



# HUMAN RIGHTS TRAINING MANUAL FOR RANGERS

FOR RANGER TRAINERS AND SUPERVISORS  
IN CENTRAL AFRICA





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This manual was developed under the supervision of the Dr. Alphonse Mackanga Missandzou Educational Complex (CEDAMM) and its directors—Godefroy de Bruyne and Fabrice Ebouta—and the director of the Wildlife Conservation Society (WCS) Gabon—Mr Gaspard Abitsi. The manual was also developed with the valuable support of WCS members operating in the Central African region and beyond—Michelle Wieland, Kasper Agger, Evelyne Malfliet, Margit Bertalan, and Georges Nunes. The illustrations in Section 4 of the manual were produced by Jonathan Aucomte, in coordination with WCS Tanzania, and funded by the United States Agency for International Development (USAID).\*\*

This publication is the result of a collaborative effort, carried out through an online working group and a pilot training-of-trainers session involving rangers and/or staff from ministries, national institutes, training centers, and operational partners active in Central Africa. These partners include Agence Congolaise de la Faune et des aires protégées of the Republic of Congo, Agence Nationale des Parcs Nationaux of Gabon, Institut Congolais pour la Conservation de la Nature, Ministère de l'Environnement, de la Pêche et du Développement Durable of Chad, Ministère des Forêts et de la Faune of Cameroon, École de Faune de Garoua in Cameroon, École Nationale des Eaux et Forêts of Gabon, Integrated Polytechnic Regional College Kitabi in Rwanda, African Parks Network, African Wildlife Foundation, Forgotten Parks, Sahara Conservation, and World Wide Fund for Nature.\*\*\*

The content of the manual is also the result of consultations conducted in 2020–2022 with members of Indigenous groups, local communities, civil society organizations, and local authorities near protected areas in the Republic of Congo, Cameroon, Gabon, Central African Republic, Democratic Republic of Congo (DRC), and Chad. These consultations occurred during studies on respect for human rights in conservation, which were conducted by members of the Protection LAB for the Environment and Sustainable Agriculture (DRC-EU) and ECOFAC 6 programs between 2020 and 2023.

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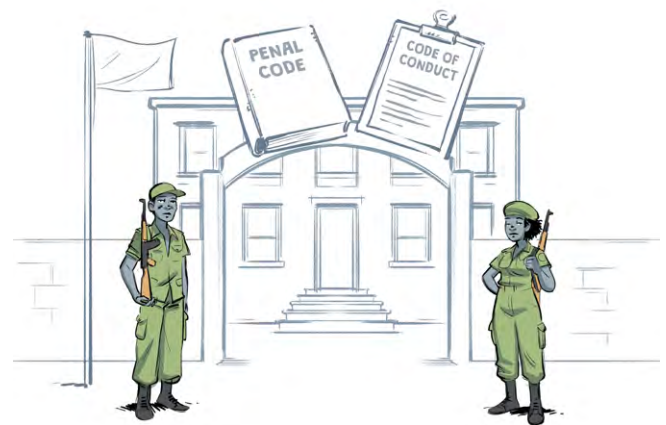
# FOREWORD

Funded by the 11th European Development Fund (EDF), the Support Program for the Preservation of Biodiversity and Fragile Ecosystems–Phase 6 (ECOFAC 6) is designed to support government institutions responsible for environmental management in seven different states<sup>1</sup> of the Economic Community of Central African States (ECCAS).

The Wildlife Conservation Society (WCS) Gabon program operates the Dr. Alphonse Mackanga Missandzou Educational Complex (CEDAMM) to implement the subregional support action relating to the development of curricula and other tools to train rangers.

The current conservation context in the Central African subregion is characterized by intensive poaching that feeds an international market for animal and plant species trafficking. Those who engage in this activity are now highly organized and armed. In addition, some protected areas are affected by the presence of actors involved in armed conflicts that threaten the environment, local populations, and rangers. In the face of these dangers, rangers (as law enforcement officers) must at all times and in all situations demonstrate dedication, determination, and professionalism, and they must maintain good relations with Indigenous Peoples and local communities.

An essential measure to support and guide the actions of rangers is the development of relevant training schemes to enhance their professionalism. One of the most important subjects is respect for human rights during surveillance and anti-poaching missions. Thus, the coordination of the project to develop this manual, as well as its writing, was entrusted to the Amani Protection LAB program supported by the NGO SIP21.



This manual, which aims to serve as a reference for Central Africa, was developed in a participatory manner with national ministries, institutes and agencies, training centers, and operational partners. Its content was also informed by studies and consultations conducted by the Amani Protection LAB with rangers, and with civil society and men and women representing Indigenous populations and communities living in or near several protected areas in ECCAS countries. The manual's objective is to improve respect for human rights and the consideration of gender by rangers of all levels operating within the priority protected areas of the ECOFAC 6 program. The manual also provides training on international humanitarian law (IHL), applicable in situations of armed conflict. The manual is unique in the fact that its content is derived from the operational reality experienced by rangers and in the many practical tools it offers.

We thank all those who contributed to the development of this manual and reiterate the importance of all rangers being trained and able to operate in conditions that promote respect for the rights of Indigenous Peoples and local communities.

Gaspard Abitsi,  
Directeur Général WCS Gabon<sup>2</sup>

<sup>1</sup> These states are Cameroon, Gabon, Central African Republic, Republic of Congo, Democratic Republic of Congo, São Tomé and Príncipe, and Chad.

<sup>2</sup> Implementing partner sub-regional action: curriculum development and training for rangers, ECOFAC 6 program.



# LIST OF ABBREVIATIONS

APN	African Parks Network
AWF	African Wildlife Foundation
CAR	Central African Republic
CEDAMM	Complexe Educatif Dr Alphonse Mackanga Missandzou
DPH	Direct Participation in Hostilities
DRC	Democratic Republic of Congo
ECCAS	Economic Community of Central African States
ECOFAC 6	The Support Program for the Preservation of Biodiversity and Fragile Ecosystems–Phase 6
EDF	European Development Fund
FR	Forgotten Parks
FED	Fond Européen de Développement
FR	Forgotten Parks
FPIC	Free, Prior, Informed Consent
GIZ	German Agency for International Development Cooperation
GRM	Grievance Redress Mechanism
HR	Human Rights
IAC	International Armed Conflict
ICCN	Congolese Institute for Nature Conservation
ICRC	International Committee of the Red Cross
IDP	Internally Displaced Person
IHL	International Humanitarian Law
IP	Indigenous Peoples
IP and LC	Indigenous Peoples and Local Communities
JPO	Judicial Police Officer
LAB	Anti-Poaching
NGO	Non-Governmental Organization
NIAC	Non-International Armed Conflict
OHCHR	Office of the High Commissioner for Human Rights
RETEX	Feedback
SCF	Sahara Conservation Fund
UN	United Nations
UNHCR	United Nations Refugee Agency
USAID	United States Agency for International Development
WCS	Wildlife Conservation Society
WWF	World Wide Fund for Nature

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# INTRODUCTION

This manual is intended for trainers and ranger supervisors. Its pedagogical content is meant for human rights training of trainers, ranger supervisory staff, and field rangers with all levels of education.

As explained in the preface, this tool is the result of intensive collaboration between national institutes, training centers, and operational partners in the Central African subregion. The partners pooled their skills and experiences into a multisectoral working group that met six times and was called upon to validate the major steps in the development of the manual<sup>1</sup>. The manual's approach was also tested in a pilot training course for protected area managers, legal services, community relations departments, and training specialists from the participating organizations<sup>2</sup>. At the time of finalizing this manual, these approaches had already been successfully implemented by the participants of this pilot training in their respective contexts.

The manual has been designed to offer the following:

- Training methods and techniques that can be adapted for different audiences of rangers and different operational contexts
- An understanding of human rights (HR) and international humanitarian law (IHL) implementation frameworks
- Knowledge of the essential rules and principles of HR and IHL relevant to ranger intervention in the Central African subregion, including consideration of the dynamics and needs associated with Indigenous populations, women, girls and boys, displaced persons and refugees, and other population categories in need of specific protection
- The translation of these rules and principles into practice in rangers' management activities and daily operations

Each section of the manual contains these elements:

- Objectives of the section
- Key theoretical elements—principles, rules, standards, recommended practices
- Tools to put into practice what the trainer has learned—quizzes, exercises, case studies, practical advice, checklists
- Links to other documents (click on the blue underlined hyperlinks to access the documents; internet connection required)

Section 3, “Guidelines on Mission Conduct by Theme,” is specifically designed for team members and team leaders. It is divided into eight sections that cover situations that rangers regularly face. Each section provides a reminder of the essential principles and standards, illustrated guidelines with clear and concise drawings and messages, and various tools for practical application.

Section 4, “Abuse Prevention and Management,” is aimed at management staff. It reviews key elements and practices that contribute to building an environment conducive to the respect of human rights by rangers.

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<sup>1</sup> This process took place from March to December 2022.

<sup>2</sup> The training-of-trainers pilot was carried out at the Dr. Alphonse Mackanga Missandzou Educational Complex (CEDAMM) and facilitated by Amani Protection LAB-SIP21 in Lopé National Park, Gabon, from July 17 to 23, 2022.

# 1 TRAINING METHODOLOGY

## General objective

- The trainers acquire a methodology specifically adapted to training subregional rangers in human rights.

## Specific objectives

- Trainers are able to adapt each course to the trainees' education and professional levels and to regulatory and operational contexts.
- Trainers use participatory training to influence trainees' human rights practices.
- Trainers provide trainees with tools to implement the training content once the trainees return to their workplace.
- Employees with management functions have tools to support the respect of human rights by rangers.

### The section covers the following topics:

1. Composition of the group of trainers and participants
2. Involvement of trainees and their managers
3. Use of participatory training techniques
4. Adapting to trainees with low levels of education
5. Taking into account psychosocial factors
6. Integration of law
7. Creating an environment conducive to compliance with the law

It proposes principles, recommendations, and implementation tools.

## Resource

A self-assessment grid, section 5.3 ([page 67](#)) allows trainers and supervisors to assess their methodology for training and guiding rangers toward greater respect for human rights. It is recommended that this grid be used after reading all the components of the methodology section.

## 1.1 Composition of the group of trainers and participants

List the people needed in different contexts of intervention, such as the following:

- Specialists in different HR themes according to the most frequent risks of abuse
- HR specialists of certain categories of people according to the types most at risk in the context
- IHL specialists if the rangers operate in contexts where IHL is likely to be applied and, for example, are involved in joint operations with the national army, are confronted with the presence of organized armed groups, and/or have a mandate to defend the national territory
- Specialists in the laws of conservation if their interpretation by rangers is abused
- Specialists in issues related to categories of people with specific protections and/or rights, including Indigenous Peoples, refugees, minors, etc.

**Ensure the presence of trainers and/or supervisors with good knowledge of the intervention context.**

**If possible, combine HR training with other training modules, such as the following:**

- LAB training
- Legal and regulatory frameworks
- Basic personal attitudes and behaviors required for a ranger
- Mediation, development, and/or community relations

**Ensure diversity** within the trainee group

- If necessary, adapt the criteria for selecting participants to ensure the participation of women and representatives of Indigenous groups (or other minorities in the vicinity of the protected area) in sufficient numbers so that they are not isolated within the group.

### Putting it into practice:

#### The inclusion of women in training

- At a minimum, aim for a representation of female trainees equal to the ratio of women staff members of the organization(s) receiving the training.
- Ensure the presence of at least three female trainees, extending participation to female staff from other departments if necessary.
- Pool training at the national or regional level in order to increase the chances of access to female trainees.
- Develop training programs at the national or regional level so that female employees can build connections, reduce isolation, and share their thoughts.
- Ensure that female employees have valid travel documents as soon as they are recruited.

- **Disseminate a questionnaire** to participants or, if participants are not able to complete the questionnaire individually, to their managers. This exercise allows you to do the following:
  - Prepare participants prior to the training
  - Collect information that is essential to adapting and contextualizing the training
- **Offer participants the opportunity to contribute to the training** by sharing their own experiences or expertise.

#### Resources

- An example (available only in French) of an online survey for the preparation of a trainers' training is available [here](#)<sup>1</sup>.
- Databases of relevant legislation include the following:
  - [Ecolex](#)—The gateway to environmental law.
  - [Office of the High Commissioner for Human Rights \(OHCHR\) databases](#)

## 1.2 Involvement of trainees and their managers from the preparation phase of the training

- Within the terms of reference of the training, including in-house training, **specify the roles of each participant** (trainer, management, requesting department, trainees), as in the following examples:
  - **Management opens the training with a positioning speech** on respect for HR and gender integration.
  - **At least one manager participates in training** rangers at the team member and team leader level to show involvement throughout the hierarchy.
  - Management shares **internal documents related to HR implementation** within the facility and the **national regulations in force concerning the various human rights and conservation laws**.
  - The requesting department facilitates **information exchange** between the trainer and trainees prior to training.
  - **Management brings in experts** on relevant issues during training.

## 1.3 Use of participatory training techniques

The following techniques are particularly appropriate and effective when it comes to human rights education for an adult audience:

- Working groups
- Talks and debates
- Case studies
- Group discussions and round tables
- Brainstorming sessions
- Simulation and role-playing
- Practical work (development of curricula, guidelines, codes of conduct, etc.) and visual aids

#### Implementation

- Involving civil society and the local population in the training to facilitate information exchange, common understanding, and raising awareness

<sup>1</sup> Enter at least one character in each mandatory field to scroll through the questionnaire.



- Involve representatives of civil society in the talks and round tables.
- Involve local people in the role-plays.
- Carry out role-playing in villages and villagers' houses with permission.

#### Resources

- Further details on training techniques can be found in the "Methodology" section, pages 3–12, of the [OHCHR Human Rights Training Guide for Police](#).
- Establish a dialogue with trainees and build a common basis of understanding: see section 5.5 ([page 72](#))

## 1.4 Adapting to trainees with low levels of education

A large proportion of rangers, from villages bordering the protected areas, have little or no command of the English language, either spoken or written, and have few opportunities to leave their immediate environment. It is important to adapt training to this audience. Below is a table of good and bad practices for these trainees, to be used in addition to the participatory techniques mentioned earlier.

### DO

- Take time to understand the participants and their context.
- Establish a dialogue with participants.
- Make links between the core principles of HR and similar principles in the trainees' environment.
- Identify possible contradictions between essential HR principles and practices in the trainees' environment.
- Give participants the opportunity to broaden their knowledge by sharing examples from other contexts.
- Use role-playing and concrete situations experienced by the rangers.
- Use visual aids with short, clear messages.
- Translate these materials into the local language.
- Select interpreters who have a good knowledge of the operational context of the rangers.
- Recognize the trainees with a diploma and a ceremony.
- Provide trainees with a pictorial memento.

### DON'T

- Skip ice-breaking activities at the start of the course.
- Establish a teacher-pupil relationship.
- Confuse education with intelligence.
- Ignore trainees' practical knowledge.
- Present HR as externally imposed rules (they are largely enshrined in national law).
- Condemn conflicting views of HR rather than using them as opportunities for dialogue.
- Focus the course only on rangers' respect for HR, ignoring how HR also protects the rangers.
- Give trainees more speaking time than they are allotted.
- Use PowerPoint materials with only text.
- Carry out theoretical sessions of more than 30 minutes.
- Hand out course materials that are not adapted to the educational level of the participants.

## 1.5 Taking into account psychosocial factors in the risks of human rights violations<sup>2</sup>

Without turning into a psychologist or sociologist, the human rights trainer who wishes to go beyond the simple dissemination of theoretical knowledge to change the behavior of the trainees to better respect human rights must do the following:

- **Be aware of the gaps among knowledge, attitudes, and behavior. To know or have a favorable attitude toward a norm is not enough to be able to apply it.**<sup>3</sup>
- **Identify these gaps by asking rangers to name concrete situations that pose a dilemma**, such as the following:
  - Is it justified to use force on a suspect to prevent a serious act of poaching?
  - If, during an altercation, a ranger and a poacher are injured, who do you treat first?
  - Do members of groups designated as “terrorists” have the same rights as other people?
  - Is it justified to use lethal force after a hostile mob has seriously injured a ranger with stones?
- **Make rangers aware of the humanitarian consequences** of their actions rather than focusing solely on the prohibition of breaking a rule.
- **Highlight and promote the good practices of rangers and their positive contribution to the environment and the local population.** This approach is particularly necessary in a context where rangers see their reputation slipping from “defenders of nature” to “perpetrators of violations against civilian populations. . . . They suffer, personally, from this image deficit.”<sup>4</sup>

### Practice:

Using the problem tree technique to raise awareness among rangers

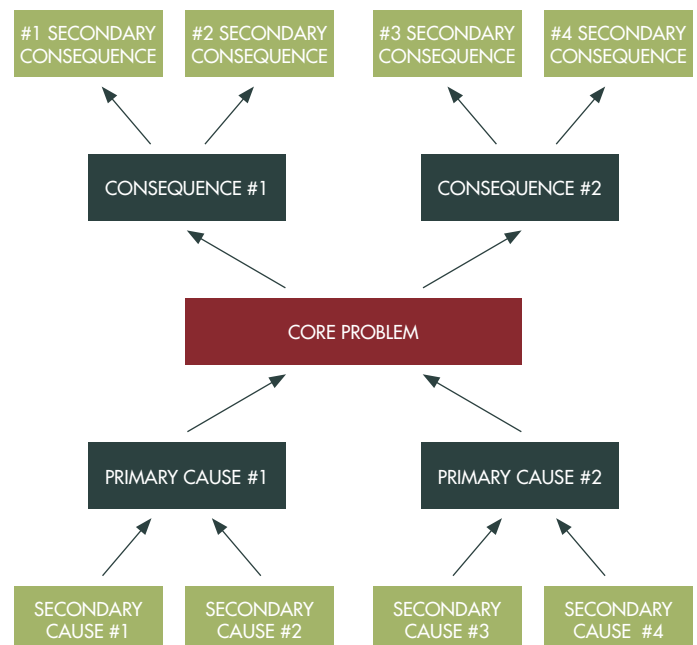
Using the structure of a problem tree, identify the following:

- A type of abuse that is quite common in your context (core problem)
- The causes of that abuse (primary and secondary causes)
- The consequences on all affected persons/entities (primary and secondary consequences).

