as an icebreaker.

What to say

Good morning everyone, welcome back to day two of the training.

As a quick reminder my name is (...) and the other members of the facilitation team includes (...).

Before we start here is a quick recap of the housekeeping points. The toilets can be found (...). There will be a coffee break at (...) and lunch will be at (...). The training will hopefully finish by (...). In the case of an emergency the muster point can be found at (...).



Adaptation

No adaptation is necessary.

Slide 2

5 minutes

Module 2 – Respecting and Protecting

Objective:

We are often confronted with difficult situations. This training aims to guide rangers with the right questions to ask to ensure a rights-based approach. These questions provide a checklist of "good questions" to identify the most important aspects of these situations, and then to weigh and balance the interests before making a rights-based decision.

Learning Outcomes:

- I can identify a human rights violation
- I can make decisions based on a balance between human rights and respect for the law (necessity and proportionality).
- In my day-to-day work, I can identify human rights risks.
- I can identify the actions the Rangers need to take to protect human rights.

Notes for the facilitator

This slide allows you to introduce the training agenda and recap on the ground rules for the training. You might want to adapt the ground rules to the local context; be sure to be consistent with what rules you used in day 1.

What to say

Before diving into the training, this is a brief overview of the objective for today's training and the learning outcomes.

(Read the slide)

The training will use the same combination of theory and participatory exercises to help consolidate the learning like yesterday. We will also use a lot of open discussion again.

Just to recap our ground rules for the training are that we ask you all to...

- Switch off phones.
- Respect each other's opinion when participating in plenary discussions.
- Participate as actively as possible – this is reflective learning and we need your opinions and thoughts.
- If your colleagues do not like speaking in the plenary be sure to ask their opinions and represent them in the smaller group work.
- Speak clearly and don't speak over each other.
- Keep to schedule.

Does anyone have any questions at this stage?



Adaptation

No adaptation is necessary.

Slide 3

10 minutes

Exercise:

How confidently can you:

- identify a human rights violation
- make decisions based on a balance between human rights and respect for the law (necessity and proportionality).
- identify human rights risks in my day-to-day work .
- identify actions rangers need to take to protect human rights.

I can definitely do this

I can do this a bit

I can't do this

Notes for the facilitator

This exercise is part of the monitoring and evaluation of the training.

Using the same self-assessment technique, as the previous day, you'll ask trainees to rate their confidence related to the learning outcomes. You can then repeat this at the end of the day to monitor progress made against the learning outcomes.

Exercise

What to say

Using the coloured cards like yesterday, we want to understand your confidence in today's learning outcomes. Remember this isn't being recorded. The exercise is to evaluate the training materials and is not a reflection of your own knowledge and skills.

Do you each have 3 different coloured papers? Let's do the exercise again like yesterday but for today's learning outcomes...



Adaptation

No adaptation is necessary unless you have amended the course contents.

Slide 4

10 minutes

What are the rangers' [obligations/ responsibilities]?

[Obligation/ Responsibility] to respect:

Rangers must refrain from any illegal or disproportionate actions.

[Obligation/ Responsibility] to protect:

Rangers are obliged to take administrative, legislative and/or judicial measures to protect human rights so that people can fully enjoy their rights.



Notes for the facilitator

This slide explains what rangers' obligations are to respect and protect rights.

What to say

Before you click through the text on the slide begin by asking the following question in plenary: "As rangers, what are our [obligations/ responsibilities] with respect to human rights? Can anyone give us some examples?"

When you have finished discussing together, put the definitions on the screen and ask if they correspond to the discussions.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; <https://www.ohchr.org/en/instruments-and-mechanisms/international-human-rights-law> ; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

Adaptation is needed to be in line with legal definitions. For government employed rangers you need to discuss rangers' **obligations**. Where rangers are employed by private entities you should discuss rangers' **responsibilities**.

Slide 5

10 minutes

What is a human rights violation?

- Rangers may have to limit human rights when a crime has been committed in order to uphold the law.
- Legally the following are examples of where rights could be limited
- In the interests of public safety, public order, public morality, public health or general public interest among other rights.
- The limitation becomes a violation if the action is not founded on legal grounds or if the action is arbitrary/disproportionate.
- Most human rights can (or must) be limited in order to uphold the law.
- There is no single correct answer and the question needs to be examined on a case-by-case basis.

Notes for the facilitator

This slide covers what constitutes a human rights violation.

Exercise

Before clicking through the notes on the slide ask “How would you define a human rights violation in the context of rangers/ law enforcement?”. The facilitator/s should record and write on a flipchart the key points which are raised and ask clarifying questions or whether anyone wants to add anything or give examples from their own work experience. Then show the slide and discuss what human rights violations are, you might use the text below at this point:

What to say

There is a distinction between the limitation of human rights and their violation. Any limitation of a human right is not necessarily a violation of that right. Rangers may limit the human rights of suspects in order to enforce the wildlife law. Most human rights can (or should) be limited, in certain circumstances, because limiting them protects the general public. Some legal documents structure human rights in such a way as to allow limitations in certain circumstances. Whether or not an action constitutes a violation of human rights depends on various factors relating to the situation and must be examined on a case-by-case basis - we'll look at some examples together today

There are a few things or questions that need to be considered when deciding whether a situation is a violation of rights, and we'll discuss them one by one.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

No adaptation is necessary.

Slide 6

5 minutes

What is meant by
necessity and
proportionality in the
field of human rights?



Notes for the facilitator

This slide introduces the concept of proportionality through the use of everyday idioms like swatting a fly with a sledgehammer or cracking a nut with the sledgehammer.