Then develop the following:

- Actions to be taken to address the causes
- On the basis of the consequences, arguments to persuade rangers to adopt appropriate behavior to avoid this type of abuse

Structure of a problem tree:



<sup>2</sup> This section was inspired by the article “The roots of behaviour in war: Understanding and preventing violations of IHL,” Daniel Munoz-Rojas and Jean-Jacques Fresard, *International Review of the Red Cross*, Vol. 86 No. 853, March 2004.

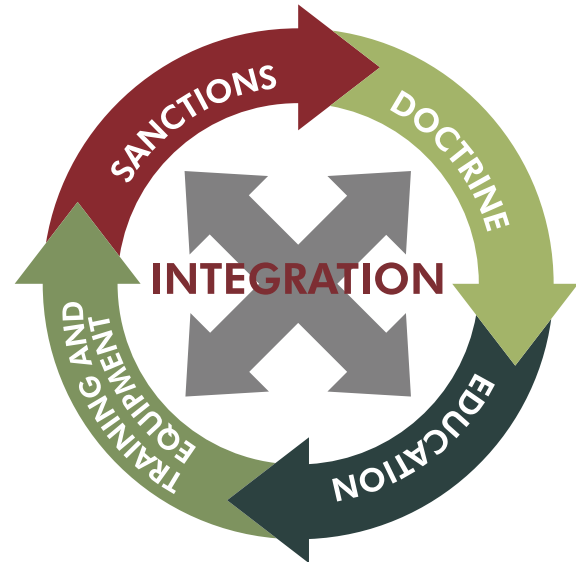
<sup>3</sup> Preliminary results from Amani Protection LAB’s survey of rangers in the ECOFAC 6 zone reveal that there is a consensus on the recognition of human rights standards. See [Study on Understanding Ecoguards’ Perceptions and Operational Experience, Preliminary Results, Amani Protection LAB, June 2022](#).

<sup>4</sup> See [Study on Understanding Ecoguards’ Perceptions and Operational Experience, Preliminary results, Amani Protection LAB, June 2022](#).

#### Putting it into practice: How to value the work of rangers

- List all the positive impacts of the presence of the rangers for the local population (including protection of the population, services rendered, income redistribution, environmental awareness).
- Are these impacts valued
  - by rangers to increase their self-esteem?
  - by other departments in the organization?
  - by Indigenous Peoples and Local Communities (IP and LCs) ?
  - by a wider audience?
- If they are not valued, how could you change this situation?

It is therefore advisable to integrate training into this overall action plan and to avoid conducting training in isolation from other components of the integration process. This approach is also strongly recommended by the United Nations (UN) Office of the High Commissioner for Human Rights (OHCHR).<sup>6</sup>



## 1.6 Integrating the law beyond the dissemination of knowledge<sup>5</sup>

Integration is the process of translating the rules of law into concrete mechanisms or measures to ensure compliance, and then adopting the necessary means to achieve this objective. Integration is a continuous process that must cover the issues of doctrine, education, training, and equipment, and be accompanied by an effective system of sanctions. The following figure illustrates the links between the four components of the integration process.

**Training or education of rangers is therefore only one component of the process** of changing their behavior toward greater respect for human rights and other relevant standards. **Section 4.3 (page 61) of this manual deals with all components of integration:** doctrine, training, equipment, and sanctioning. Since integration is a process, its success depends on the implementation of a comprehensive action plan led by the management of the concerned organizations.

#### Resources

For more information, see the International Committee of the Red Cross (ICRC) publication "[Integrating the Law](#)". This publication is aimed at all types of armed state and nonstate actors and focuses on the integration of international human rights law and international humanitarian law.

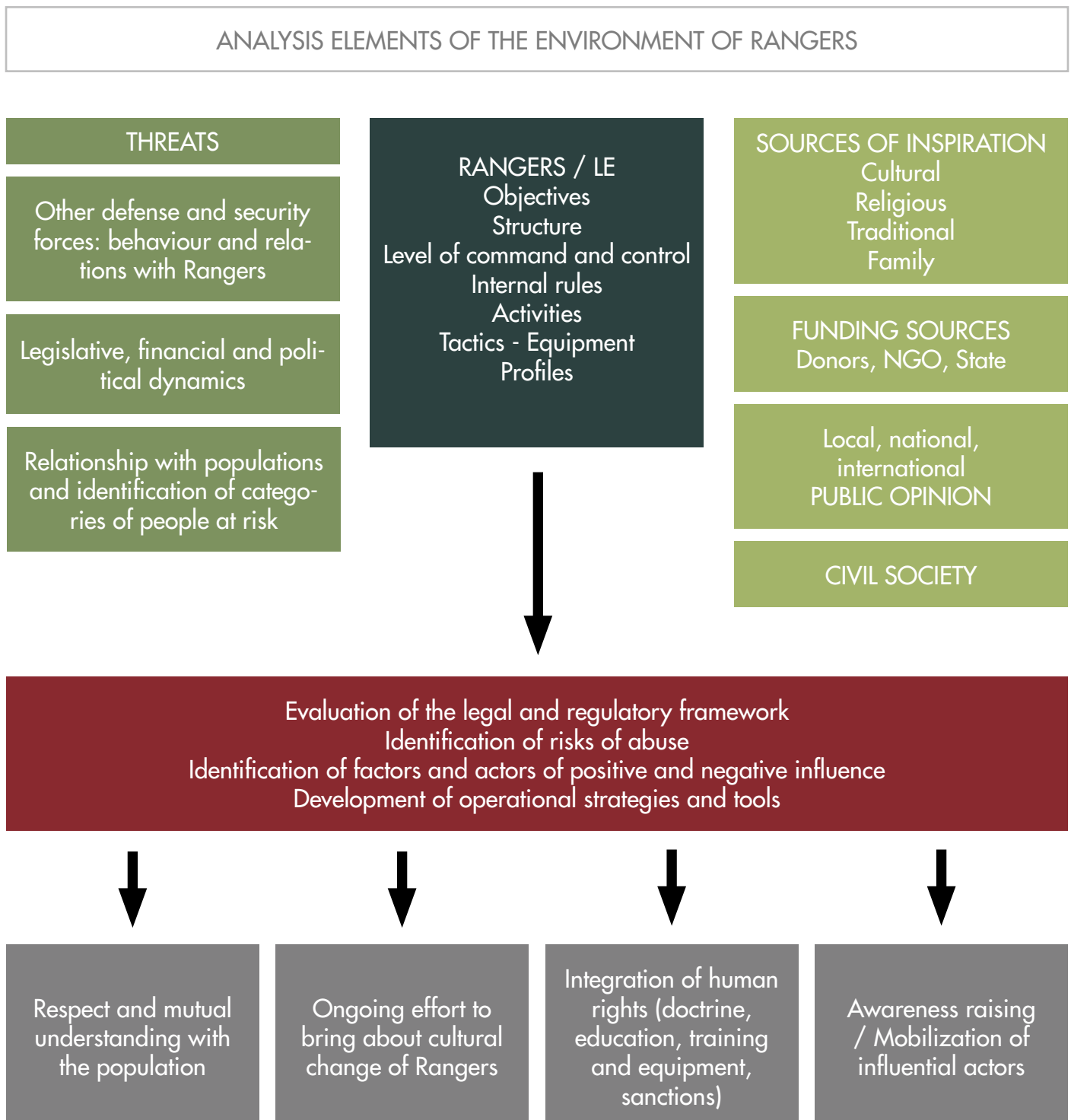
<sup>5</sup> This section is based on the ICRC publication [Integrating the Law](#) (2007).

<sup>6</sup> Social science research has shown that human rights training courses, if delivered separately, have a limited effect. Training needs to be embedded in a broader structural and organizational perspective. Human rights need to be visibly recognized as highly important through internal decision-making processes such as staff selection, promotion, communication and information strategies, management and leadership functions, and disciplinary procedures. Existing organizational realities can compromise the objectives of human rights training. If training is used in combination with other structural measures in the organizational culture, the impact will be much greater. Source: UN, OHCHR (2011).



## 1.7 Creating an environment conducive to compliance with the law

Many factors and actors influence behavior toward the law, as shown in the diagram below. Training is a good opportunity to map these factors and actors, and to identify actions to be taken once back in the field to create a favorable environment for the rangers to respect the law.



## 2 INTRODUCTION TO INTERNATIONAL LAW

### General objective

- Participants become familiar with the main principles and implementation frameworks of human rights and international humanitarian law relevant to rangers.

### Specific objectives

- Participants are equipped to convey the essential principles of HR and IHL.
- Participants are able to recognize the frameworks for the application of HR and IHL.

#### This section addresses the following themes:

- Introduction to HR
- Introduction to IHL
- The status of rangers in relation to HR and IHL

It proposes principles, recommendations, and implementation tools.

### Resource

#### Training guide

To learn more about human rights in relation to the mandate of rangers, you may wish to refer to [“Human Rights and Law Enforcement: A Trainer’s Guide on Human Rights for the Police”](#) developed by the OHCHR.

#### Human Rights Glossary

This [glossary](#) of key human rights concepts has been developed by the Council of Europe for the users of COMPASS: [“Manual for human rights education with young people”](#). It may also be useful for the readers of this manual.

#### Glossary of International Humanitarian Law

This [glossary](#) for media professionals developed by the ICRC provides definitions of key IHL terms.

## 2.1 Introduction to human rights<sup>1</sup>

### 2.1.1 What are human rights?

#### Philosophical approach

For centuries, the fundamental principles underlying human rights have been explored by different philosophies and religions around the world. One of the central philosophical questions underlying human rights is this: How should we treat each other?

The Golden Rule is an ancient ethical principle that answers this question and guides people’s behavior:

**“Treat others as you would like to be treated.”**

Different formulations of the Golden Rule are found in the world’s great religions and ethical systems.

Human rights are, in many ways, the more detailed and modern formulation of the Golden Rule. The principles of human rights are based on the idea that human dignity is inherent in every human being. Everyone must therefore refrain from violating that dignity. Everyone must also act in ways that protect the dignity of others and themselves. In addition to dignity, human rights also encompass the ideas of freedom, justice, equality, and solidarity.

#### Legal approach

Human rights are universal legal safeguards that protect individuals and groups from government actions that violate their fundamental freedom and dignity. They require governments to take certain actions and prevent them from taking others. The following is a list of the most frequently cited attributes of human rights:

- They are internationally guaranteed.
- They are protected by law.
- They are primarily concerned with the dignity of the human being.
- They protect individuals and groups.
- They impose obligations on states and those who act on their behalf.

<sup>1</sup> This section is based on [Human Rights and Law Enforcement: A Trainer’s Guide on Human Rights for the Police, Professional Training Series No. 5/Add.2, Office of the United Nations High Commissioner for Human Rights \(OHCHR\), 2002](#).

- They cannot be ignored, denied, or suppressed.
- They are equal and interdependent.
- They are universal.

Human rights norms and standards have been drawn from two main international sources, “customary international law” and “treaty law.”

### Resources

[“A brief history of human rights”](#), a ten-minute educational video, is particularly suitable for audiences with no knowledge of human rights. It anchors the birth of human rights in the history of various peoples, illustrates the story with powerful images, and uses vocabulary that is accessible to all.

### Debate

#### 1. “Treat others as you would like to be treated.”

- What is the relationship between the Golden Rule and human rights? What similarities and differences do you see?
- Do you think that human rights are universally applicable?

#### 3. 2. “There is too much talk about rights now. People have forgotten the obligations they have to each other and to society.”

- Do you agree with this statement? Explain why you agree or disagree.
- What is the relationship between rights and obligations? Doesn’t concern for human rights hinder the work of rangers?

### Suggested answers

The answers to the first parts of questions 1 and 2 can be found in Section 2.1.1 (philosophical and legal approaches of HR).

To answer the second part of question 2, go back to the origins of human rights (see video in the resource box) in Section 2.1.1

There are no right or wrong answers to the debate questions. However, the answers must be well argued, and the debate must be conducted in a way that respects the opinions of all participants. Setting the rules of the debate with the participants in advance can be beneficial to the quality of the dialogue.

## 2.1.2 The main human rights

Human rights are described in the Universal Declaration of Human Rights as well as in various international instruments (also called covenants and conventions), declarations, guidelines, and sets of principles developed by the UN and by regional organizations. These include a wide range of guarantees that address all aspects of human life and interaction between human beings. The rights recognized for all human beings include the following:

- Freedom of association, expression, assembly, and movement
- The right to adequate food, housing, clothing, and social security
- The right to life
- Freedom of thought, conscience, and religion
- The right not to be subjected to torture or cruel, inhuman, or degrading treatment or punishment
- The right not to be subjected to slavery or servitude
- The right to vote and to participate in the government of one’s country
- The right not to be subjected to arbitrary arrest or detention and the non-retroactivity of criminal law
- The right to just and favorable work conditions
- The right to a fair trial
- The right to a nationality
- The right to asylum
- The right to be free from discrimination
- The right to health
- The right to education
- The right to equal protection before the law
- The right to participate in cultural life
- The right not to be subjected to arbitrary interference with one’s privacy, family, home, or correspondence



**Discussion** - Linking human rights to ranger values and standards

1. When were you first exposed to human rights principles? If the answer refers to trainings, dig deeper by asking if they have been taught similar human rights principles during their lives since birth.
2. Are there any contradictions between human rights and the values and norms you have been taught?
3. Are there contradictions between human rights and the practices you see around you?

**Exercise** - Identifying human rights in national legislation

Provide participants with the main reference texts in their national legislation (e.g., constitution, penal code, conservation law) that are relevant to their work. (Depending on the level of participants and access to the internet, provide these documents or instruct participants to search for them.)

Suggest that participants identify and analyze the human rights provisions within the texts.

**Exercise** - Human rights in the ranger environment

Classify the main human rights into the following categories (rights can fall into one or more categories):

- Risk of noncompliance by rangers
- Risk of being limited by the application of conservation laws,
- Risk of disrespect toward rangers
- Opportunity, through conservation projects, to improve compliance

**Suggested answers :**

Risk categories	List of human rights concerned for each category
Risk of non-respect by rangers	<ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment</li> <li>• The right not to be subjected to arbitrary arrest or detention</li> <li>• The right to be free from discrimination</li> </ul>
Risk of limitation by application of conservation laws	<ul style="list-style-type: none"> <li>• Freedom of movement</li> <li>• The right to adequate food, housing, clothing</li> <li>• The right to participate in cultural life</li> <li>• The right to be free from arbitrary interference in private life, family, home or correspondence</li> </ul>
Risk of non-respect towards rangers	<ul style="list-style-type: none"> <li>• The right to enjoy just and favourable working conditions</li> <li>• The right to a fair trial</li> <li>• The right to equal protection before the law</li> </ul>
Opportunities through conservation projects to improve respect for human rights	<ul style="list-style-type: none"> <li>• The right to health, to education</li> <li>• The right to enjoy just and favourable working conditions</li> <li>• The right to adequate food, housing, clothing</li> </ul>

### 2.1.3 Intangible rights

In exceptional circumstances, including armed conflict, riots, natural disasters, or other emergencies that threaten the existence of a nation, governments may take measures to derogate from their human rights obligations but only if certain conditions are met.<sup>2</sup>

Intangible rights, also known as nonderogable rights or hard-core rights, are those human rights of an imperative nature. These rights may not be derogated from under any circumstances—not even in a situation like a state of crisis or threat of war, public emergency, or declaration of a state of emergency.

<sup>2</sup> For more information on the conditions for derogating from human rights during a state of emergency, see the [Human Rights Handbook for Parliamentarians](#) (p. 48), UN Office of the High Commissioner for Human Rights, 2016..

This hard core is composed of four rights that cannot be set aside under any circumstances:

- The right to life
- The prohibition of torture and inhuman or degrading treatment
- The prohibition of slavery and servitude
- The non-retroactivity of criminal law

#### Case study - The time bomb scenario

The police have captured a terrorist they suspect of having planted a bomb that is about to explode in the heart of a major city. The police believe that only torture will force the suspect to talk and reveal the information needed to prevent the deaths of thousands of people. The question arises: Can this person be tortured?

This scenario can be adapted to the ranger context, for example catching a person with information that could prevent the imminent slaughter of the last group of elephants in a protected area.

Elements of answer

See [Defusing the Ticking Bomb Scenario](#), Association for the Prevention of Torture.

#### 2.1.4 Who monitors the implementation of human rights?

Respect for human rights presupposes the existence of the rule of law at the national and international levels. By ratifying international human rights treaties, governments commit themselves to taking domestic measures and adopting laws that are consistent with treaty obligations.

Human rights are implemented by the following:

##### At the national level:

- Relevant government agencies and departments, including the police
- National institutions: human rights commission or ombudsman, courts, parliament
- Non-Governmental Organizations (NGOs) and the media
- Professional associations, trade unions, religious organizations, and academic centers

##### At the regional level

- The African Commission on Human and Peoples' Rights

##### At the global level

- International NGOs and the UN

## 2.2 Introduction to international humanitarian law

### 2.2.1 What is international humanitarian law?

International humanitarian law (also known as the law of war) is the branch of international law that governs the conduct of armed conflict and aims to limit its negative consequences.

The Geneva Conventions and their Additional Protocols are international treaties that contain the basic rules of IHL. They protect persons not taking part in hostilities (civilians, medical personnel, or members of humanitarian organizations), those no longer taking part in the fighting (prisoners of war and the wounded, sick, and shipwrecked), and civilians' property.

#### Resources

[The Geneva Conventions and their Additional Protocols.](#)

### 2.2.2 What is an armed conflict?

#### IHL distinguishes between two types of armed conflict:

- International armed conflict (IAC), which occurs between two or more states;
- Non-international armed conflict (NIAC).

#### A NIAC (or internal armed conflict) refers to

- A situation of violence in which there are sustained clashes between government forces and one or more organized armed groups, or between such groups, on the territory of a state.
- Governmental and Non-Governmental actors involved in a NIAC are referred to as parties to the conflict.

### Two criteria must be met for a NIAC to exist:

- The armed groups involved must show a minimum degree of organization.
- Armed confrontations must reach a certain level of intensity.

A case-by-case analysis must be carried out to determine whether these criteria are met, based on a number of concrete indicators.

#### Resource

More information on NIACs is available in the ICRC article ["Internal conflicts or other situations of violence"](#). More information on ongoing armed conflicts is available from the [Uppsala conflict data program](#).

### 2.2.3 Basic principles of IHL<sup>3</sup>

#### Article 3 is common to the four Geneva Conventions.

It is applicable to all types of conflict, international and internal, and sets out what constitutes the minimum humane treatment in such situations.

It prohibits the following:

- Violence to life and physical integrity, including murder in all its forms, mutilation, cruel treatment, torture, and torment.
- Hostage-taking.
- Attacks on the dignity of persons, including humiliating and degrading treatment.
- Sentences passed and executions carried out without a prior judgment rendered by a regularly constituted court, affording the judicial guarantees recognized as indispensable by civilized peoples.

It provides for this:

- Taking in and caring for the wounded and sick.

#### The principle of distinction between civilians and combatants

- Parties to the conflict, government forces, and/or non state armed groups must at all times distinguish between civilians and combatants. Attacks may

only be directed at combatants. Attacks must not be directed at civilians.

- All persons who are not members of the armed forces of a party to the conflict are civilians.
- Civilians are entitled to protection from direct attack unless and until such time as they take direct part in hostilities.

#### IHL and environmental protection

**The natural environment is, by default, civilian in character.** In situations of armed conflict, the rules of IHL protect the natural environment:

- No part of the natural environment may be the object of attack unless it is a military objective.
- The destruction of any part of the natural environment is prohibited except in cases of imperative military necessity.
- It is prohibited to launch an attack against a military objective that may cause incidental damage to the environment that would be excessive in relation to the concrete and direct military benefit anticipated.
- Military operations shall be conducted with constant care for the civilian population, individual civilians, and civilian property, including the natural environment. All possible precautions shall be taken to avoid and to minimize incidental loss of civilian life, injury to civilians, and damage to civilian property, including the natural environment.

### 2.2.4 Direct participation in hostilities: the case of rangers<sup>4</sup>

Direct participation in hostilities (DPH) refers to specific acts committed by individuals in the conduct of hostilities between parties to an armed conflict.

*"Persons take a direct part in hostilities when they perform acts that are intended to support one party to the conflict by directly causing harm to another party, directly causing death, injury or destruction, or directly affecting enemy military operations or capabilities.*

*Insofar as, and for as long as, civilians perform such acts, they take direct part in hostilities and lose the protection*

<sup>3</sup> See the Full text of common Article 3 of the Geneva Conventions.

<sup>4</sup> The concept of DPH is very delicate and its interpretations can have serious consequences. It is strongly recommended that IHL experts, including the ICRC, be brought in to discuss it.



*against attack that they enjoyed.”<sup>5</sup>*

According to rangers’ mandate, which is related to nature conservation, in the event of an armed conflict situation of an internal nature (e.g., government armed forces opposed to one or more armed groups), rangers are a priori civilians.<sup>6</sup> However, rangers may lose their legal protection against attack under IHL if they directly participate in hostilities.

The following are examples of acts that could be interpreted as DPH under IHL:

- Rangers, as part of a NIAC, accompany the armed forces in the field to ambush the enemy.
- Rangers participate, together with the armed forces, in a military operation against an armed group under a NIAC.

To constitute a DPH, a specific act must meet the following 3 cumulative criteria:

1. **Threshold of harm** — The act must be likely to interfere with the military operations of a party to an armed

conflict or to cause destruction, injury, or loss of life to persons or property protected from direct attack.

2. **Direct causation** — There must be a direct link between the act and the harmful effects caused.
3. **Belligerent link** — The act must be carried out with the intention of causing harm.

In the case of DPH, from a legal point of view, under IHL, rangers lose their protection against attack only for the duration of the participation. Participation in hostilities, even on an ad hoc basis, may cause harmed groups to view rangers as military targets at all times.

Any participation in hostilities by rangers must be carried out within a legal regulatory framework under national law.

#### Resources

Read more about direct participation in hostilities:

- [Questions and Answers, ICRC.](#)
- [Interpretative Guidance on the Notion of Direct Participation in Hostilities, ICRC.](#)

<sup>5</sup> Quoted text is from [Direct participation in hostilities: questions and answers](#), ICRC, 2009

<sup>6</sup> IHL status of rangers is to be checked with each state/organization.



**Practical advice:** Armed conflict situation in rangers' operating area

When one or more armed conflicts are taking place in the area where the rangers are operating, ranger management at the highest level should take the actions below:

1. Check the qualification of the situation with the competent authorities.
2. Define, in collaboration with national actors and other relevant organizations,<sup>7</sup> the status of rangers in relation to this conflict. There are 3 legal possibilities according to IHL.<sup>8</sup>
  - a. Rangers are civilians who do not participate in hostilities.
  - b. Rangers are civilians who participate in hostilities on an ad hoc basis.
  - c. Rangers participate in hostilities on a continuous basis, in which case they could be qualified as a party to the conflict.
3. Draw the implications of the status of rangers at the operational level:
  - a. Inform rangers of their status and give clear instructions on behavior and rules of engagement, especially in terms of distinction.
  - b. Train, coach, and equip rangers accordingly (including in terms of conduct of hostilities and medical and first aid).
  - c. Work closely with medical services, the fire brigade, civil authorities, and the military.
  - d. In the case of joint operations with the armed forces, define in writing everyone's roles (e.g., who is in command, who has legal responsibility, and who is in control of the operation) prior to each operation.
  - e. Pay special attention to the needs of particularly vulnerable groups.
4. Based on their law enforcement role, uniform, and equipment, rangers are generally widely perceived as potential adversaries by armed groups involved in conflict. Thus, if rangers are not participating in hostilities, it is necessary to take steps to ensure their protection and respect. These steps may include the following:
  - a. Raise awareness of the role of rangers and their

status as civilians who are protected under IHL among parties to the conflict.

- b. Collaborate, in accordance with the law, with persons, institutions, and organizations capable of conveying this message to armed groups.
- c. Give clear guidelines to rangers so that their behavior contributes to their being perceived as civilians in the conflict.
- d. Take all precautions to ensure that rangers are not associated with hostilities, and train them to identify an act of direct participation in hostilities themselves.

## 2.2.5 The relationship between human rights and international humanitarian law

Human rights and international humanitarian law are two distinct but complementary branches of international law. Both deal with the protection of human life, health, and dignity. Humanitarian law applies in situations of armed conflict, while human rights law applies in times of peace as well as war.

In the context of non-international (or internal) armed conflicts, IHL applies to both state and nonstate parties.

The intangible rights, which constitute the core of human rights, correspond to the fundamental and judicial guarantees provided by IHL. These rights apply to all persons without exception and in all situations.

### Resource

[What is the difference between humanitarian law and human rights law?](#), ICRC, 2015.

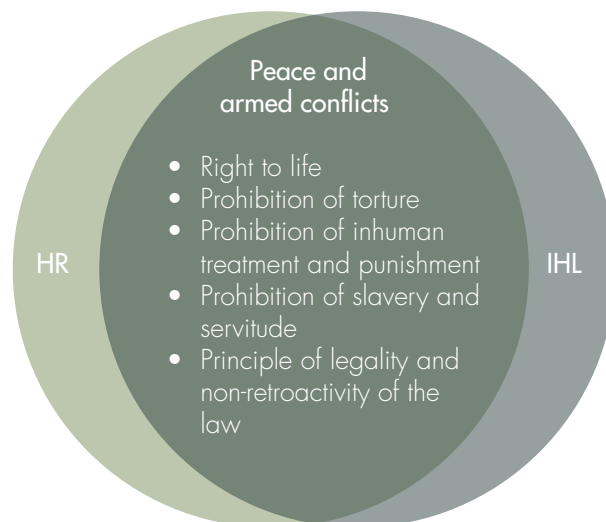
<sup>7</sup> The lead organization is the ICRC. This organization has delegations and offices in the following Central African countries: Gabon, Central African Republic, Democratic Republic of Congo, Republic of Congo, São Tomé and Príncipe, and Chad.

<sup>8</sup> For more details, see Sections 2.2.4 (page 22) and 2.3 (page 7).

## DUTIES APPLICABLE IN DIFFERENT SITUATIONS

Human Rights	International Humanitarian Law
	Human Rights : intangible rights and other human rights. Possibility of exemption by States from non-intangible human rights in a state of emergency.
National Law	National Law
PEACE	INTERNATIONAL OR NON-INTERNATIONAL ARMED CONFLICT

## THE CORE OF HR: COMMON RULES FOR HR AND IHL





## 2.3 Concepts of protection and use of lethal force in the context of human rights and international humanitarian law

The status of rangers operating in Central Africa differs from country to country. However, whether they are agents of the state or contracted by an operational partner, rangers have a duty to enforce the law. Thus, rangers have

an obligation to respect human rights. In the event of an armed conflict, they are a priori civilians under IHL, but this status depends on their relationship to the conflict.

### 2.3.1 Summary table

This table addresses the issue of civilian protection or the loss of such protection from a legal point of view, in terms of IHL

	Peace or internal unrest <sup>9</sup>	Non-International armed conflict situation (NIAC)		
Applicable regulatory frameworks	<ul style="list-style-type: none"> <li>National law</li> <li>HR<sup>10</sup></li> </ul>	<ul style="list-style-type: none"> <li>National law</li> <li>HR<sup>11</sup></li> <li>IHL</li> </ul>		
Involvement of rangers in NIAC	Not applicable	Not participating in hostilities	Directly involved in hostilities on an occasional basis <sup>12</sup>	Directly participating in hostilities on a continuous basis
Status of rangers under IHL	Not applicable	Civilians	Civilians	Party to the conflict
Rules for the use of lethal force by rangers	Only in self-defense	Only in self-defense	Only in self-defense against civilians and members of the armed group, except during DPH	Only in self-defense against civilians and continuously against members of the armed group
Protection of rangers under IHL		Rangers are protected against attacks	Rangers are protected from attack but lose their protection during DPH	Rangers are not protected against attacks

<sup>9</sup> Unrest is below the threshold of armed conflict.

<sup>10</sup> This includes HR and other relevant international standards.

<sup>11</sup> This includes HR and other relevant international standards.

<sup>12</sup> Any participation in hostilities by rangers must be carried out within a legal regulatory framework under national law.



### 2.3.2 Conclusion

- In principle, the situations in which rangers operate are peaceful, although rangers regularly face threats such as poaching, crime, armed violence, and other illegal activities.
- The legal frameworks applicable to their actions in these situations are national laws, human rights, and other relevant standards.
- With regard to the use of lethal force, the rules of engagement for rangers are the same as those applied in law enforcement: They may only use lethal force for self-defense.
- If a NIAC exists in an area where rangers operate, IHL applies and complements other applicable standards.
- According to IHL, rangers are a priori civilians and are protected against attacks from the armed group or groups that are party to the conflict.
- If rangers occasionally participate directly in hostilities against an armed group or groups that are parties to the conflict, they lose their protection from attack for the duration of that participation.

- Any participation in hostilities by rangers must be carried out within a legal regulatory framework in terms of national legislation and according to clear guidelines.
- If rangers are continuously involved in hostilities against an armed group or groups that are parties to the conflict, they themselves become parties to the conflict and permanently lose their protection.

#### In the case of armed conflicts

- **Rangers should not attack civilians.<sup>13</sup>**
- **During the fighting, rangers must take every precaution to spare civilians and civilian property.**
- **Rangers are generally perceived as potential adversaries by armed groups; therefore, it is necessary to take adequate measures to ensure their protection and respect.**

<sup>13</sup> See the guidelines on the use of force and conduct of hostilities in Sections 3.7 (page 48) et 3.8 (page 51).



# 3 GUIDELINES ON MISSION CONDUCT BY THEME

## Purpose of the section

- Rangers at all levels know the essential standards and principles of HR and IHL and how to act in accordance with them
  - To ensure respect for human rights.
  - To foster a good relationship with the population.

This section is broken down into eight themes, which were selected based on the situations most frequently encountered by rangers in the field.

1. Mission and ethics of the ranger
2. Behavior and relationships with the population
3. Categories of people with specific protection and needs in situations of peace and armed conflict
4. Controls, searches, and seizures
5. Interceptions and arrests
6. Rights and treatment of persons deprived of their liberty
7. Use of force (peacetime situation)
8. Conduct of hostilities (armed conflict situation)

## Each subsection is organized to be easily used by trainers:

- Objectives for the participants.
- Essential standards and principles:
  - Extracts from legislation, standards, or other reference documents on the subject; see annex 5.7.3 ([page 74](#)).
- Illustrated guidelines:
  - Rephrasing, both in the form of clear messages and images, of the standards and principles most relevant to the operational context of Central African rangers.
- Putting it into practice:
  - Practical advice for the implementation of the standards and key principles by rangers.

- Contextualized exercises in different forms (e.g., case studies, quizzes, debates) to be carried out during the training.

The illustrations in this section were produced by Jonathan Aucomte in coordination with WCS Tanzania and funded by USAID.

## 3.1 Mission and ethics of the ranger

### 3.1.1 Objective

- Rangers understand their place and role within their social and natural environment.
- Rangers are aware of their responsibilities and ethics as representatives of an authority.

### 3.1.2 Key principles and standards

Within the Central African region, the status of rangers and their missions vary according to the countries in which they operate, their level of responsibility, and their context of intervention. However, the missions and values listed below are common to all rangers.

- **They protect flora and fauna** - Rangers play a key role in conservation. They are responsible for the protection of nature, cultural and historical heritage, and the rights and welfare of present and future generations.
- **As representatives of their authority, organization, or community, they work within the legal and institutional frameworks in force** - They should be dedicated and well informed, and they should act at all times with professionalism and integrity. Integrity requires, among other things, being forthright, non-discriminatory, honest, truthful, and accountable.
- **Rangers set an example by combating poaching, promoting awareness of natural resources, and**

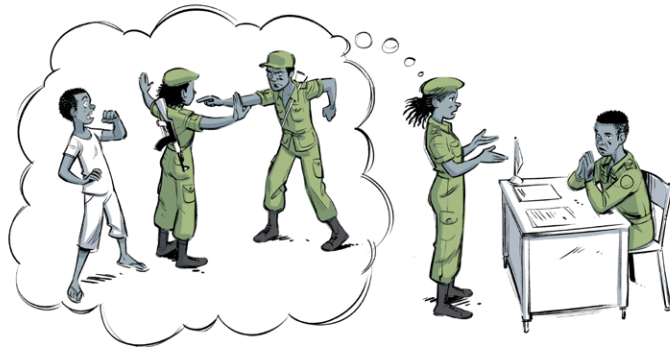




I protect nature for the benefit of all—  
to preserve the future.  
I raise awareness and work with  
local communities and different authorities.