What to say

The basic idea of proportionality is expressed in everyday expressions such as “don’t swat a fly with a hammer”. It’s about establishing an appropriate relationship between the means or methods used and the objectives pursued. What is the least intrusive way of achieving the desired result?

The principles of necessity and proportionality are complex, but can be reduced to a simple maxim - the Golden Rule - which applies to all human rights: “Treat others as you would like to be treated”. Linking the principles of necessity and proportionality to the golden rule helps us to think about empathy and sensitivity towards others.

Doing what is required by the principles of necessity and proportionality is a major challenge for you as rangers, especially in stressful and even dangerous situations. It is essential to internalise the principles by applying human rights concepts in everyday work and by continually reviewing your knowledge, skills and attitude to human rights, as well as holding each other accountable.

Your SOPs and the laws governing your work as rangers outline how you should behave and what you should do to uphold human rights. If you follow these procedures and laws, you will ensure you are abiding by the principles of necessity and proportionality. Failure to do this can result in legal consequences for you as rangers. Can anyone think of an example of a case where a ranger was disciplined? It could be from another context or country. Do you think necessity and proportionality were observed? (If no one gives examples make sure you have some of your own examples to discuss).



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

No adaptation is necessary, unless there is a more common phrase/idiom than the fly swatting one used here.

Slide 7

5 minutes

The need for action...

What needs to be done to achieve the objective?
What is the least intrusive or damaging, yet effective, action to take?



Notes for the facilitator

This is the first of three slides covering questions to ask on a case-by-case basis to help identify if actions and results are justified and support a rights-based approach. These questions will be put into practice using case studies shortly. It might be helpful to have a very simple example situation you can share in case nobody speaks up; however, make sure you leave plenty of time for people to think and get the confidence to speak up and provide the example yourself only as a last resort.

What to say

Necessity of action - An action must not go beyond what is strictly required by the circumstances and what is needed to achieve the objective. Actions should be the least intrusive and the least harmful, but always effective. Unnecessary or excessive action is disproportionate and should be avoided. This will protect human rights and ensure you are also operating within the law.

To determine necessity and proportionality, ask the following questions:

- What needs to be done to achieve the objective?
- What is the least intrusive or damaging, yet effective, action to take?

Exercise

Ask if anyone can share an example of a situation where these questions could be asked relating to the need for action.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

No adaptation is necessary, unless there is a more common phrase/idiom than the fly swatting one used here.

Slide 8

5 minutes

Appropriateness of the action...

Are the actions appropriate to achieve the desired result?



Remember that inappropriate actions are considered ineffective and disproportionate.

What to say

The appropriateness of action - The actions selected must achieve the desired objective. Actions that fail to do so may be considered ineffective and disproportionate. As before this will protect human rights and ensure you are also operating within the law.

To determine the appropriateness of the action, we can ask the following question:

Are the actions appropriate to achieve the desired result? Put another way, are they likely to lead to the outcome we want?

Exercise

Ask if anyone can share an example of a situation related to the appropriateness of the action where these questions could be asked.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 9

5 minutes

Results of the Action...

Are the results of the action justified in order to achieve the result? The consequences of inaction also need to be considered.



Don't forget that if the action harms people more than it benefits them, it should be avoided.

What to say

The results of the action - The actions selected must be justified because they will help achieve the desired objective. Actions that fail to do so may be considered disproportionate, would be abusing human rights and break the law.

To determine the appropriateness of the action, we can ask the following question:

- Are the results of the action justified in order to achieve the result (are they over the top)?
- What would the consequences of doing nothing be?
- Remember that any action which causes more harm than good should be avoided, because it's disproportionate and cannot be justified.

Exercise

Ask if anyone can share an example of a situation where these questions relating to the results of the action could be asked.



Literature

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg; OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 10

5 minutes



Case studies

Notes for the facilitator

This exercise is to put into practice the theory covered on day one and today so that rangers can identify poor practice, human rights violations and recommendations to improve practice. You will start with a case study to work through in the plenary. This will show the participants how to do the follow-on group exercise which uses the same format and questions. Practice, human rights violations and recommendations to improve practice. You will start with a case study to work through in the plenary. This will show the participants how to do the follow-on group exercise which uses the same format and questions.

Exercise

As a whole group, look at a case study together.

What to say

We are going to look at a case study to start to apply these principles of proportionality and necessity to some real-life scenarios. To start with we will work through an example case study all together. We will read through the case study and then based on the information available we will try to answer some questions together.

Case study (READ ALOUD)

A member of the community is selling animal parts from a threatened species at a market. The suspect is believed to be under the influence of alcohol.

The management body is informed of the activity by a local informant.



Adaptation

You will need to review this (and the subsequent) case studies to ensure they are applicable locally. The case studies need to be based on activities which are covered by rangers' jurisdictions. You can use your findings from the Site Profile and discuss with the local management body for the protected area to ensure the case studies are relevant. Some may only need slight amendments while others may need to be dropped. For example, if rangers do not operate check posts you would not use that case study.

Slide 11

30 minutes

Group exercise

- Discuss the scenario:
- What human rights are applicable in this situation?
- How would you assess the reaction of the rangers? Proportionality (think about the fly and the hammer)/ Necessity/ Appropriateness/ Results
- Did the rangers limit the human rights applicable in this situation? **If so, how?**
- Is there a violation of human rights? **If so, how?**
- Think about other ways of managing this situation **while protecting human rights**. What other options could the rangers have? Make the link with your standard operating procedures.
- Draw up a list of potential risks, necessary support and shortcomings identified during the discussion.
- Provide recommendations based on your discussions relating to the respect and protection of human rights.