I respect laws, codes of conduct and culture.  
I encourage others to do the same.  
I have exemplary behavior.  
I treat each person  
with respect and impartiality.  
I am against all forms of discrimination.



I am honest, and I act in a way  
that is responsible in all places  
and circumstances.



I am a professional.  
I document my findings with all the means at my disposal,  
including with notes, photos, and GPS coordinates.  
I report each situation in detail.



I say no to corruption.  
I do not take advantage of my position to  
make personal gains or obtain benefits.  
I am honest in all circumstances.  
I report acts and attempts of corruption  
to my superiors.



I am against torture and ill treatment.  
I favor dialogue over the use of force  
in all circumstances.  
I treat my fellow citizens with respect  
and courtesy.

**avoiding risk-taking behavior** - Rangers act as role models and ambassadors for their profession, the environment, and the people who depend on natural resources. They must be proud, dedicated, and passionate about their vocation; ready when duty calls; and compassionate toward nature and the people with whom they interact. Rangers must respect and conserve the natural and cultural values of the areas in which they work, while encouraging others to do the same.

- **They must respect and value community and individual rights**, culture, customs, knowledge, and livelihoods. They should inspire their colleagues and other people by upholding ranger values, leading by example, and enabling open and effective dialogue to create a respectful and professional organizational culture.

2. **What should rangers do when they witness a human rights abuse?** On the basis of similar situations experienced by rangers, have the group react about what to do (taking care not to stigmatize the rangers who shared their experience in relation to the quality of their response to the situation).

**Proposed answers, to be adapted to the context and options of the rangers**

- Intervene directly or indirectly to prevent or stop abuse.
- Provide assistance to victims.
- Document the situation by all available means in a context-sensitive manner (e.g., notes, photos, GPS coordinates).
- Report the situation to supervisors or any other person authorized to receive the information.

### 3.1.3 Putting it into practice

#### Practical advice

Within each organization employing rangers, organize regular participatory sessions for the rangers to share their thoughts on their role, their perception of this role, and the perception they believe the population to have.

It is possible to involve staff from other departments and members of the public.

Following these sessions, take any corrective action you feel necessary to ensure that everyone's perceptions match the ranger's mission as defined in your organization.

#### Quiz

1. **What are the reference documents and texts regarding the missions, values, and behavior of rangers?**

**Proposed answers, to be adapted to the contexts**

- At the national level: national criminal code, laws and decrees on the missions and status of rangers, conservation laws, national code of conduct for rangers or civil servants, etc.
- At the organizational level: work contract, job description, internal regulations, code of conduct, guidelines, and procedures

(These documents must comply with the various international human rights treaties and standards.)

## 3.2 Behavior and relations with the population

### 3.2.1 Objective

- Rangers are aware that their presence adds value for the local populations, and they know how to explain it.
- Rangers share information, in terms of services rendered and protection of the local population, and they identify ways to enhance these actions or better respond to different situations.
- Rangers identify unpredictable situations in which it is necessary to intervene on the spot to assist and/or protect people.

### 3.2.2 Essential standards and principles

**By ensuring the preservation of fauna and flora, rangers seek to maintain the sometimes precarious balance between humans and nature. Their real strength is acting on a daily basis and thus participating in strengthening the social link between the various environmental actors and communities.**





I respect my fellow citizens, and I respect  
the rights and cultures of each.  
I contribute to peace and social cohesion.  
I do not take advantage of my position.  
The community includes me too.



I contribute to peace and living together.  
When I am in a village, I have exemplary behavior.  
I act to preserve my safety and that of the villagers.  
I sleep outside of the village.  
I do not use alcohol, drugs, or any illicit product.  
I refrain from any behavior that could damage  
my reputation and my position.



I stand for peace and order.  
I help and assist the population when there is need.



I protect human dignity.  
I treat others as I would like to be treated.  
I provide assistance to people in need.



I am sensitive to human-wildlife conflicts.  
I support villagers by taking action with the appropriate legal means.

**Their behavior is guided by these fundamental principles both in their work and in their personal lives:**

- **Show respect and set an example.** Rangers must respect and value community and individual rights, local culture, customs, knowledge, and livelihoods. When visiting or staying in villages, they should behave in an exemplary manner to protect the people, their own reputation, and the reputation of their employer.
- **Represent and add value.** Rangers are an integral part of local communities and should foster cooperation with them. They should maintain a healthy and positive relationship with Indigenous Peoples and local communities, building trust through clear dialogue and transparent and appropriate action.
- **Be accountable to the community.** In carrying out their duties, rangers have a great responsibility to prevent conflicts with communities. They must have good knowledge of the organization of villages, communities, and resource persons. Good knowledge of the environment will help to better adjust the actions they carry out in communities.
- **Serve the population.** As citizens and representatives of an authority, rangers contribute to peace and order, and they assist people who are in trouble or danger, such as the injured, the sick, or people who have been attacked or are at risk of being attacked. Rangers play an active role in protecting people and their property in cases of human-wildlife conflict. Rangers may also be called upon to protect populations under threat, particularly from violent armed actors.
- **Be responsive to the needs of the people.** Rangers are responsive and attentive to the needs of their environment. They provide help and assistance in times of need, while respecting local culture, customs, knowledge, and livelihoods.

### 3.2.3 Putting it into practice

#### Practical advice

Familiarize yourself with the community in the area in which you are working. Meet with chiefs and representatives of the various communities, including women (separately if necessary, enlisting the help of female colleagues

or members of an Indigenous community if possible or necessary).

Speak out against ethnic or racial stereotypes in your community.

Talk to members of minority groups in the community where you are working to understand their needs, grievances, and suggestions. Be sensitive and responsive.

#### Debate

1. **How and why can rangers benefit from an active relationship with the population?**

#### Proposed answer

By its very nature, the work of the rangers depends on the goodwill of the population. Without such goodwill, work would be much more difficult. Rangers and law enforcement officials will gain the respect of the community if they are seen to be fair, impartial, and sensible in their duties. It is also important to establish good relations with law-abiding members of the community. A lot of information and intelligence can be obtained from a community once trust has been established.

2. **What services do the rangers provide to the people—in general and in your particular context?**
3. **Are these services known and valued by the rangers themselves, by other departments of your organization, and by the population? If not, how could they be?**

Answers to be phrased according to the context.

## 3.3 Categories of people at risk in situations of peace and armed conflict

### 3.3.1 Objective

- Participants are aware of the basic standards of international law applicable to categories of people at risk, i.e., with specific needs or protections.
- Participants understand the need to protect these categories of people.

- Participants are able to identify, in their operational context, categories of people with specific needs and take the necessary measures to protect them.

The table below presents a nonexhaustive list of categories of people who benefit from specific protections that are enshrined in national, regional, and/or international legislation and/or who have vulnerabilities or needs that require special attention from rangers. It covers peace and armed conflict situations.

### 3.3.2 Essential standards and principles

CATEGORIES	ESSENTIAL STANDARDS AND PRINCIPLES
CHILDREN	<ul style="list-style-type: none"> <li>A child is any human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.</li> <li>Anyone in contact with a child should take into account the best interests of the child and the particular needs of people their age.</li> <li>All children should enjoy the rights and guarantees afforded to adults.</li> <li>Deprivation of a child's liberty should only be used as a last resort and should be carried out separately from adults (unless it is against the child's best interests).</li> <li>The rights of the child are enshrined in the <a href="#">Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child</a>, among other agreements.</li> </ul>
WOMEN AND GIRLS	<ul style="list-style-type: none"> <li>Women and girls face discrimination based on their gender, which makes them vulnerable.</li> <li>Women and girls must be able to enjoy the full and equal exercise of all their human rights.</li> <li>Women and girls shall be especially protected against any attack on their honor, in particular against rape, enforced prostitution, and any form of indecent assault.</li> <li>The deprivation of liberty of a pregnant or breastfeeding woman should only be used as a last resort and should be carried out separately from men.</li> <li>An <a href="#">international convention is dedicated to the elimination of discrimination against women</a>.</li> </ul>
INDIGENOUS PEOPLES (IPs)	<ul style="list-style-type: none"> <li>IPs are often discriminated against because of their identity. Many members of Indigenous Peoples live around protected areas and have ancestral ties to the land or natural resources.</li> <li>Guiding principles for the protection of Indigenous Peoples are included in the <a href="#">United Nations General Assembly Declaration on the Rights of Indigenous Peoples</a>.</li> <li>Some countries, including the CAR, have also chosen to adhere to the <a href="#">Convention n.169 relating to indigenous and tribal peoples (International Labor Office, 1989)</a> or to adopt specific national laws in favor of IPs (Congo, <a href="#">DRC</a>)<sup>1</sup>. These texts relate in particular to the individual and collective rights of indigenous peoples, including those relating to property, cultural and ceremonial expression, identity, language, employment, health, education, etc.</li> </ul>
PERSONS DEPRIVED OF THEIR LIBERTY	<ul style="list-style-type: none"> <li>Deprivation of liberty is any form of detention, imprisonment, institutionalization, or custody of a person for reasons related to crimes or breaches of the law or for humanitarian and protective reasons.</li> <li>All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person, without exception and in all situations.</li> <li>There are many texts relating to persons deprived of their liberty, including the <a href="#">UN Standard Minimum Rules for the Treatment of Prisoners</a>.</li> </ul>

1 The content of the law is not available in English



INTERNALLY DISPLACED PERSONS (IDPs)	<ul style="list-style-type: none"> <li>IDPs are people forced to flee within their own country, for example, as a result of conflict, violence, human rights violations, or disasters. They are one of the largest groups of displaced people.</li> <li>States have an obligation not to carry out forced evictions from housing or land and to protect the population. In the event of eviction, it is necessary to consult with the affected populations and offer them reasonable alternatives for their housing.</li> <li>There is an <a href="#">African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention)</a>.</li> </ul>
REFUGEES	<ul style="list-style-type: none"> <li>A refugee is a person who, owing to a well-grounded fear of persecution, is unable or unwilling to return to their country of nationality.</li> <li>A person has the right to seek and enjoy asylum in other countries to flee persecution.</li> <li>No one shall be forced to return to a country where their life or freedom would be threatened and where they could be persecuted, or to a third country that could return them to that country.</li> <li><a href="#">The Refugee Convention</a> sets out the rights of uprooted people as well as the legal obligations of states to ensure their protection.</li> <li>There is an <a href="#">OAU Convention Governing the Specific Aspects of Refugee Problems in Africa</a>.</li> </ul>
TRANS- HUMANCE	<ul style="list-style-type: none"> <li>Transhumance is a way of organizing livestock farming, characterized by the annual movement of livestock according to a precise itinerary and calendar.</li> <li>The mobility of herders, nomadic pastoralists, and transhumance is recognized as a fundamental right, guaranteed by states and local authorities.</li> <li>The African Union issued a <a href="#">Policy Framework for Pastoralism in Africa</a>.</li> </ul>
VICTIMS	<ul style="list-style-type: none"> <li>Victims are persons who, individually or collectively, have suffered harm, including physical or mental injury, emotional suffering, economic loss, or substantial impairment of their fundamental rights, through acts or omissions that violate the laws.</li> <li>There are <a href="#">basic principles on the right to remedy and reparation for victims of HR and IHL violations</a>.</li> </ul>
WOUNDED AND SICK	<ul style="list-style-type: none"> <li>The right to health is a fundamental right, including in times of armed conflict.</li> <li>It is a general principle of humanitarian law that the sick and wounded should in all circumstances be treated humanely and should receive, as far as possible and as quickly as possible and without discrimination, the medical care their condition requires.</li> </ul> <p>More information on this subject is available:</p> <ul style="list-style-type: none"> <li><a href="#">World Health Organization article "Human Rights"</a>.</li> <li><a href="#">ICRC article "The wounded, sick and shipwrecked protected under international humanitarian law"</a>.</li> </ul>
OTHER CATEGORIES	<ul style="list-style-type: none"> <li>The rights of persons with disabilities are enshrined in the <a href="#">Convention on the Rights of Persons with Disabilities</a>.</li> <li>Older persons are the subject of a <a href="#">protocol to the African Charter on Human and Peoples' Rights</a>.</li> </ul>







All children should enjoy the rights and guarantees afforded to adults.  
Children are vulnerable.  
I am responsible for their well-being.



I act in the best interests of children.  
I seek to understand their situation.  
I only remove a child if absolutely necessary, as a last resort, until a guardian has arrived.



I pay attention to the needs of women.  
As a female ranger,  
I can perform a search on a suspect.  
As a male ranger,  
I simply give instructions for the search to be carried out by the suspect herself.



In case of detention,  
I separate women from men.  
I ensure the well-being of pregnant women and mothers.



I treat Indigenous Peoples with dignity and protect their resources.  
I know and respect their customs and the specific rights granted to them.  
I maintain a clear dialogue and ensure their consent to any action that might affect them.



I protect refugees and displaced people.  
I try to understand their situation.  
I try to help them.  
I inform the relevant authorities and/or organizations.

### 3.3.3 Putting it into practice

#### Resources: Focus on Indigenous Peoples

According to the 2003 report of the African Commission on Human Rights, which was endorsed by the African Union in 2005, in postcolonial Africa, the term “Indigenous Peoples” does not mean

- The first inhabitants of a country or continent.
- Indigenous Peoples in the sense of the Americas or Australia.

Rather, it refers to those communities in Africa

- Whose cultures and lifestyles differ considerably from the dominant society;
- Whose crops are threatened, in some cases to the point of extinction;
- Whose particular way of life depends on access and rights to their traditional lands and their natural resources;
- Who suffer discrimination because they are considered less developed and less advanced than other more dominant groups in society;
- Who live in inaccessible, often geographically isolated areas and suffer from various forms of marginalization, both political and social;
- Who are subject to domination and exploitation within national political and economic structures that are generally designed to reflect the interests and activities of the majority; and
- Who identify themselves as Indigenous.

For many Indigenous Peoples,<sup>1</sup> land, forest, or livestock is much more than an economic commodity. It not only provides them with the means for economic survival but also constitutes a basis for their cultural identity and spiritual and social well-being. The protection of Indigenous Peoples and cultural heritage has been recognized as essential and emphasized by the [International Labor Organization’s Indigenous and Tribal Peoples Convention](#) since 1989 and by the UN General Assembly in its [2007 Declaration on the Rights of Indigenous Peoples](#). The latter recognizes the discrimination that members of Indigenous Peoples may suffer from.

For example, they may lose or may have lost access to their ancestral land due to development, conservation, tourism promotion, or logging programs—without prior consultation on such expropriations, and/or without the allocation of alternative lands or compensation. Among the fundamental principles laid down in the UN Declaration on the Rights of Indigenous Peoples, there is a remedy for such discriminatory or unilateral practices, notably in Articles 9 and 10:

#### *Article 9*

Indigenous Peoples and individuals have the right to belong to an Indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

#### *Article 10*

Indigenous Peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the Indigenous Peoples concerned and after agreement on just and fair compensation and, where possible, the option of return.

Thus, the introduction and now systematic adoption of Free, Prior, and Informed Consent (FPIC) measures in the conservation sector is intended to protect and revalue the role and ancestral knowledge of Indigenous Peoples in the conservation and management of the common ecological heritage.

Governance is also a fundamental issue directly related to Indigenous Peoples’ rights to their lands, and several African states recognize customary rights as a form of land rights. For more information on this topic, see for example the Wildlife Conservation Society (WCS) report on the [State of Indigenous Peoples’ and Local Communities’ Lands and Territories](#).

Another resource [on Indigenous Peoples is available from Amnesty International](#).

<sup>1</sup> Text is based on the [Overview Report of the Research Project by the International Labour Organization and the African Commission on Human and Peoples’ Rights on the constitutional and legislative protection of Indigenous Peoples’ rights in 24 African countries, 2009](#).



I guide herders to transhumance corridors.



I assist victims and treat them as my brothers and sisters.



I accompany victims of sexual violence to the place of treatment and according to the prescribed procedures.

#### Practical advice:

Identifying categories of people under protection and/or with specific needs

It is advisable to conduct the following analysis within each protected area.

- List
  - the categories of people at risk under national, regional, and international legislation;
  - the categories of people with special needs; and
  - the categories of people who may be vulnerable in certain circumstances, such as deprivation of liberty.

- Identify the risks of human rights and/or IHL abuse for each category of people, whether the potential perpetrators are rangers or other actors.
- Identify the impacts on potential victims, rangers, and your conservation mission.
- Take the necessary measures to prevent and, where appropriate, manage these risks of abuse.
- Train rangers and other staff accordingly.

### Quiz: Children's rights

1. What group of people are children's rights about?
  - A. All persons under 18 years of age
  - B. All children up to the age of 14
  - C. All children up to the age of 16
  - D. All children up to 10 years old
2. What are the key principles concerning the rights of the child?
  - A. Nondiscrimination
  - B. The right to life and survival
  - C. The best interests of the child
  - D. Taking into account and respecting the views of the child
3. Which of these countries have not ratified the International Convention on the Rights of the Child?
  - A. Cameroon
  - B. The United States
  - C. The Democratic Republic of Congo
  - D. Somalia
  - E. The Central African Republic
4. If I find a group of people at the age of 17 years old in the protected area with several hunter's rifles and a dead animal, what should I do?
  - A. I detain them and bring them to a police officer.
  - B. I detain them only if absolutely necessary, as a last resort.
  - C. I try to understand their situation.
  - D. I cane them and seize the animal to teach them a lesson, and then I let them go.

### Answers

- 1: A. All persons under 18 years of age. Both adolescents and young children.
- 2: A, B, C, and D.
- 3: B and D. Only the United States and Somalia have not ratified the International Convention on the Rights of the Child.
- 4: B and C. I only deprive the child of their freedom if it is absolutely necessary. Any deprivation of liberty must be lawful, necessary, and respectful of human dignity. The law prohibits ill treatment, including corporal punishment, of both children and adults.

### Case study

Bombo is a village of Indigenous People in the middle of the Mungunda forest, which is classified as a protected area.

The team of rangers that you have been assigned to manage is tasked with apprehending poachers from the village who have killed several wild animals.

The information at your disposal reveals that the men of the village run away when they see the rangers. When the rangers arrive in the village, they only find women and children.

1. To prevent human rights abuses, what steps will you take before you go on this mission?
2. How will you handle the situation?

### Proposed answer

1. In order to elaborate a contextualized response, follow the steps 1 to 4 of the "Practical advice box of the present section. In such a scenario, it is essential to consider the opportunity of forming a multidisciplinary operational team (rangers, community based, mediation) with a gender and diversity perspective (ie, considering integrating female staff and staff originating from the concerned IP)..
2. The people found on the spot are under your control, regardless of whether they belong to, are affiliated with, or support the poachers. Their lives must not be harmed, they must be treated humanely, and they are therefore protected from torture and ill treatment. If rangers suspect that these individuals are responsible for or connected to the attack, or if they believe these individuals have committed an offense, the judicial authorities should be notified. Rules on the treatment of children should be applied, including those on deprivation of liberty.



## 3.4 Search and seizure

### 3.4.1 Objective

- Rangers understand the different terms associated with search and seizure, and they know when and how to use these practices in a way that respects human rights and other applicable standards.
- Rangers know how to adapt their behavior according to the subject and the situation.

### 3.4.2 Essential standards and principles

There are different types of searches, and it is important to know and differentiate between them and to carry them out in accordance with national legislation (see table below).

All investigations (including interviews of witnesses, victims, and suspects; searches of individuals; searches of homes, premises, and vehicles; and interception of correspondence and communications):

- Must not be illegal, arbitrary, abusive, unduly intrusive, or biased.
- Must include a thorough examination of the crime scene.
- Must seek to collect and preserve evidence.
- Must be documented.

The following rights, among others, apply:

- Everyone has the right to personal security.
- No one shall be subjected to arbitrary interference with their privacy, family, or home.
- No one shall be subjected to unlawful attacks on their honor and reputation.
- No physical or mental pressure will be put on suspects, witnesses, or victims to obtain information.
- Torture and other inhuman or degrading treatment are strictly prohibited.
- Victims and witnesses must be treated with consideration and compassion.
- Absolute discretion must be exercised at all times when handling confidential information.
- Any confiscation of property must follow the legal procedure and be documented.

TERMS	DESCRIPTION	OBJECTIVES	AUTHORITY TO BE CONTEXTUALIZED <sup>2</sup>
Security check	Search conducted with clothing	Find objects that are dangerous to oneself or others in the circumstances provided for by law.	Same-sex rangers
Full body search	Search on a person's body	Search for evidence or objects dangerous to oneself or others during an investigation only if necessary.	Judicial Police officer (JPO) of the same sex
Internal body search	Search inside a person's body	Search for evidence or an object dangerous to oneself or others during an investigation only if absolutely necessary.	Medical doctor

<sup>2</sup> Before each training course, check the levels of authorization according to the national law and the instructions given to the rangers by their employer and/or the organization for which they operate.

### 3.4.3 Putting it into practice

#### **Practical advice:** Security check and full body search

Security check and full body search may be necessary measures to prevent the entry and smuggling of dangerous goods or prohibited articles.

However, due to their intrusive nature, security check and full body search are an infringement on privacy. They may only be used by authorized rangers and only when strictly necessary, based on a case-by-case assessment and if there are specific grounds for suspicion.

The person must be informed of the reasons for the security check and full body search and of the right to search before these measures are carried out. Security check and full body search shall be conducted in a manner that respects the dignity of the person and by a person of the same sex.

In the absence of female staff, instructions may be given to the female suspect by a male ranger for the female suspect to perform the security check herself. This procedure should be conducted with witnesses and with consideration for the female suspect. She should not be asked to undress. Should a full body search be required, the female suspect may be transported to the closest location where an authorized Judicial Police Officer of the same sex will conduct the search.

Under no circumstances is an eco-guard or Judicial Police Officer, authorized to conduct an internal body search.

#### Quiz

1. For what purpose and under what conditions can a ranger carry out security checks?
2. When should a full body search be performed instead of a security check?
3. If there are no female staff, how can security checks be carried out on a woman?
4. Is a ranger entitled to perform a full body search?
5. When can a ranger perform an internal body search?

#### Suggested answers

1. See the table in section 3.4.2 ([page 39](#)).
2. See the table in section 3.4.2 ([page 39](#)).
3. Security checks can only be carried out by a person of the same sex. In the absence of female staff, see “Practical advice” in section 3.4.3 ([page 40](#)).
4. It is necessary to be aware of the national legislation and internal procedures of each facility to answer this question. In most cases, only judiciary police officers are authorized to carry out full body searches.
5. Never. Only a doctor can carry out an internal body search as part of an investigation.





I pay attention to the needs of women.  
As a female ranger, I can perform a search on a female suspect.  
As a male ranger, I simply give instructions for the search  
to be carried out by the suspect herself.



I conduct searches with respect for people and their property.  
I look after my good reputation and that of my employer.  
I do not perform any illegal action.  
I protect and respect people's property.  
I do not steal. I do not destroy.



In case of seizure, I act legally.  
I do not act alone.  
I write a list of the products seized  
and issue a document to the person who is concerned.



## 3.5 Questioning and Arrests

### 3.5.1 Objective

- Rangers are familiar with the relevant international standards and are able to apply them to their questioning and arrest practices.
- The rangers adopt different behaviors depending on the situation in order to act in a respectful and professional manner.

### 3.5.2 Essential standards and principles

Questioning means, in the context of this manual, to ask (an individual) a specific question or questions in the course of an investigation or of a security check. An arrest is when the rangers deprive a suspect of their freedom.

In all cases, questioning and arrests must meet the criteria below. If they do not, they may be deemed arbitrary and therefore illegal.

- Be legally sound and respect legal procedures.
- Be reasonable or appropriate in the circumstances.
- Be proportionate to the legal objectives pursued.
- Not be discriminatory.
- Have a legitimate, solid, and justified basis.
- Not be unnecessarily intrusive upon other rights.

Those arrested must be treated with dignity and humanity in all circumstances. Rangers shall:

- Inform them of the charges against them and their rights upon arrest;
- Protect them from ill treatment, torture, disappearances, and extrajudicial executions;
- Provide an opportunity to inform families of the arrest and the place of deprivation of liberty;
- Record all information relating to the arrest.

The use of deprivation of liberty is only legitimate where there are reasonable grounds to believe:

- That a person has committed an offense;
- That the detention is necessary and proportionate

to prevent that person.

- from fleeing,
- from committing another offense, or
- from interfering with the course of justice in pending proceedings.

This means that deprivation of liberty is not legitimate when these objectives can be achieved by other less intrusive measures. Deprivation of liberty of pregnant or breastfeeding women and children is an extreme measure, to be used only as a last resort.

### 3.5.3 Putting it into practice

#### Exercise: Reflecting on the risks of abuse during questionings and arrests in your operational context

1. Make a list of the most common risks of abuse during questioning and arrests.
2. Propose measures to limit them.

#### Examples

Risk of abuse	Measures
Not reading the arrested person their rights	Provide the rangers with a card of the arrested person's rights.
Using disproportionate force when dealing with an aggressive suspect	Train the rangers in mediation and in techniques for conducting humane and safe questionings.
Making an arbitrary arrest	Provide rangers with a format for detailed note taking. Train them in this practice.
...	...





### No danger and minimal infringement

I have a friendly attitude. I talk and raise awareness.  
(Example: lost tourists or scientists)



### Absence of danger and serious infringement

I have a kind and determined attitude.  
I ensure my safety and that of the suspects.  
I engage in talking and use force  
only when absolutely necessary.  
(Example: poaching and plant collection)



### Danger

In case of danger, I retreat.  
I only use my firearm if it is absolutely  
unavoidable to protect human lives.



I am against torture and ill treatment.  
I favor dialogue over the use of force  
in all circumstances.  
I treat my fellow citizens with respect  
and courtesy.

3



If a suspect needs to be arrested,  
I apply the adapted procedures.  
I inform the suspect of the reasons for the arrest.  
I write down the information.



I respect the people being detained, and  
I protect their dignity.  
I avoid handcuffs.  
I avoid crowds and attention.

### Practical advice<sup>3</sup>

#### Detention or release?

- General principle: Detention of persons awaiting trial should not be the rule, but release may be subject to safeguards.<sup>4</sup>

#### Before detaining a suspect, the following questions should be asked:

- What are the reasonable grounds to believe that this person has committed an offense?
- Does the deprivation of liberty seem disproportionate to the alleged offense and the sentence?
- Is there a risk that the suspect will flee from justice?
- Will releasing the suspect put them in danger?
- Is there a real risk of the suspect committing further offenses?
- Can freeing the suspect be a serious impediment to the due course of justice?
- Are there alternatives to arrest?
- Are there other ways of obtaining guarantees that the person will cooperate with the judicial process and behave appropriately while awaiting a possible summons?

#### Before answering these questions, consider the following:

- The nature of the offenses.
- How serious the offenses are.
- The suspect's links to the community.
- How reliable the evidence is.
- The suspect's socioeconomic and health background.
- The suspect's personal situation.
- The likely sentence.
- The suspect's behavior.

### Case study

The rangers are a day's drive away from the base, in a protected area. Their team is all male. They have just apprehended a local recidivist poacher caught in the act. He is in their vehicle. He is not handcuffed.

On the way, still within the protected area, the rangers meet an Indigenous woman with her 6-month-old baby. They question her and realize that she is holding a dead pangolin and traps. This is an offense punishable by a prison sentence.

One of the rangers recognizes her. She lives in a village with which the community relations team has a good and ongoing relationship. This woman has already been apprehended for collecting bark within the park, which is prohibited.

#### Questions

1. How should rangers deal with local poachers?
2. What approach should the rangers use with this woman and her baby?
3. What is the procedure for the team leader?
4. What are the instructions given by the JPO ranger/jurist who is at the base?
5. What decision should be made about this woman and her baby?

#### Proposed answers

In this case, several decisions are possible, depending on the national legislation in force in the country and the prerogatives of the JPO rangers.

The aim of the exercise is to articulate the reflection taking into account the contents of the section on categories of protected persons/with special needs (section 3.3.3, page 36).

<sup>3</sup> This advice is based on [Human Rights and Law Enforcement: A Trainer's Guide on Human Rights for the Police, Professional Training Series No. 5/Add.2, \(Section 6-Arrests, p. 67\), OHCHR, 2002.](#)

<sup>4</sup> See [International Covenant on Civil and Political Rights \(art. 9, para. 3\), UN, 1976.](#)

## 3.6 Rights and treatment of persons deprived of their liberty

### 3.6.1 Objective

- Rangers are familiar with international standards applicable to official acts that have the effect of depriving a person of liberty.
- Rangers understand the practical application of these standards.

### 3.6.2 Essential standards and principles

- Pretrial detention should be the exception, not the rule.
- All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.
- Anyone charged with a criminal offense is presumed innocent until proven guilty according to law in a fair public trial.
- Anyone who is deprived of their liberty has the right to appear before a judicial authority within a legal time limit.
- No one may take advantage of an accused person's situation to force them to testify against themselves or to confess guilt.
- No one deprived of their liberty shall be subjected to torture or other cruel, inhuman, or degrading treatment or punishment, or to any form of violence or threats.
- Remand prisoners have the right to communicate with the outside world, to receive visits from family members, and to communicate with legal counsel.

- The religious beliefs and convictions of persons deprived of their liberty must be respected.
- The rights and special status of women and children must be respected.

**Places of detention** must meet the requirements of humanity and be designed to safeguard the health of defendants. These standards also apply to the transfer of suspects:

- Adequate food
- Access to clean water
- Access to health care
- Sufficient shelter
- Adequate clothing
- Hygiene compliance

**Women** deprived of their liberty should be kept in separate facilities from men. If this is not possible, they should be isolated from men. Pregnant women and nursing mothers should be given special facilities. Assign female staff to the custody of women and girls.

**Juveniles** need extra protection because of their age and vulnerability. They should be held in separate facilities from adults, unless it is against their best interests. Assign specialized staff to the custody of minors.

**Other categories of particularly vulnerable persons in situations of deprivation of liberty should be identified, and specific measures should be taken for them.**

### 3.6.3 Putting it into practice

#### Practical advice: State of arrest and time limit for presentation to a judicial authority<sup>5</sup>

- Any person arrested and detained shall be brought before a judicial authority as soon as possible after the arrest in order
  - to be charged and
  - to be released on bail or released from prison.
- The maximum time limit for presentation to a judicial authority after arrest is set out in each state's criminal code.
- The date and time of the arrest, which must be systematically recorded by the rangers, is the starting point for the deprivation of liberty.
- No one may be deprived of liberty beyond this period without a written order from the judicial authority.
- If the legal deadline (including extensions) cannot be met, the person who was deprived of liberty must be released.
- The total legal time limit is usually no more than 48 hours.

#### Practical advice: Deprivation of liberty—conditions in places of detention

The reference document on conditions of detention is the UN Standard Minimum Rules for the Treatment of Prisoners. The section "Prisoners under arrest or awaiting trial" is particularly relevant to the situation of persons detained by rangers and awaiting transfer to the competent authorities.<sup>6</sup> See the examples below:

- Remanded prisoners may, if they wish, feed themselves at their own expense by obtaining food from outside through the administration, their family, or friends. Otherwise, the administration must provide for their food.

- Untried prisoners shall be allowed to receive the visit and care of their own doctor or dentist if their request is reasonably well founded and if they are able to pay for it.
- Untried prisoners shall immediately be given the opportunity to inform their family of their detention and shall be given all reasonable opportunities to communicate with and receive visits from family and friends, subject only to such restrictions and supervision as necessary in the interests of the administration of justice and the security and good order of the institution.

#### Debate

**Can a breastfeeding mother who is suspected of a crime be deprived of her liberty in your intervention context? If so, what precautions and decisions need to be taken in relation to her and her baby?**

When thinking about how to answer these questions, consider the following:

- The nature of the offenses
- How serious the offenses are
- The suspects' links to the community
- How reliable the evidence is
- The suspect's socioeconomic and health background
- The suspect's personal situation
- The likely sentence
- The suspect's behavior,
- How appropriate the deprivation of liberty is to the situation of the mother and baby
- The ability of those responsible for the deprivation of liberty to meet the needs of the mother and baby
- The possibility of a visit from the father or close family
- Alternatives to deprivation of liberty on administrative premises (exploring solutions within the suspect's community)

Example of answer, taken from [the recommendations of the Parliamentary Assembly of the Council of Europe](#).

<sup>5</sup> Sources : [Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment](#), (Principle 37), UN, 1988; [Human Rights and Law Enforcement: A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (p. 67), Office of the United Nations High Commissioner for Human Rights (OHCHR), 2002.

<sup>6</sup> See [Standard Minimum Rules for the Treatment of Prisoners](#), UN, 2015.

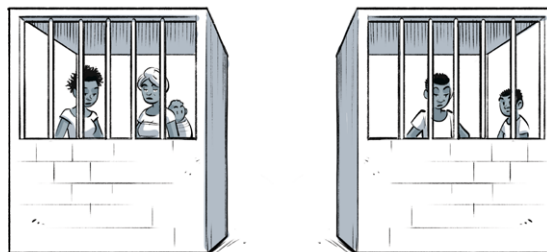




I treat suspects humanely.  
I give them food, water, and the necessary rest.  
I ensure the transfer and presentation of a suspect before a judicial authority  
in the shortest possible time.