Exercise

Trainees will discuss the questions on the slide in relation to the case study you've just read together. They will then feed back to the whole group in plenary, and you as facilitator will check they've understood the instructions and are discussing the right kind of things.

What to say

Having read the case study together we will now work as a group to discuss the following questions as seen on the slide.

First question 1: What human rights are applicable in this situation? I'd like you to take a few minutes in pairs to discuss just that one, and then we'll talk about it all together. [3-4 minutes]

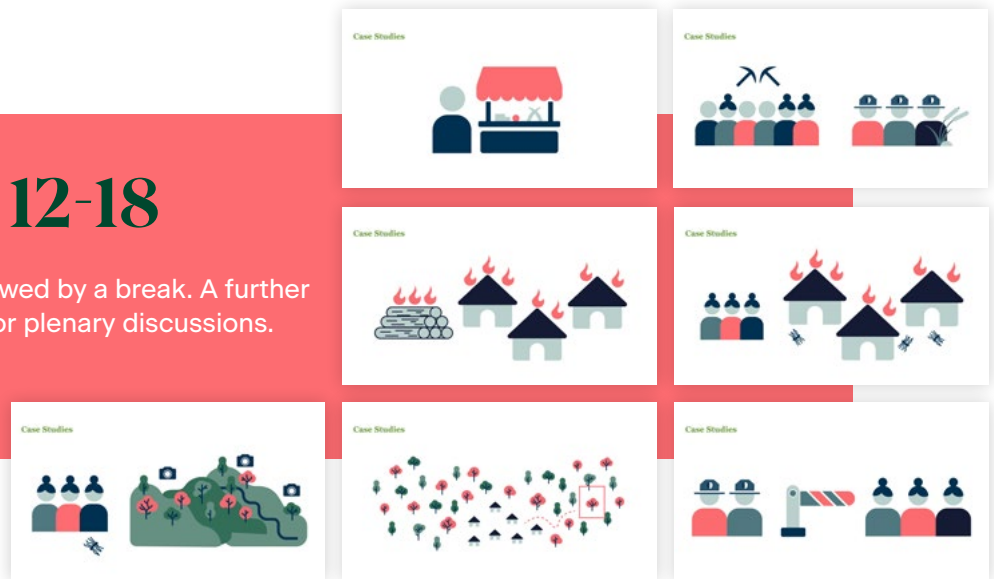
Question 2: [as above] ...

(Work through the questions one by one in this format, so everyone has some time to think and discuss very briefly, and then bring everyone back together into plenary and ask for 1-2 people to answer the question. As they respond, guide and correct as necessary, and point out when you see people applying the concepts well).

The management body is informed of the activity by a local informant.

Slides 12-18

1 hour for group work followed by a break. A further 1 hour after the break for plenary discussions.



Notes for the facilitator

Slides 12-18 are the case studies which you will distribute for the group work. This activity has the same format as the exercise you just completed in the plenary for slide 10 and 11. You will give each group a different case study along with handouts containing the image, questions and the image with the icons for the declaration of human rights. This group exercise will help consolidate learning on human rights violations and how to interpret and react in different situations.

You will need to decide upon the number of groups depending on how many case studies you intend to use and the number of participants you want in each group. This should be done in advance to ensure the smooth transition into the groups. We recommend going around the participants and numbering each 1-6 (or up to the maximum number of groups you want to split them off into).

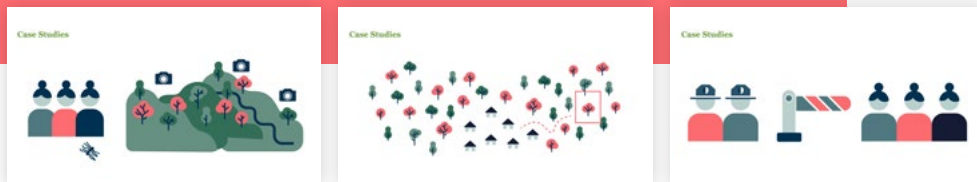
Ensure that training cohorts with lower literacy have at least one person who is confident to write down the groups' discussion points.

During the group discussions the facilitators should move between the groups ensuring they comprehend the exercise and helping with any clarifications.

When you return to the plenary session be sure to ask probing questions to further the discussions like questions starting with how or why...?

Slides 12-18

Continued



What to say

In a minute I will split you into (...) groups but first I will explain the process so please nobody start moving yet.

I am going to give you each a number 1-6. Once all the cohort has been assigned a number you should split into your assigned groups. We will distribute the groups with a case study per group, the exercise questions, the 30 rights of the declaration of human rights, pens and paper. You need to read your groups case study and work through the questions as a group, discussing each question and coming to an agreement on the answers. You will have one hour to do your case study so do get into the details.

Within your groups nominate 1 writer and 1 or 2 people to present back the main points raised in your discussions. Each group will have 5 minutes to present when we re-join the plenary followed by 5 minutes discussion.

When you return to the plenary: Use the slides as a backdrop to each group's presentations

What to say:

A quick reminder each group will have 5 minutes to present the main points raised in the group exercise and then 5 minutes for the whole group to discuss together and ask additional questions and have discussions. Who would like to go first?



Adaptation

As above check the relevance of the case studies and amend if necessary. Each slide relates to a different case study which will be given individually to the groups. The timing might also differ depending on the number of groups; aim for around 10 minutes discussion per case study in plenary.