I separate a child from the adults,  
unless it is contrary to the child's best interest.  
I only keep a child if  
it is absolutely necessary, as a last resort!



I separate women from men.  
I ensure the well-being of pregnant women and mothers.  
I only keep a pregnant or breastfeeding woman if absolutely necessary,  
as a last resort!

## 3.7 The use of force and firearms (peacetime situations)

### 3.7.1 Objective

- Rangers are aware of international standards governing the use of force.
- Rangers are capable of discerning when the use of force is appropriate.
- Rangers understand the concept of self-defense.

### 3.7.2 Essential standards and principles

Use of force can be any physical coercion of a person, ranging from preventing someone from carrying out an activity by simply being present to the intentional use of weapons under certain conditions.

The use of force can violate some of the most basic human rights:

- Respect for the inherent dignity of the human person.
- The right to life, liberty, and security of a person.

The use of force must therefore be strictly regulated by law, controlled by superiors, subject to certain fundamental principles, and subject to clear guidelines.

The basic principles governing the use of force are as follows:

- Necessity—this principle is based on 3 criteria.
  - Qualitative—nonviolent means should be used in the first instance, and force should only be used when absolutely necessary. Firearms are only used under exceptional circumstances and if all other means have failed.
  - Quantitative—force should be applied at the minimum level that is considered effective. Injury and damage should be avoided as much as possible.
  - Temporary—the use of force must cease once the objective has been reached or if it proves impossible to reach.
- Proportionality—the use of force must be proportion-

nal to how serious the threat is and to the intensity of the attack.

- Legality—force must only be used to achieve a legal objective. No exceptions or excuses can justify the illegal use of force.
- Accountability—when using force, legal and operational frameworks must be respected.

Among other things, it is the responsibility of the management to ensure that rangers:

- Are trained in the use of nonviolent means;
- Are trained in the use of the various means of differentiated use of force and have the means to apply it;
- Are regularly trained, through situational exercises, to respond to situations that may trigger the use of force; and
- Are trained and coached by law enforcement specialists (i.e., police officers) rather than military experts who are trained in rules of engagement for the conduct of hostilities that meet different criteria of engagement.

The intentional, lethal use of force and use of firearms are only lawful if absolutely unavoidable to protect human life. This is the principle of self-defense.

Below are the 3 criteria for self-defense:

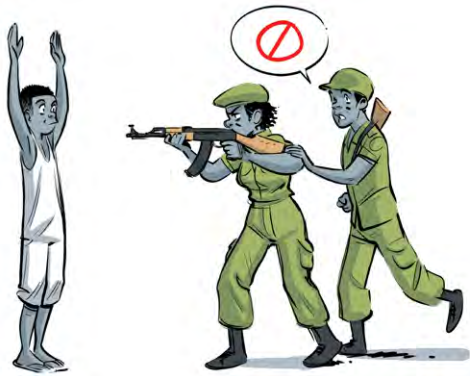
- The threat must be real.
  - The aggression that is being committed is against oneself or a third party (e.g., a passerby or colleague).
  - The danger to oneself or others must be certain or very likely.
  - The assault must be in progress or imminent.
- The response must be immediate.
  - The response must occur within the time frame of the aggression the ranger is facing.
- The response must be proportional.
  - The response must be proportional to how serious the threat is.
  - It must be the only solution to safeguard one's own life or the life of others and to fight back.
  - For example, using a firearm to protect oneself from a slap is not considered self-defense.



I only use force when it is absolutely necessary.  
I do not go too far.  
I use force proportional to the goals  
I want to reach as a ranger.



I never use force to respond to insults and verbal abuse.  
I engage in dialogue and  
document the situation if necessary.



I protect life.  
I never shoot a person who does not  
pose an immediate danger  
to my life or the life of another.



I never shoot someone who runs away.  
I don't take revenge.



Shooting is extreme!  
I only shoot if it is absolutely necessary to protect life.  
I avoid injuries and damage as much as possible.



In front of a hostile crowd, I remain calm.  
I don't provoke.  
I address the crowd, and I engage  
in dialogue with their representatives.  
I identify the possibilities of withdrawal.

If firearms are used, it is necessary to do the following:

- Provide medical assistance to all casualties.
- Ensure that the family and relatives of the injured person(s) are notified.
- Ensure that an investigation takes place if necessary or if required.
- Provide a detailed report of the incident.

There must be accountability:

- All incidents involving the use of force and firearms should be reported to line managers for review.
- Supervisors should be held responsible for the actions of the rangers under their command if they are aware of abuses committed by their teams but fail to intervene.
- Any ranger who refuses to carry out the illegal order of a superior is granted immunity.
- Rangers who break the rules cannot be excused on the grounds that they were carrying out the orders of a superior.

### 3.7.3 Putting it into practice

#### Practical advice: Managing hostile crowds<sup>7</sup>

In the course of their work, rangers may encounter hostile or even threatening crowds. The following operational principles for such situations are recommended:

- **Anticipation/prevention**

The network and precise knowledge of the communities and their history, thanks to regular contact operations, usually allows claims to be raised and dialogue to be initiated upstream.

- **Communication**

During a law enforcement situation, a channel of communication should be established between the commander (or a representative) and the ringleader(s) to initiate a de-escalation process through dialogue.

- **Intelligence/analysis**

It is recommended to centralize information and analysis of the threat, the mobility and grouping capabilities of the

demonstrators, the potential presence of armed elements, etc.

- **Adaptability**

If upstream or on-site negotiation is not successful, it is necessary to have a variety of equipment that allows for a proportional response to the threat, and for the staff to be well trained in using it to prevent any incident.

- **Professionalism :**

Rangers should remain calm at all times and not be perceived as aggressive or demeaning.

- **Proportionality**

The use of force must be based on the need to protect oneself and others, and if necessary, withdrawal is preferable to confrontation.

- **Multi-approach**

The use of force should not prevent the rangers' team leader or their representative from maintaining their communication channel with the crowd ringleader(s).

- **De-escalation**

It is advisable to take advantage of the slightest lull to change your posture, and adapt your equipment, to create the same desire for appeasement among the demonstrators.

#### Role-play: Use of force and self-defense

- Choose at least 4 actors of different genders among the participants:
  - One woman and one man must be dressed as civilians.
  - One woman and one man should be dressed as rangers.
- Use dummy or unloaded firearms (to be checked by the person in charge of the armory), other weapons and safety equipment available to the rangers in the context of the training, and other objects that can be used as weapons while ensuring the safety of the participants (e.g., stones or sticks).
- Prepare each pair of actors to act out the scenes in the illustrated guidelines in section 3.7.2 page 48 that represent good practice, as well as variations on these scenes that represent bad practice.

<sup>7</sup> (French versions only) Sources: "[La Gestion démocratique des foules](#)," Institut des Hautes Etudes du ministère de l'Intérieur, 12 March 2019 and "[Fiche réforme numéro 52: le maintien de l'ordre, Défenseur des droits, 01/07/2020.](#)"



- Place the other participants in a circle, standing around the actors.
- Have actors comment on each scene after they have performed it, and then have participants comment.
- Each scene should be very short, especially those related to self-defense, which is an immediate reaction to a real threat.
- Systematically ask on what criteria the use of force and/or self-defense is based.

**Use the following questions to facilitate the exercise:**

- Is there a definition of self-defense in national legislation?
- If force was used, were nonviolent means used first?
- Was the use of force necessary under the circumstances?
- Was force used for the purpose of maintaining public order or security?
- Was the type and degree of force used proportional to the pursuit of legitimate objectives?
- Was there restraint in the use of force?
- Has care been taken to avoid damage and injury as much as possible?
- Were the means available for a differentiated use of force?
- Were the rangers involved trained in the differential use of force?
- Had they been trained in the use of nonviolent means?

how to apply them to the situations most frequently encountered in their context.

### 3.8.2 Essential standards and principles

The rules of international law relating to the conduct of hostilities regulate and limit the methods and means of warfare that parties to an armed conflict may use. They aim to strike a balance between legitimate military action and the humanitarian objective of alleviating human suffering, particularly among the civilian population.<sup>8</sup>

The principle of distinction is central to all provisions relating to the conduct of hostilities. Parties to the conflict must at all times distinguish between legitimate military objectives on the one hand, and the civilian population and civilian property on the other.

- Civilians, civilian property, or civilian public buildings must not be attacked.
- Deliberate targeting of civilians is a war crime.
- The necessary precautions to protect civilians before and during attacks must be taken.
- The use of prohibited weapons (e.g., anti-personnel mines) and unlawful methods of warfare (e.g., the destruction of property essential to the population's survival or acts intended to frighten civilians) are prohibited.
- The dead and wounded must be collected. The wounded must be cared for whether they are friends or foes. Humanitarian law does not allow for any discrimination, other than that based on medical need.
- Medical personnel, hospitals, and ambulances must be respected.
- Civilians may only be displaced when necessary for their own safety or for compelling military reasons.
- Civilian property must be respected. Looting and theft are prohibited.
- Children must be protected. Women must be respected.
- Rape is a war crime.
- Reprisals against the wounded, sick, medical personnel and services, prisoners, civilians, civilian and cultural property, and the natural environment are prohibited.

## 3.8 Conduct of hostilities (armed conflict situations)

### 3.8.1 Objective

- Rangers are familiar with the basic principles of international humanitarian law relating to the conduct of hostilities.
- Rangers involved in situations of armed conflict, as participants or nonparticipants in hostilities, know

<sup>8</sup> For more information on IHL, see sections 2.2 (page 7) and 2.3 (page 26)

### 3.8.3 Putting it into practice

#### Case study

An armed conflict between the armed forces and the FLX armed group has broken out in the Yimpaka protected area. Many of the members of the armed group are from the village of Kiluna, which lies on the edge of the protected area. The rangers and community relations team are familiar with this village. They often visit the village to raise awareness about nature conservation, as poaching is common. Some villagers have been checked and even arrested by the rangers on poaching charges.

The government armed forces suspect that important members of the FLX armed group are hiding in the village. As they are not familiar with the area, they ask the rangers to accompany them—as trackers—to reach the village without being noticed and take the armed group members by surprise.

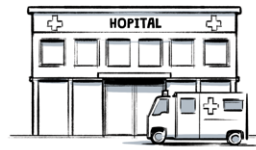
When arriving near the village, the armed forces position themselves at strategic points. They spot a group of young men armed with shotguns in the middle of the village market, where other villagers are also present. It is a busy time in the market. The commander of the armed forces orders his troops to shoot the young armed men on the spot and then to storm the village to find the important members of the armed group.

#### Questions

1. In your opinion, what is the status, under IHL, of the rangers in this operation?
2. What does this status imply legally?
3. What might be the operational implications for the rangers and the protected area to participate in this operation?
4. What do you think of the commander's order to shoot the young men with guns?
5. What do you think of the commander's order to storm the village?

#### Suggested answers

1. In this case, and only for the duration of the operation, under IHL, the rangers directly participate in the hostilities because of their role as trackers, which is crucial to the conduct of the military operation.
2. Under IHL, rangers lose their protection as civilians only for the duration of the operation. That is, they are legitimate military targets for the armed group during the operation. Once the operation is over, they are considered to be civilians who should not be attacked again. The legal reading under national laws may differ and consider it a crime to attack a ranger in this situation. This is often the case.
3. In reality, and regardless of the legal status of rangers under IHL or national law, participating in joint operations against armed groups on an ad hoc basis reinforces the idea that rangers are the adversaries of armed groups. This increases the likelihood that rangers, and indeed anyone associated with them, will become military targets, even if this is illegal.
4. Although the young men carry shotguns, they have not displayed any hostile intent or behavior, and there is no evidence that they are members of the armed group. They therefore have and retain civilian status under IHL and must be protected. Under IHL, the use of force against civilians and civilian property is prohibited. Killing them would therefore be contrary to the principle of distinction in IHL.
5. The assault is primarily in contradiction with the principle of distinction as, as mentioned above, the commander does not differentiate between civilians and members of the armed group. Moreover, the assault is carried out at a time and place where the presence of civilians is high and the risk of collateral damage (endangering, injuring, or killing them) is high. This order is therefore also not in line with the precautionary principle of IHL. In this case, it would be advisable, for example, to wait until the market is over and the villagers have returned to their homes before carrying out any operations. It would also be advisable to collect information on the location of the armed group's members and the presence of civilians with them to assess the legality of the operation, considering the likelihood of collateral damage in relation to the military advantage that is sought.



In a situation of armed conflict,  
I respect civilians and civilian property.  
I do not attack health institutions.  
I do not occupy schools.

All people who are not fighting are civilians.  
I distinguish between civilians,  
including those who are armed, and combatants.  
I don't attack them.



I take every precaution to spare civilians and civilian property during the fighting.





# 4 ABUSE PREVENTION AND MANAGEMENT: GOOD PRACTICE AND IMPLEMENTATION TOOLS

## Purpose of the section

- Those in charge of managing rangers know the necessary elements for the prevention and management of abuse.
- They are equipped with tools to assess their implementation within their organization.
- They are also equipped with tools to implement the necessary processes.

## The section covers the following topics:

1. Command and administration
2. Operational planning and risk analysis
3. Process of legal integration

It proposes principles, recommendations, and implementation tools.

## 4.1 Command and administration

### 4.1.1 Responsibility of senior officials

Command responsibility has a long history. This concept consists of making a superior criminally responsible for failing to prevent or repress illegal acts constituting international crimes committed by subordinates.<sup>1</sup> It is necessary to check how superior responsibility is dealt with in the national legislation of each country concerned and in the internal regulations of each organization.

## Putting it into practice: Liability for use of force and firearms<sup>2</sup>

- All incidents involving the use of force and firearms should be reported to senior officials, who will determine what action to take.
- If senior officials knew (or should have known) about the abuse but did not take action to stop it, they will be held responsible for the actions of the rangers under their command.
- A ranger who refuses to carry out the illegal orders of a superior cannot be sanctioned.

### 4.1.2 Profile matching

The recruitment policy should ensure that the profiles of recruits are suitable for the function of law enforcement officers and bearers of arms:

- Define the desired skills and profile for rangers.
- Develop strict procedures for the selection of new recruits.
- Ensure that all candidates have the appropriate physical and mental abilities.
- Carry out periodic skills assessments.
- Consider the relationship between rangers and their environment during assignments.

## Putting it into practice: The pre-employment check or “profile” check

The pre-employment check is a process intended to increase the probability of recruiting people with the right profiles. Candidates should be informed about it. It can include the following actions:

- Check professional background, training, and references. References can be requested from former

<sup>1</sup> (French version only) [The preconditions for superior responsibility before international criminal courts](#), Ahmed F. Khalifa, *Revue de science criminelle et de droit pénal comparé*, No. 4 (p. 786–803), 2010.

<sup>2</sup> [Basic Principles on the Use of Force and Firearms by Law Enforcement Officials](#) (6, 11, 22, 24, and 26), UN, 1990.



employers or from persons of authority and trust in the villages and communities from which the rangers come.

- Check the criminal record and prosecution register.
- Verify the use of social networks and mentions of the candidate in these networks.
- Check physical and psychological aptitude. These checks are usually carried out as the last step before hiring. They are carried out by authorized persons (i.e., doctors and psychologists).

### 4.1.3 Gender and diversity

Recruitment and personnel management policies must ensure gender balance and diversity. These notions are linked to respect for human rights:

- Gender equality and diversity issues must respect the principle of nondiscrimination as far as the management of rangers is concerned.
- A fair representation of the various members of the local community within the ranks of rangers enhances the quality of the relationship with the population and thus decreases the risks of tension, aggression, and human rights abuses.

The following actions are recommended:

- Ensure that the composition of the ranger corps is representative of the whole community.
- Ensure fair and nondiscriminatory recruitment.
- Revise recruitment, hiring, training, and promotion policies to remove all traces of gender, ethnic, and cultural biases.
- Establish close working relationships with governmental and non-governmental bodies specializing in gender and diversity, and with the relevant elements of civil society on these issues.

### Resource: Study on the impact of women's inclusion in the police force<sup>3</sup>

Data from research on the integration of women into the police force reveals findings that were also observed in studies on the integration of female rangers, which leads to anti-poaching activities being more effective, more community sensitive, and less violent.

- Women are regularly seen as trustworthy by their communities and, more importantly, are motivated to serve their communities.
- Female police officers are less likely to use force or excessive force, or be called in a lawsuit, than male police officers.
- Women have high levels of interpersonal communication skills, which translates into more effective practices in the field.
- Female police officers tend to de-escalate tense situations, and to turn first to negotiation and cooperative approaches.
- Women have been found to have a calming effect on their male partners in high-stress and dangerous assignments, which reduces the number of police deaths.
- Women in police teams can search female suspects.
- The participation of female officers increases police legitimacy.
- Having female police officers improves responses to sexual and gender-based violence and increases the likelihood that women who experience such violence will report it.

### Practical application: Self-assessment

The “Gender equality and diversity checklist” in annex 5.4 (page 69) provides a review of the strategic and implementation elements needed to improve gender equality and diversity within organizations employing rangers. These elements relate to human resource management as well as project management.

<sup>3</sup> These findings are presented in [Towards Gender Equality In The Ranger Workforce: Challenges & Opportunities](#), “Benefits of gender equality”, (p. 60), Universal Ranger Support Alliance, 2021.

#### 4.1.4 Key moments

Human rights need to be mainstreamed into the management of rangers so that they become an integral part of the culture, particularly at the following key moments:

- During recruitment and integration
  - Pre-recruitment checks;
  - Signature of the contract and other contractual texts including code of conduct and internal regulations;
  - Initial training.
- In preparation for patrols and operations
  - Reminder of the rules;
  - Checking rangers' psychological state;
  - Assignment and composition of teams.
- During patrols and operations
  - Role of the team leader—to guarantee the respect of human rights;
  - Role of team members;
    - To respect human rights;
    - Not to implement an order that is contrary to human rights;
  - Role of all—to report risks of abuse or actual abuse.
- Upon return from patrol and operations
  - Reading of reports;
  - Group feedback (RETEX);
  - Individual debriefing where there is an identified risk or allegation of abuse and where there has been use of force or firearms.
- On a regular basis
  - Refresher training (annually);
  - Training of rangers (several times a year);
  - Informing the teams about the challenges of respecting human rights, the management of complaints, the cases of sanctions in compliance with the human resources policy, and the protection and the rights of the people potentially involved.

#### 4.1.5 Psychosocial support

The relationship between rangers and their environment is complex for the following reasons, among others:

- Rangers are responsible for enforcing nature conservation laws, which are often poorly understood and not well accepted by the population.
- Rangers with low levels of education have limited career prospects.
- Rangers' economic and social positions can command respect but also arouse envy and frustration among villagers.
- Locally recruited rangers are often under pressure and, in the most extreme, cases attacked during their rest periods in their villages.
- Rangers may, for example, be the targets of villagers' anger in the context of human-wildlife conflict.
- Rangers' positive contributions to local populations are generally neither well known nor valued.
- Rangers are required to live for long and repeated periods away from their families. For some, this may lead to family conflicts. Some female rangers explained that they had to make painful choices between their families and their job.
- Rangers regularly face all kinds of dangers, and some are injured and lose their lives every year.
- There is a general feeling among rangers that their reputation is slipping from "defender of nature" to "perpetrator of violations against civilians" following repeated public denunciations of their behavior toward the population.

These complex relationships can affect rangers physically, psychologically, economically, and socially and therefore

- Reduce their effectiveness in implementing their mandate;
- Increase the likelihood of inappropriate behavior and even human rights abuses.

Thus, it is recommended that management set up health and psychosocial follow-up evaluations of rangers by specialized personnel to identify, among other things, the following:

- Post-traumatic stress disorder after significant incidents;

- Signs of depression or anxiety disorders;
- Physical problems and/or repeated sick leave;
- Signs of addiction to substances such as alcohol or drugs;
- Family difficulties (e.g., marital relations, death, debts).

Situation-appropriate support systems should be put in place, including the following:

- Systematic support (e.g., listening, acknowledgement, and practical and emotional support) after difficult or unforeseeable events;
- Validation of rangers' actions by superiors;
- Recognition of the value of rangers' roles;
- Regular intervention of specialists for practice analysis;
- Peer support;
- Individual support upon request by informing the hierarchy and/or the administration;
- Individual anonymous support upon request, by a skilled person or entity previously identified by the administration and made available to the employee.

## 4.2 Operational planning and risk analysis

Operational planning aims to transform the objective at the strategic level into a specific anti-poaching action that can be carried out either unilaterally by the rangers of a site or jointly with other security forces (e.g., other rangers, police, armed forces).

Operational planning should

- Include a systematic analysis of threats and of the potential civilians at risk of violence or abuse;
- Incorporate provisions for mitigating the above-mentioned risks, and for managing allegations and incidents to ensure the safety of populations and individuals at risk;
- Aim to respect the rights of individuals under national, regional, and international law.

The operational plan should include mitigation measures for each of the identified risks as well as use-of-force guidelines specific to the operation. It is important to note that the tactics (or modes of action) adopted during the operation may also pose a risk. For example, engaging armed poachers accompanied by women and children, or taking action against a group that is larger or better armed than that of the rangers, poses risks to the rangers, the individuals engaged in the situation, and those accompanying them. Thus, it is essential to identify, analyze, and then incorporate risk mitigation measures associated with each option or course of action planned for the operation.

These 3 steps are prerequisites for operational conduct, which in turn will inform the analysis and planning of future operations. The systematic organization of feedback sessions (or RETEX) after each operation or patrol that has resulted in questioning or use of force is strongly recommended. If necessary, individual debriefings will allow the hierarchy to compare different versions and identify the facts, especially in cases where contradictory versions are presented by rangers and poachers or the affected population. Any lessons learned or good practices identified during the RETEX process may be used to amend existing operational procedures and/or incorporated into future ranger training.

In case of a joint operation with other defense and/or security forces, all stages (i.e., analysis, planning and conduct of the operation, then RETEX) should be carried out jointly. Firstly, and above all, discussions and decisions should be put in writing. In particular, this is necessary to ensure that the analysis of threats and risks is included in joint operational orders, accompanied by written directives for the use of force specific to the patrol or operation. Secondly, joint operations (e.g., anti-poaching action or evacuations) that target civilian threats should be distinguished and conducted separately from operations against organized armed groups.



Diagram of the analysis, planning, and operation cycles:

#### Intell / Risk analysis

- Information gathering plan
- Early warnings
- Information management
- Source protection

#### Planning

- Priority risks
- Decision process
- RETEX: impact, tendencies, lessons learned

#### Operations

- Alert tracking
- Allegations and incidents
- Management of detainees, displaced, injured...
- Public information, communication and coordination

### The phases of operational planning

The following actions must be taken and explicitly included in patrol and operation orders:

<b>Identify key actors, their intentions, perceptions, capacities, relationships and networks, and their potential role/impact on conservation and human security</b>	<ul style="list-style-type: none"> <li>• Threats to conservation and civilians: poachers, organized criminal groups, non-state armed actors (e.g., militias or organized armed groups)</li> <li>• Populations at risk of violence or abuse <ul style="list-style-type: none"> <li>- People at risk—women, children, economically and/or socially marginalized populations including minorities and members of Indigenous Peoples, refugees, displaced persons, transhumant herders, the elderly, disabled and/or sick people, the wounded, detainees</li> <li>- Professionals at risk—medical personnel; local, national, international NGOs; humanitarian staff; conservation and development actors; journalists; human rights activists; teachers; tourists; media</li> <li>- Civilian property at risk—hospitals, water and sanitation, socioeconomic resources, schools, cultural and religious sites, administrative offices</li> </ul> </li> <li>• Other state actors and forces: government institutions, government security or defense forces, international forces, etc.</li> </ul>
<b>Identify the different elements of the context</b>	<p>Anti-poaching, vulnerability of populations, peaceful demonstration of the population, violent demonstration of the population, applicable legal framework (common law, non-international armed conflict, international armed conflict), criminality, community conflicts, human-wildlife conflicts, natural disasters, etc.</p>



<p><b>Identify the risks associated with the operation and their likelihood and impact</b></p>	<ul style="list-style-type: none"> <li>• Presence of elements of armed groups within the poaching group &gt; risk of attack on rangers;</li> <li>• Risks of collateral damage or violation of HR on populations and other stakeholders: people protected or at risk of violence &gt; reputational and political risk in the event of an incident;</li> <li>• Destruction of fields by elephants &gt; risk of hostility from the population;</li> <li>• Heavy rain expected &gt; risk of vehicles getting stuck.</li> </ul>
<p><b>Prioritize threats and risks according to their impact and degree of likelihood</b></p>	<p>The diagram is a risk matrix. The vertical axis is labeled 'IMPACT' with 'High' at the top and 'Low' at the bottom. The horizontal axis is labeled 'PROBABILITY' with 'Low' on the left and 'High' on the right. The matrix is divided into four quadrants by a vertical and a horizontal line. The quadrants are labeled as follows: RISK 1 (top-right, dark red), RISK 2 (top-left, medium red), RISK 3 (bottom-left, light green), and RISK 4 (bottom-right, medium green).</p>
<p><b>Take the necessary measures to counter threats and mitigate identified risks, including preventing HR abuse through a decision-making process</b></p>	<ul style="list-style-type: none"> <li>• Identify the dilemmas between prevention of HR violations/abuse and threats;</li> <li>• Prioritize the prevention of HR violations and abuses;</li> <li>• Identify other protection actors to mobilize, with whom to coordinate your actions;</li> <li>• Identify the best actions for the operation: how best to address threats, including through other actors;</li> <li>• Identify the risks and risk mitigation measures associated with the planned actions;</li> <li>• Determine the coordination, mobilization, influence, and advocacy actions to be carried out;</li> <li>• Assess the appropriateness of any information sharing or public communication.</li> </ul>

**Case study:** Preventing the risk of human rights abuse through operational planning

### Contexte

You are responsible for the Kalua Protected Area (KPA) in Carina, which covers 40,000 hectares near the border of Datcha and Remacou. The KPA is crossed by a river that is home to the barracuda, a fish that is very popular with the local population.

Several villages are located in the southwest of KPA, with approximately 50,000 people living in the Kalua town. The Office of the High Commissioner for Refugees (UNHCR) has a Kalua-based office. Several local civil society organizations are also based in Kalua, including KPA's human rights monitoring partner.

Throughout the year, small groups of women enter the reserve early in the morning to fish for barracuda despite efforts to raise the community's awareness.

To the west of the KPA, there is a camp of refugees from Remacou. They have fled the fighting between the Remacou army and an armed group. Your anti-poaching unit is convinced that some members of the armed group are hiding among the refugees.

An illegal gold mine is located close to the refugee camp, inside the KPA. A militia provides security. A workers' camp with families has been created around the mine.

In the northeast of the KPA, there are Indigenous Peoples. They are armed with spears, bows and arrows, and even one or two 12-gauge shotguns. Their traditional domain is within the eastern boundary of the park. They sometimes come to hunt protected species for their subsistence and to sell. Sometimes transhumants from Datcha cross this area, which creates conflict.

### At the operational meeting at the end of the day on Monday

The Community Development Unit provided you with a report this afternoon. A local source has just informed them that armed individuals from the refugee camp are trying to take over the illegal mine. The anti-poaching unit says that some of them are carrying 12-gauge guns and war weapons. A confrontation is reportedly underway between these individuals and the mine's militia. Several injuries have been reported.

During the meeting, the mayor of Kalua calls to warn you that of all the women who went barracuda fishing in the park in the morning, only one has returned to the village.

She is suffering from shock and reports that her group was attacked by armed men who speak the Remacou language. She was the only one who was able to escape.

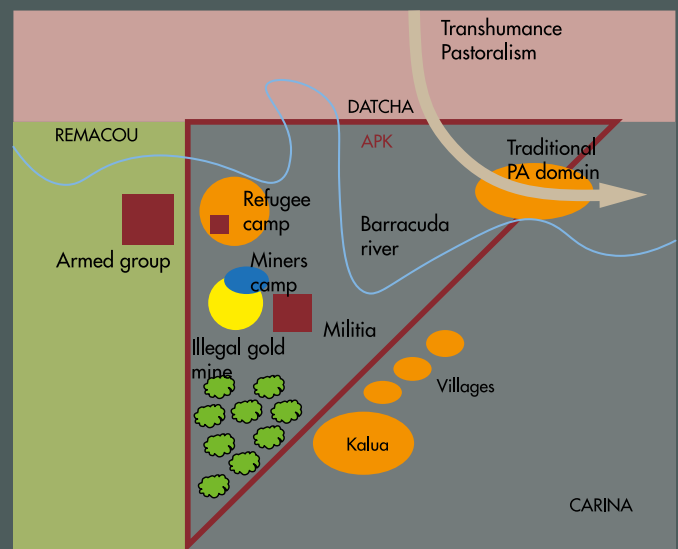
The control room informs you that pastoralists with hundreds of animals are approaching the traditional domain of the Indigenous People. The pastoralists are accompanied by women and children.

### Exercise

1. **Make a map illustrating the context described above.**
2. Through the application of the operational planning phases, do the following:
  - a. **Conduct a threat analysis and an analysis of populations at risk of abuse in the context.**
  - b. **Identify means, and the coordination and communication actions to be carried out to prevent or put an end to threats and human rights abuses.** To do this, refer to the means you have at your disposal in your own organization.

### Elements of answer

#### Map



### Operational Planning

**Identify key actors and their potential role/ impact on the operation**

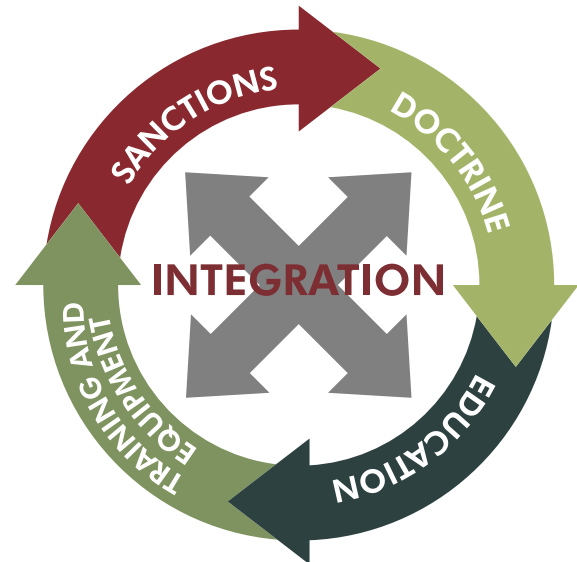
Remacou and Datcha armed forces, armed group, militia, mine workers, refugees, UNHCR, HR partner, village women, their families, village mayor, civil society organizations, transhumant herders (pastoralists), Indigenous Peoples

Identify the different elements of the context	Non-international armed conflict in Remacou with impact on Carina (IHL is applicable), conflict between pastoralists and Indigenous Peoples (IPs) (applicable national law), illegal mining activity with involvement of armed actor (national law), violations of nature law (fishing, transhumance, mining), humanitarian action for refugees
Identify threats to the operation and their impact	<ul style="list-style-type: none"> <li>Confrontation at the mine—risk of lethal force being used against rangers by elements of the armed group or militia; risk of rangers being accused of having intervened against refugees</li> <li>Potential confrontation between IPs and pastoralists—if no mediation is possible, risk of escalation of violence with rangers being taken to task; risk of accusations of abuse by rangers against IPs by civil society.</li> <li>Assault on women—risk of operations by village men to rescue women and escalation of violence</li> </ul>
Identify the risks of HR abuse on the population and other stakeholders	<ul style="list-style-type: none"> <li>Physical and psychological harm—fisherwomen, mine workers and their families, vulnerable people among pastoralists and IPs</li> <li>Abuse or non-assistance to the wounded at the mine</li> </ul>
Prioritize risks according to their impact and degree of probability	<ol style="list-style-type: none"> <li>Women are in serious and proven danger</li> <li>Confrontations at the mine have already resulted in injuries, and families may be affected</li> <li>There is a risk of confrontation between pastoralists and IPs</li> </ol>
Take the necessary measures to counter threats and prevent HR abuse	To be carried out in a contextualized way according to the resources available in the participants' organizations.

Legal integration is the continuous process of

- Translating the rules of law (national law, HR, IHL) into concrete mechanisms or measures to ensure their respect, and
- Adopting the necessary means to achieve this.

It consists of **doctrine, education, training and equipment, and sanctions.**<sup>5</sup>



- Doctrine must set guidelines for legal behavior.**
- Doctrine is a set of principles that guides the actions of rangers at strategic, operational, and tactical levels—directions, guideline documents, procedures, codes of conduct, and reference manuals on which training and education are based.
- HR and IHL training should be an integral part of all subjects taught.**
- Education consists of imparting theoretical knowledge to rangers and translating it into practical measures, means, and mechanisms of compliance.
- The use of realistic dilemmas related to compliance with the law enables all staff to learn how to comply with the law in a given situation.
- Training should include HR and IHL components realistically.**
- Training focuses on gaining practical experience.
- It should lead to the acquisition of appropriate reflexes.

## 4.3 Process of legal integration<sup>4</sup>

An in-depth analysis of the behavior of arms bearers shows that violations are also committed by people who know, and even agree with, the basic principles of the law: “The core of the problem is not ignorance of the law, but the translation of knowledge into appropriate behavior.”

<sup>4</sup> Section based on the ICRC publication, [Integrating the Law](#), (2007).

<sup>5</sup> Illustration taken from the ICRC publication, [Integrating the Law](#), (2007).

- It is essential that the principles of the law are integrated as realistically as possible into daily training provided by superiors.

- **The equipment must allow, in any situation, a reaction in line with the law.**

- The highest level of the hierarchy has an obligation to determine whether the use of a particular weapon should, in some or all circumstances, be limited or prohibited by HR or IHL.