Slide 19

45 minutes
(30 minutes for the
exercise and 15 for
plenary discussions)



Notes for the facilitator

This exercise is to catalyse on the learning outcomes and put in place some initial steps and recommendations to improve longer term impacts of the training. Together the training cohort will be identifying key recommendations and support needed for a rights-based approach.

When each group has finished presenting invite the other groups to contribute additional elements or points of divergence. Do not ask each group to make a full presentation, as this is too time-consuming.

At the end of the plenary session, explain that the results of this exercise could help to define future training or support for operational planning.

Exercise

What to say

We are going to do another group exercise but please do not move yet and I will explain the process. In your groups from the previous exercise, I would like you to discuss the following questions. Groups 1, 2 and 3 will focus on community rights and the other groups on rangers' rights.

Community rights:

- Q How can protected and conserved areas or national parks threaten human rights?
- Q How can rangers mitigate these risks to ensure that they respect and protect fundamental human rights of communities?

Ranger's rights

- Q How can the human rights of rangers be threatened?
- Q What additional support can rangers receive to mitigate these risks and ensure that their fundamental rights are respected and protected?

You will have 30 minutes for the group discussions and then 3 minutes for each group to present back to the plenary. As with the previous exercises we will give you handouts with the questions, pieces of paper and pens to write or draw your answers. You will need one person to do the note taking / drawing and one or two people to present back to the plenary.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 20

10 minutes

Support needed to uphold rangers rights - Chitwan Declaration Recommendations



Legislation and guidelines covering the jurisdictions of rangers



A clear mandate for the rangers



Training in standard operating procedures for rapid, rational decision-making



The provision of appropriate equipment to support the rangers' standard operating procedures

What to say

These are some of the support measures that have been prioritised by the International Rangers Federation (IRF), which are included in the Chitwan Declaration. These recommendations are based on WWF's global survey of ranger perceptions.



Literature

IRF (2019) The Chitwan Declaration. 8th World Ranger Congress. International Ranger Federation. Available @ https://www.internationalrangers.org/wp-content/uploads/Chitwan-Declaration_2019_EN.pdf



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 21

10 minutes

Support needed for rangers to uphold community rights - Results from the survey with Rangers



Regular refresher training for rangers on standard operating procedures and other aspects of training that support a rights-based approach.



Training communities in human rights with the support of the management body and NGOs such as <<...>>



Ensure that the rangers have visual reminders of access restrictions in protected areas and standard operating procedures at patrol posts.



Understand what equipment is missing to fully support the standard operating procedures of the rangers



Priority given to the integration, recruitment and deployment of female rangers for a more inclusive workforce and community engagement

Notes for the facilitator

You will need to ensure these recommendations reflect your findings and recommendations from the KIS with rangers. When you have presented the slide ask the training participants if they have any comments or reflections which they would like to share.

What to say

Here are the key recommendations based on the results of the survey with rangers in (insert training location).



Adaptation

This slide needs to be adapted to the recommendations which can be drawn from the site profile and key informant survey with rangers.

Slide 22

30 minutes

Exercise

What additional support do you need to support your rights as a ranger and the rights of local communities?



Notes for the facilitator

After the group work, stick the sheets on the wall and ask one group to present the key points in plenary, then invite the other groups to contribute additional elements or points of divergence. Don't ask each group to make a full presentation, as this can be too time-consuming.

At the end of the plenary session, explain that the results of this exercise could help to define future training or support for operational planning.

A sledgehammer or cracking a nut with the sledgehammer.

Exercise

What to say

This exercise is about an ideal world where money and resources are readily available. In that case, what additional support would you like to see to improve respect for human rights in your organisation?

In the same groups as we used for previous exercises, discuss the support you need for the following topics:

- Legislation and guidelines
- Training
- Equipment
- Gender equity
- Other

Draw or write down the support you need and classify them in order of importance (1,2,3...) on the paper we hand out, to present to the plenary.

You have 15 mins for the exercise and then 3 minutes for each group to present the 3 main points.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 23

5 minutes

Have we addressed your hopes and concerns?



What do you want to gain from the course?



What are your concerns about training?

Notes for the facilitator

Go through each of the group's topics raised on the previous day which are still pinned to the wall in the training room. Discuss how they have been covered. When you have finished ask if anyone has any final questions?

What to say

We are going to quickly revisit the exercise we did yesterday on your hopes and concerns for the training to discuss whether we met your expectations and if there is anything else we need to cover.



Adaptation

No adaptation needed.

Slide 24

10 minutes

Exercise:

How confidently can you:

- identify a human rights violation
- make decisions based on a balance between human rights and respect for the law (necessity and proportionality).
- identify human rights risks in my day-to-day work .
- identify actions rangers need to take to protect human rights.

I can definitely do this

I can do this a bit

I can't do this

Notes for the facilitator

This exercise is part of the monitoring and evaluation of the training.

You will be repeating the same exercise used earlier in the day to see if there is a change in perceived confidence related to the learning outcomes. This will show early impacts of the training. You might like to note the proportion of people who answer yellow and green, and compare it with the morning's results. Ideally you are looking for an increase in confidence within the group.

Exercise

We'll revisit the exercise from this morning to understand your confidence in today's learning outcomes. Remember this isn't being recorded against you. The exercise is to evaluate the training materials and is not a reflection of your own knowledge and skills.

Do you each have 3 different coloured papers? Let's do the exercise again like this morning...



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.

Slide 25

15 minutes

Test



Notes for the facilitator

We suggest you do a short multiple-choice test to understand how well the learning outcomes have been understood, and going through the answers provides another opportunity for learning. The test is anonymous and results can be compared with the key informant survey with the rangers' findings after the training for reporting purposes. This exercise therefore also forms part of the monitoring and evaluation of the training. You can find examples of test questions in annex 6.

When going through the answers, explain why each answer is correct or incorrect, ideally in a slightly different way to how it was phrased in the training. You can also ask people who got the answer right to explain it in their own words, and invite anyone who is still unsure to ask further questions.

Exercise

What to say

In a moment we will pass around some multiple-choice tests based on the learning outcomes of the training. The tests are anonymous and are to understand the effectiveness of the training. They are based on some of the questions which were in the key informant survey which many of you did before the training to help us establish what should be covered in the course. Please can you complete the test and pass it back to the facilitators. Do not write your name on the tests. If you have any issues understanding any of the questions, please let us know and we will come and assist you.

You have 15 minutes to complete the test.



Adaptation

Provided you have not changed the course contents no adaption should be needed.

Slide 26

10 minutes



Notes for the facilitator

This exercise is part of the monitoring and evaluation of the training materials and content. The exercise uses reflective practice to understand participants satisfaction with the training. The findings from this exercise will help with improving the materials for future iterations. Using sticky dots makes it more anonymised. You can also add more options (e.g., quite happy) if you like, but further comments are strongly encouraged.

Exercise

What to say

We have stuck a few sheets of paper on the wall. Please indicate how satisfied you were with the training material and content covered over the two days of the workshop. If you were very satisfied, place your sticker/post-it/mark under the happy face. If you were not at all satisfied with the content, put a sticker/post-it/mark under the sad face. This is a continuum, so the happier you were, the further to the left you place it, and the less happy you were, the further to the right you place it.

We'd also like you to write suggestions for improvement on the next sheet and what you liked on the last sheet.



Adaptation

No adaptation needed. If translating the slides ensure the use of locally appropriate terms.



Annexes

Annex 1: Implementation plan for the training (Excel file available [here](#))

Modules and key activities	Team members	Outputs	Timeline	Week 1	Week 2	Week 5	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 15	Week 14
Module 1 Preparation																	
1.1 Feasibility assessment	(List names)	Completed table and decision proceeding	Week 1														
1.2 Training team selection and work planning		Training team selected and trained. Work plan completed	Week 1														
1.3 Monitoring and evaluation		Key performance indicators and means of verification are identified to demonstrate the effectiveness of the training	Week 1														
Module 2 Scoping																	
2.1 Review of existing information. Policies and guidelines		Literature review key findings	Week 2														
2.2 Key Informant Interviews with rangers and the management body		Priority human rights impacts & capacity building areas identified	Week 3 and 4														
Module 3 Training																	
3.1 The training plan		Training plan and course outline	Week 5														
3.1 Adapting training materials with case studies		Training materials with context specific case studies	Week 5 &														
3.2 Implementing training		Post training report & assessments	Week 7 & 8 (30 rangers & management body staff max. per cohort; 2 days of training per cohort)														
3.3 Training report		As above	Week 9														
3.4 Plan for follow-up training and training of trainers		Follow-up training plan	Week 10														

Annex 2: Site profile & key findings template

This is designed to complement the teams existing knowledge of the project area to ensure the training is appropriate to issues rangers face locally. The site profile will help develop the questions to go into the key informant survey with rangers and the post training assessments. It can be filled in by doing a simple internet search through a search engine such as Google, Google Scholar, Microsoft Edge etc. Where potential sources are well known they have been indicated in the source column. Please note these sources are not exhaustive and can be added to with other references. This is intended to be a very brief summary document with links to further reading. Bullet points will suffice for the key findings.

A brief summary should be added to the key findings box below each topic.



Wherever possible key findings should focus on the local area where the rangers work. If that data is not available the sources in the table below include international and national level information.

Labour rights are more relevant than you might think. Any information you are able to source on this will be key when discussing about the right to social welfare and Rangers' own rights which need to be protected by management bodies.



Topic	Source (Non-exhaustive suggestions for international level data - try to start with internet searches for the local context first - add any additional sources used)
Protected area information and map	This will need to come from the local management body or it may be written up in other project documents. You should include a map with the different zones of the PCA and related restrictions as this is needed for the ranger survey in addition to presentation slides.
Key findings: - Map - Bullet points and write up in full if required	
Local policies, guidelines, protocols, standard operating procedures for security provisioning	These will need to be shared by the management body. Also see human rights sources for lists of ratified international protocols. Also refer to any national level projects Environment and Social Management Plans (ESMP) which include sections on legislation (e.g., GEF, World Bank, Blue Action Fund or KfW funded projects).
Key findings: - Bullet points and write up in full if required	
Local and national recent history of conflict and violence	Global conflict tracker , Crisis Group , The UK government foreign travel advice and local media reports.
Key findings:	
Local and national recent history of human rights abuses	US State Department country reports , Human Rights Watch annual reports , Amnesty country reports and local media reports.
Key findings:	
The presence of armed groups	See conflict reports and local media reports.
Key findings:	
The illegal wildlife trade and trafficking reports	CITES World Wildlife Trade Report , UNODC World Wildlife Crime Report .
Key findings:	
Land-rights conflict	Global Atlas of Environmental Justice , Global Witness Land and Environmental Defenders Reports , Human Rights Watch Land Rights reports , FAO publications etc.
Key findings:	
Crime reports	Ask the management body if you are able to see these.
Key findings:	
Labour rights issues	For a broad understanding of rangers and labour rights see Anagnostou, Gunn, Nibbs 2022. Ask management body about any ranger health and insurance policies. Review ILO publications on national labour laws.
Key findings:	
Prevalence of multi-dimensional poverty	Existing social research and national censuses and surveys such as multi-dimensional poverty index , Demographic & Health surveys , Multiple Indicator Cluster Surveys .
Key findings:	
Corruption	Corruption perceptions index , finding from the ranger perceptions survey (Belecky, Singh and Moreto 2019). Also refer to WWF publication here .
Key findings:	

Annex 3: Key informant survey guide

The KIS is designed to be conducted by 1 enumerator per survey (member of facilitation team). We suggest you go to all the local patrol posts and interview active rangers at the posts one by one. This is designed to complement the desk-based secondary research into contextual human rights issues and social impacts in the PCA. This can be done using paper-based data collection but it is also available on an online data collection software. If possible, take pictures but make sure you gain informed consent by explaining what they would be used for and asking permission before using them in any reports or training materials.



We recommend using the online version of the survey as it will speed up the analysis and bypass the need for data entry. The survey questions are quantitative and can be uploaded into a free online data collection software, such as KoboToolbox, which will also support automating the back-end descriptive analysis.



Prior to starting the KIS please trial using the software as a team on tablets or smartphones.

Click [here](#) for a version of the survey in French and English which can be uploaded directly into an online data collection software.

Click [here](#) for a copy of the survey questions as a PDF.

Annex 4: The training agenda

See next page for an adaptable training agenda.

Day 1: An introduction to human rights

Objective:

to broaden participants' understanding of the basics of human rights, including key concepts and how they relate to rangers' work.

Learning outcomes:

- I can describe the different human rights and their relevance to my work.
- I can explain why rangers are both rights holders and duty bearers.

Table 8: Day 1 Training Plan

Activity	Description	Objective	Time
1) Opening ceremony	Time is given to the relevant bodies to open the training	To explain the key objectives and reinforce the long-term collaborations and objectives between the parties facilitating and taking part in the training.	30 mins
2) Introduction and setting the scene	Participants discuss in pairs any work or activities they have undertaken that involves interaction or engagement with communities. The pairs form groups of 4 to discuss what human rights mean to them. Plenary discussion.	To make the link between what the Rangers are already doing to protect and respect human rights in their day-to-day work. This exercise can be linked to the KII question about what types of work the rangers do.	0/ 30 mins
3) Expectations and learning objectives	Sing post-it notes or small pieces of paper, participants will write down what they hope to get out of the training. There is also a similar exercise asking participants to rate their confidence in understanding each of the learning objectives of the day.	To ensure expectations are matched to the learning objectives of the training. Facilitators should group the expectations according to topics covered in the training. If any do not match, they can be placed in a “parking space” and followed up individually if necessary.	20/ 30 mins
4) Presentation	Introduction to human rights theory PowerPoint presentation	Brief presentation of the theory of human rights and history.	10 mins
Suggested break (10 -15 mins)			
5) Exercise	Participatory group exercise using flash-cards to discuss which rights are most important to us in our roles as rangers, as community members and which rights the governing body should protect and respect for us as individuals.	Understand what the different human rights are in the Declaration of Human Rights and how they apply to rangers, the management body and communities.	1 hour
6) Presentation	The human rights of rangers which are respected and protected by their management bodies. Facilitated plenary discussion about the ranger survey results related to these rights.	Presentation on the Chitwan declaration and the related results of the ranger survey questions.	15 mins
Suggested lunch break (1 hour)			
7) Presentation	A brief presentation of the theory related to rights holders and bearers of duties.	Rangers understand the differences between rights holders and duty bearers and can apply it to their work as rangers.	10-15 mins
8) Exercise	Holders of rights and bearers of duties.	Exercise in the plenary to discuss and understand the rights and obligations that different groups have towards human rights.	30 mins
9) Evaluation of materials/ content	Ask participants to rate relevance of the course content and their overall satisfaction using flip charts.	Anonymous participatory exercise using flip charts and happiness scales.	15mins

Objective:

We are often confronted with difficult situations where we might need to question whether they constitute a violation of human rights. The training on day two aims to provide a checklist of questions to identify the most important aspects of these situations and then weigh and balance interests before making rights-based decisions.

Learning outcomes:

- I can identify a violation of human rights.
- I can make decisions which weight up human rights and respect for the law (necessity and proportionality).
- In my day-to-day work, I can identify human rights risks.
- I can identify the actions that Rangers need to take to protect human rights.

Table 9: Day 2 Training Plan

Activity	Description	Objective	Time
1) Exercise	Ask participants to rate the confidence in understanding each of the learning objectives of the day.	Short multiple-choice questions related to perceptions.	10 mins
2) Presentation	Covering the theory of respecting and protecting human rights .	Rangers can understand the basic theory associated to respecting and protecting human rights.	10 mins
3) Presentation	The definition of a human rights violation.	Rangers can understand what constitutes a human rights violation. The definition of necessity, proportionality and the results of an action.	10 mins
4) Presentation	Necessity and proportionality.	Rangers can understand the basic theory of necessity and proportionality.	10 mins

Activity	Description	Objective	Time
Suggested break (10 -15 mins)			
5) Exercise	Plenary discussion concerning a case study using the theory discussed during the session on rangers' obligations to respect and protect, human rights violations and necessity and proportionality.	A plenary discussion will facilitate understanding of how to analyse a situation and respond in a way which protects and respects human rights or what should be done differently.	1 hour
6) Exercise	Using the same format as above the training cohort is divided into groups and each group is given a case study to discuss.	This group work is aimed at increasing the rangers' ability to analyse situations critically to inform rights-based decisions. Through the exercise they will also highlight risks and mitigation measures for potential human rights violations which can later be collated to inform recommendations post training such as the provision of kit, further training or policy changes.	1 hour with a break prior to plenary discussions
Suggested lunch break (1 hour)			
6 continued	Plenary discussion of the case studies. After the exercise is completed, the groups' report back to the plenary and other participants are asked to add anything additional.	Repetition of the questions used to analyse the case studies solidifies knowledge and the ability to analysis situations critically.	1 hour
7) Exercise	What support is needed to protect and uphold rangers' own rights?	Group discussion and plenary feedback is aimed at increasing rangers understanding of their own rights which should be protected and respected by the management body.	45 mins
8) Presentation	Chitwan Declaration and KII recommendations related to respecting and protecting rangers' rights.	The recommendations from the Chitwan Declaration and those from the KII are presented to further enhance rangers understanding of protecting and respecting rights by relating it to matters which directly impact them. Topics raised in the previous exercise can be added here too.	15 mins
9) Test	Revisit some of the questions in the KII in relation to the theory covered throughout the day. Redo the questions from the start of the day asking participants to rate their confidence in understanding each of the learning objectives.	Multiple choice questions.	10 mins
10) Evaluation of materials/ content	Ask participants to rate relevance of the course content and their overall satisfaction using flip charts.	Anonymous participatory exercise using flip charts and happiness scales.	15mins
11) Closing the training	Speeches by the relevant bodies to close the training and if applicable the handing out of training certificates to participants.	To thank the relevant bodies for the training.	30 mins

Annex 5: Training presentation slide templates

Training slides with dummy data, facilitators notes and suggestions for how to contextualise the training materials can be found [here](#).

Annex 6: Handouts, exercises & tests

Training handouts and exercises can be found [here](#).



Annex 7: The training report template

This is intended to be a very brief report outlining. It is to be used to help with reporting for funders to show early impacts and learning outcomes. It is also to be shared with the PCA management body to help facilitate discussions about future work together on addressing the recommendations which come out of day 2 of the training for ways to improve rights-based approaches to rangers work.

Training report

Location	Dates		
Summary notes and recommendations			
Human rights in conservation training:			
<u>Slides & exercises</u>			
<u>Photos</u>			
Link to <u>news report</u> or communications materials related to the training.			
The training consisted of (...) full days of in person workshops held in (language) in (location of training). (...) participants (M/F) were trained including representatives from (...). All of the PPT handouts were made available to participants after the training. Each day a master of ceremonies and two note takers were selected from the participants to help with time keeping, maintaining order and documentation of the training.			
The training covered the following topics: An intro to human rights in conservation (add details or append the training plan) Respecting and protecting human rights (add details or append the training plan)			
What went well: List what went well using the outputs from the reflective learning exercises			
What went less well: List what went less well with recommendations for improvements also using the outputs from the reflective learning exercises.			
Key recommendations resulting from the training: List any recommendations discussed during the training exercises at the end of day two.			
Training Assessment Scores: Add graphics with the scores from the training assessments			
Follow up required	By whom	By when	Done
List follow-up activities required. These should be discussed and agreed amongst the facilitation team and the PCA management body during a meeting.			
Report prepared by		Date	
Circulation list			

Annex 8: Suggested further reading

There exists a wealth of further reading on training in human rights for rangers and human rights theory. This guidance document has purposely not covered human rights theory in detail as the theory is already included in the associated presentation templates. A non-exhaustive list of further reading and sources used to design this training includes the following:

Literature on rangers:

Anagnostou, M., Gunn, V., Nibbs, O. et al. (2022) An international scoping review of rangers' precarious employment conditions. *Environ Syst Decis* 42, 479–503 (2022). <https://doi.org/10.1007/s10669-022-09845-3> Available at <https://link.springer.com/article/10.1007/s10669-022-09845-3>

Appleton, Michael & Courtiol, Alexandre & Emerton, Lucy & Slade, James & Tilker, Andrew & Warr, Lauren & Malvido, Mónica & Barborak, James & Bruin, Louise & Chapple, Rosalie & Daltry, Jennifer & Hadley, Nina & Jordan, Christopher & Rousset, François & Singh, Rohit & Sterling, Eleanor & Wessling, Erin & Long, Barney. (2022). Protected area personnel and ranger numbers are insufficient to deliver global expectations. *Nature Sustainability*. 5. 10.1038/s41893-022-00970-0. Available at <https://www.nature.com/articles/s41893-022-00970-0>

Belecky, M., Singh, R. and Moreto, W. (2019). Life on the Frontline 2019: A Global Survey of the Working Conditions of Rangers. WWF Available at <https://www.worldwildlife.org/publications/life-on-the-frontline-2019-a-global-survey-of-the-working-conditions-of-rangers>

Challender, D.S. & MacMillan, D.C. (2014) Poaching is more than an enforcement problem. *Conservation Letters*, 7, 484–494 Available at https://www.researchgate.net/publication/259659182_Poaching_is_more_than_an_Enforcement_Problem

Fauna & Flora (2020). Fauna & Flora's position on rangers and human rights. Available at https://www.fauna-flora.org/app/uploads/2021/03/FFI_2020_Position-on-rangers-and-human-rights.pdf

IRF (2019) The Chitwan Declaration. 8th World Ranger Congress. International Ranger Federation. Available at https://www.internationalrangers.org/wp-content/uploads/Chitwan-Declaration_2019_EN.pdf

IRF (2021) Ranger code of conduct. Version 1.0. International Ranger Federation, Victoria, Australia. Available at https://www.internationalrangers.org/wp-content/uploads/2023/07/Ranger-Code-of-Conduct-Version-1.0_English1.pdf

Moreto, W., & Charlton, R. (2021). Rangers can't be with every elephant: Assessing rangers' perceptions of a community, problem-solving policing model for protected areas. *Oryx*, 55(1), 89–98. doi:10.1017/S0030605318001461 Available at https://www.cambridge.org/core/journals/oryx/article/rangers-cant-be-with-every-elephant-assessing-rangers-perceptions-of-a-community-problemsolving-policing-model-for-protected-areas/4C7C18C0E50B777BBAFD2D024E559A55?utm_campaign=shareaholic&utm_medium=copy-link&utm_source=bookmark

Seager, J. (2021) Working Towards Gender Equality In The Ranger Workforce: Challenges & Opportunities. Universal Ranger Support Alliance (URSA). Available at <https://www.ursa4rangers.org/wp-content/uploads/2021/08/1a-LOWERRES-URSA-Report-Towards-Gender-Equality-In-The-Ranger-Workforce-FINAL.pdf>

Singh, R. and Lee, R. (2016) Ranger Perceptions Africa. WWF. Available at <https://www.worldwildlife.org/publications/ranger-perceptions-africa>

Worboys, G. L. and Trzyna, T. (2015) 'Managing protected areas', in G. L. Worboys, M. Lockwood, A. Kothari, S. Feary and I. Pulsford (eds) *Protected Area Governance and Management*, pp. 207–250, ANU Press, Canberra. Available at <https://mpg.eurosite.org/wp-content/uploads/IUCN-Managing-protected-areas-CHAPTER8.pdf>

Literature on human rights:

APF & OHCHR (2013) The United Nations Declaration on the Rights of Indigenous Peoples: A Manual for National Human Rights Institutions. Sydney & Geneva. Available at <https://www.ohchr.org/sites/default/files/Documents/Issues/IPeoples/UNDRIPManualForNHRIs.pdf>

Equitas has materials for online and in person human rights training which can be used with permissions. Available at <https://equitas.org/declaration-universelle-des-droits-de-lhomme/>

Franks, P., Small, R., Booker, F. (2018). Social Assessment for Protected and Conserved Areas (SAPA) Methodology manual for SAPA facilitators. IIED, London. Available at <https://www.iied.org/14659iied>

ILO (2013) Understanding the Indigenous and Tribal People Convention, 1989 (No. 169). Handbook for ILO Tripartite Constituents / International Labour standards Department. International Labour Organisation – Geneva. Available at https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_205225.pdf

OHCHR website has visual, written and spoke resources. Available at <https://www.ohchr.org/en/universal-declaration-of-human-rights>

OHCHR (2019) From planning to impact: A Manual on Human Rights Training Methodology. Professional Training Series No. 6/ Rev.3. New York. Available at <https://www.ohchr.org/sites/default/files/Documents/Publications/training6en.pdf>

OHCHR (2018) Framework principles on human rights and the environment: The main human rights obligations relating to the enjoyment 2018 of a safe, clean, healthy and sustainable environment. New York & Geneva. Available at: <https://www.ohchr.org/sites/default/files/Documents/Issues/Environment/SREnvironment/FrameworkPrinciplesUserFriendlyVersion.pdf>

OHCHR (2011) Guiding principles on business and human rights: Implementing the United Nations “Protect, Respect and Remedy Framework”. New York & Geneva. Available at: https://www.ohchr.org/sites/default/files/documents/publications/guidingprinciplesbusinesshr_en.pdf

OHCHR (2004) Human Rights Standards and Practice for the Police: Expanded Pocket Book on Human Rights for the Police. Professional Training Series No. 5/ Add.3. New York & Geneva. Available at <https://www.ohchr.org/sites/default/files/Documents/Publications/training5Add3en.pdf>

Springer, J., Campese, J., and Painter, M. (2011) Conservation and Human Rights: Key Issues and Contexts. Scoping Paper for the Conservation Initiative on Human Rights. CIHR Available at <https://www.ohchr.org/sites/default/files/Documents/Issues/Environment/ImplementationReport/IUCN3.pdf>

United Nations (2015) Illustrated Edition of the Declaration of Human Rights. Available at https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf (also available in Arabic, Chinese, French, Russian, and Spanish)

Literature on human rights training for rangers:

European Union Agency for Fundamental Rights (2013) Fundamental rights-based police training: A manual for police trainers. Luxembourg. Available at https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-fundamental-rights-based-police-training-re-edition_en.pdf

IUCN (2022) Human Rights and Law Enforcement for Rangers: A Curriculum and Guide on Human Rights Training for Game Rangers and other Law Enforcement in Conservation in the SADC TFCA. SADC TFCA Mozambique (not available online)

Ranger Campus (2021). Lead ranger course in human rights. Available at <http://courses.leadranger.org/human-rights-eng/#/>

WCS (2023) Human Rights Training Manual for Rangers: For ranger trainers and supervisors in Central Africa. WCS. Available at <https://newsroom.wcs.org/News-Releases/articleType/ArticleView/articleId/19399/HUMAN-RIGHTS-TRAINING-FOR-RANGERS-A-new-training-manual-available-for-trainers-and-rangers-English-and-French.aspx>

USAID (2022) Training and Monitoring Best Practice Guide: Rights-Based Training for Rangers in National Parks and other Protected Areas. USAID. Available at https://biodiversitylinks.org/library/resources/5c-1_training-and-monitoring-best-practice-guide_30mar22_508.pdf

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