- It should be tested during training, in situations as realistic as possible.

- Equipment includes the means available to the health services

As highlighted in various reports,<sup>6</sup> the equipment available to rangers to implement their mandate is limited. It is recommended that rangers be provided with defensive equipment and nonlethal weapons and be trained in using them. In the absence of such equipment, clear instructions should be given to rangers to avoid excessive use of force, including firearms, or putting themselves at risk in any situation where their equipment and training would not allow them to respond in a HR-compliant manner.

- **Sanctions must be visible, predictable, and effective.**

- Experience shows that the more visible sanctions are and the more predictable their application is, the greater their deterrent effect.

- Sanctions can be enforced by criminal or disciplinary measures.

- Internally, it is advisable to develop compliance mechanisms and investigation capacity to prevent and respond to misconduct or abuse.

In addition to the above, it is recommended that managers work to build an environment conducive to respect for HR and IHL by raising awareness of the actors who influence the rangers and their environment, see section 1.7 ([page 17](#)).

#### **Putting it into practice: tips for drafting a code of conduct**

Codes of conduct may have several objectives:

- Building and strengthening the cohesion and reputation of rangers
- Providing values and an operational framework for

rangers

- Guiding rangers in their decisions
- Encouraging the implementation of internationally recognized best practices and helping to prevent rangers from violating laws and regulations

As a result, each organization can benefit from the participatory development of its own code of conduct, ensuring it is compatible with existing codes of conduct at national, regional, and international levels. A code of conduct is not an internal regulation or an exhaustive list of rules. Below are some tips for drafting them:

- Create buy-in through a participatory process.
- Facilitate appropriation through a clear, synthetic document, within the reach of rangers.
- Remind rangers of their missions.
- Address concrete situations in rangers' daily lives.
- Include rules of behavior in situations outside of anti-poaching operations (e.g., assistance to the population in case of emergency or imminent danger, use of alcohol, and behavior toward the population during overnight stays in villages).
- Link the code of conduct to the sanction system.
- Link the code of conduct to other major impacts in case of noncompliance.

Example : [Ranger Code of Conduct, International Ranger Federation](#).

#### **Putting it into practice: Grievance and Redressal Management Mechanism (GRMM)**

National conservation institutes and operational partners have developed GRMMs at international, national, and local levels.

Mechanisms should be systematically implemented in each protected area; and relevant staff, particularly legal staff, should be made available; and GRMMs should be promoted to all the actors concerned. The purpose of the GRMMs is to

- Maintain a privileged communication link with the population;
- Prevent and manage HR abuse by rangers (or other protected area staff);

<sup>6</sup> For example: [LIFE ON THE FRONTLINE 2019, A global survey of the working conditions of rangers](#), WWF.



- Investigate cases of alleged abuse;
- Work toward creating a peaceful working environment for rangers.

It is necessary to train rangers on GRMMs and to involve rangers in their dissemination to the population and other actors, unless there are contraindications linked to the context.

#### Examples of initiatives

- A standard guide on the complaints and appeals management mechanism (GRM) in the Democratic Republic of Congo's protected areas has been prevalidated by ICCN, civil society, and GIZ, who have reflected on the possibility of setting up a basic document.<sup>7</sup>
- African Parks Network (APN) has developed a central complaints management mechanism (internal document).
- Consult this [WWF Madagascar public leaflet](#) for all concerned.

#### Exercise: Developing an action plan for improving ranger compliance with HR

The development of the action plan is the first step in implementing the integration process. Below is a three-step methodology for use in a real-life situation or exercise.

1. Map the actors and dynamics in the operational context of the rangers.
2. Assess the risk of HR abuse, its causes, and consequences on all involved actors (1–5 abuses depending on the time available for the exercise)

See the example below:

ABUSE	CAUSES	CONSEQUENCES
Improper use of force with firearms during poacher's arrest.	<ul style="list-style-type: none"> <li>• Equipment that does not allow for a differentiated use of force</li> <li>• Fear of rangers in the face of heavily armed and violent poachers</li> <li>• Misunderstanding of the rules on the use of force.</li> </ul>	<ul style="list-style-type: none"> <li>• Poachers injured and killed, including Indigenous Peoples and local communities (IP and LC)</li> <li>• Bereaved families and/or families with loss of income</li> <li>• Tensions with the population</li> <li>• Damage to reputation</li> <li>• Poor morale of rangers</li> </ul>

3. For each risk, assess your organization's level of response on all aspects of the integration process as well as on the consideration of psychosocial factors and on building a favorable environment for respect of HR. See the example below:

	FORCES	WEAKNESSES
Doctrine	• Handbook for rangers based on regional manual	• No doctrine on rules of engagement on HR/IHL
Training	• Training at the time of induction and then refresher training once a year	
Training, equipment		<ul style="list-style-type: none"> <li>• No regular training</li> <li>• Only firearms</li> </ul>
Sanctions	...	...
Psychosocial aspects	...	...
Enabling environment	...	...

4. Set objectives, propose, and courses of action. See the example below.

General objective: To reduce the risk of excessive use of force with firearms by improving rangers' safety and morale.

ACTIONS	EXPECTED RESULTS	MEANS	DEAD-LINES
Development of a doctrine on rules of engagement	Rangers know how to behave in each situation.	Expert in conservation policing	6 months
...	...	...	...

<sup>7</sup> (French version only) [Tweet from Congolese Institute for Nature Conservation \(ICCN\)](#), 19/07/2022.

# 5 TOOLBOX

## 5.1 Example of a training-the-trainer program

DATE	SCHEDULE	ACTIVITIES
Day 1	08:00 - 09:00	Breakfast
	09:00 - 09:30	Welcome of participants
	09:30 - 10:30	Presentation of participants Course objectives and expectations Training rules defined in a participatory manner
	10:30 - 11:00	Break
	11:00 - 13:00	Training Techniques
	13:00 - 14:30	Lunch
	14:30 - 16:00	Core principles of human rights (HR) and International Humanitarian Law (IHL) - Theory
	16:00 - 16:30	Break
Day 2	16:30 - 17:30	Core Principles of Human Rights (HR) and International Humanitarian Law (IHL) - Exercises
	08:00 - 09:00	Breakfast
	09:00 - 09:30	Summary of the previous day
	09:30 - 10:15	HR and IHL themes - Mission, ethics, relationship with inhabitants, categories of protected persons - Theory
	10:15 - 11:00	Grievance Redress Mechanism
	11:00 - 11:30	Break
	11:30 - 13:00	HR and IHL themes - Mission, ethics, relationship with inhabitants, categories of protected persons - Exercises
	13:00 - 14:30	Lunch
	14:30 - 16:00	Searches and raids, stops and arrests - Theory
	16:00 - 16:30	Break
Day 3	16:30 - 17:30	Searches and raids, stops and arrests - Exercises
	08:00 - 09:00	Breakfast
	09:00 - 09:30	Summary of the previous day
	09:30 - 11:00	Use of Force - Conduct of Hostilities - Theory
	11:00 - 11:30	Break
	11:30 - 13:00	Use of Force - Conduct of Hostilities - Exercises
	13:00 - 14:30	Lunch
	14:30 - 17:30	Cohesion activity

DATES	SCHEDULE	ACTIVITIES
Day 4	08:00 - 09:00	Breakfast
	09:00 - 09:30	Summary of the previous day
	09:30 - 11:00	Abuse Prevention and Management - Command and Administration - Theory
	11:00 - 11:30	Break
	11:30 - 13:00	Abuse Prevention and Management - Command and Administration Theory - Exercises
	13:00 - 14:30	Lunch
	14:30 - 16:00	Abuse Prevention and Management - Planning Theory
	16:00 - 16:30	Break
	16:30 - 17:30	Abuse Prevention and Management - Planning Exercises
Day 5	08:00 - 09:00	Breakfast
	09:00 - 11:00	Big practical case
	11:00 - 11:30	Break
	11:30 - 13:00	Big practical case
	13:00 - 14:30	Lunch
	14:30 - 15:30	Legal Integration - Theory
	15:30 - 16:00	Break
	16:00 - 17:30	Development of action plans to improve respect for human rights
	18:00 - 20:00	Certificate presentation ceremony and cocktail / barbecue or other

## 5.2 Curriculum, team members, and team leaders

DATE	SCHEDULE	ACTIVITIES
Day 1	08:00 - 09:00	Breakfast
	09:00 - 09:30	Welcome of participants
	09:30 - 10:30	Presentation of participants Course objectives and expectations Training rules defined in a participatory manner
	10:30 - 11:00	Break
	11:00 - 13:00	Training Techniques
	13:00 - 14:30	Lunch
	14:30 - 16:00	Core principles of human rights (HR) and International Humanitarian Law (IHL) - Theory
	16:00 - 16:30	Break
	16:30 - 17:30	Core Principles of Human Rights (HR) and International Humanitarian Law (IHL) - Exercises
Day 2	08:00 - 09:00	Breakfast
	09:00 - 09:30	Summary of the previous day
	09:30 - 10:15	HR and IHL themes - Mission, ethics, relationship with inhabitants, categories of protected persons - Theory
	10:15 - 11:00	Grievance Redress Mechanism
	11:00 - 11:30	Break
	11:30 - 13:00	HR and IHL themes - Mission, ethics, relationship with inhabitants, categories of protected persons - Exercises
	13:00 - 14:30	Lunch
	14:30 - 16:00	Searches and raids, stops and arrests - Theory
	16:00 - 16:30	Break
	16:30 - 17:30	Searches and raids, stops and arrests - Exercises
Day 3	08:00 - 09:00	Breakfast
	09:00 - 09:30	Summary of the previous day
	09:30 - 11:00	Use of Force - Conduct of Hostilities - Theory
	11:00 - 11:30	Break
	11:30 - 13:00	Use of Force - Conduct of Hostilities - Exercises
	13:00 - 14:30	Lunch
	14:30 - 17:30	Cohesion activity
	18:00 - 20:00	Award ceremony and cocktail party / barbecue or other event



## 5.3 Training methodology checklist

### Human rights training methodology checklist

#### Self-evaluation

This checklist provides a review of both external and internal resources for ranger training.

The assessment scale is as follows:

- 0: Not implemented
- (-): Unsatisfactory
- (+): Satisfactory
- (++): Good practice—implementing this element within your organization is a good practice that deserves to be shared with other conservation actors

DESCRIPTION	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
Resources of the existing network of trainers (internal and external resources)				
Appropriate skills				
Knowledge of the context				
Organization of training courses				
HR module coupled with other training modules (law enforcement, interaction with communities...)				
HR issues integrated in other training modules (law enforcement, interaction with communities...)				
Diversity of the trainee group—ensuring the presence of minorities among rangers				
Setting a minimum threshold				
Adapting selection criteria				
Pooling of training courses				
Creating specific training/dialogue groups				
Ensuring the availability of travel documents				
Involvement of trainees and their managers from the preparation stage				
Management in favor of the HR training and promoting respect for HR				
Presence of management during the training				
Provision of internal documents to the trainees				

DESCRIPTION	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
Making contact with trainees and getting to know them				
Invitation to trainees to share their experiences with peers				
Use of appropriate training techniques				
Use of participatory techniques				
Adaptation to the level of the trainees				
Involvement of other actors involved in law enforcement (e.g., security forces, prosecutors, etc.)				
Involvement of civil society				
Involvement of the local population				
Taking into account the psychosocial dimension				
Considering knowledge, attitude, and behavior separately				
Getting people to react to concrete dilemmas				
Raising awareness about the humanitarian impact of abuse				
Identifying and promoting good practice				
Integration of law				
Work on doctrine				
Work on education				
Work on training and equipment				
Work on sanctions				
Taking the operational and legal context into account				
Systematic analysis of the environment				
Actions to create a favorable enabling environment				
Use of appropriate regulatory frameworks and vocabulary				
Your suggestions to complete the list!				

## 5.4 Gender equality and diversity checklist

### Gender equality and diversity

#### Elements of strategy and implementation

#### Self-evaluation

Gender equality and diversity in the conservation community are important goals in terms of human rights and equality.

Recruitment and personnel management policies must be gender-sensitive and diversity-sensitive. These concepts are linked to respect for human rights:

- Consideration of gender equality and diversity issues, notably the inclusion of people from IP and LCs as rangers, must respect the principle of non-discrimination.

- Fair representation of the local components of society among rangers improves their relationship with the population and thus decreases the risks of tension, aggressiveness, and human rights abuses.

This checklist provides a review of the strategic and implementation elements needed to improve gender equality and diversity in organizations employing rangers. These elements concern human resource management as well as project management.

The assessment scale is as follows:

- 0: Not implemented
- (-): Unsatisfactory
- (+): Satisfactory
- (++): Good practice—implementing this element within your organization is a good practice that deserves to be shared with other conservation actors.



ORGANIZATIONAL STRATEGY AND POLICY	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
Gender equality and diversity strategy in the working environment: competitive exams, recruitment, training, deployment, promotion				
Incorporation in all strategic planning documents, including concepts of operations and staffing requirements, of provisions to enhance the participation of women, girls, and IP and LCs in conservation activities and to improve their protection, including a complaints mechanism with appropriate community focal points				
Procedure for excluding from staff those against whom there are credible allegations and evidence of crimes, including sexual harassment and abuse				
Guidelines for establishing local networks and partnerships that include local women's organizations and nonpartisan IP and LCs to contribute to planning and response activities (e.g., early warning mechanisms, investigations, and referrals for sexual violence and exploitation)				
Guidelines that equally take into account the specific needs of each category of personnel to be deployed, including living and other facilities on the field (e.g., separate accommodation and sanitation, health services for women)				
Gender and diversity indicators and sex-disaggregated data, and IP and LC representation in all monitoring and reporting requirements				
Gender and diversity-sensitive policy on the code of conduct in the workplace and when interacting with local people				

RANGER ACTIVITIES AT THE TACTICAL LEVEL	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
The safety and confidentiality of victims of sexual violence is maintained and an appropriate referral procedure is initiated				
Complaints mechanism with appropriate community focal points are shared with women's organizations, IP and LCs, and community informants/leaders				



RANGER ACTIVITIES AT THE OPERATIONAL LEVEL	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
Managers, including team leaders, are provided with guidance and training to address the specific protection needed by women, girls, and IP and LCs within their mandates				
Managers, including team leaders, are trained for what to do when they (or their subordinates) are approached by victims of sexual violence (consideration of physical safety, respect for victims' right to confidentiality, and referral to support services)				
Mixed teams are deployed for community outreach and checkpoints				
Links have been established with female contacts and representatives of the IP and LC community (e.g., liaisons, informants, and organizations)				
Local women, women's organizations, and IP and LCs are regularly consulted during information-gathering activities				
Threat assessments in areas of operation include gender and diversity considerations (e.g., risks to men, women, girls, and boys) and mitigation measures to be taken (e.g., patrols, monitoring with the community early warning network)				
Complaints mechanism with community focal points at the appropriate level is shared with nonpartisan women's and IP and LC organizations and community informants/leaders.				

RANGER ACTIVITIES AT THE TACTICAL LEVEL	LEVEL OF IMPLEMENTATION			
	0	(-)	(+)	(++)
Mixed teams are used to consult with women and men from the local community during information-gathering activities				
Presence of female rangers to interact with local women at checkpoints; presence of IP and LC rangers to interact with affected populations on their specific rights				
Professional training on the code of conduct for all teams to ensure that women, girls, and IP and LCs are treated with respect at checkpoints				
Separate detention areas for women, men, and children (excluding families) at checkpoints and roadblocks				

## 5.5 Interview guide on rangers' perceptions of human rights and operational experiences

### INTERVIEW GUIDE

#### UNDERSTANDING THE PERCEPTIONS AND OPERATIONAL EXPERIENCES OF ECOGUARDS

This tool can be used as a guide for individual or group interviews, for studies on the perceptions of rangers, or as an introduction to human rights' training sessions in order to establish a common basis of understanding.

#### Trainee

- Last name, first name:
- Email:
- Gender:
- Age:
- Place of birth:
- Family status:
- Education, diplomas:
- Work experience:

#### Working environment

- Place of work:
- Name of position, department, status:
- Seniority:
- Equipment (including type of weaponry):

#### Motivation and training

- Motivation to become a ranger:
- Internal training and regulation (what did the ranger retain about the training, what is the ranger's feedback on the training, what are the ranger's reference documents?):
- Interactions within and outside the Protected Area:

#### Missions

- Nature of the ranger's tasks:

#### Perception of nature conservation and human rights concepts

- Understanding of the rationale for nature conservation areas:
- Perception of the concept of human rights (and IHL if appropriate to the context) in general and in the context of nature conservation:
- Sources of knowledge on human rights principles (e.g., family education, religion, traditions, schools, training):
- Conformity and contradictions between some HR principles and the ranger's different values and sources of influence:
- Conformity and contradictions between certain HR principles and the practices of the society/community from which the ranger comes:
- Relevance of human rights and IHL for the ranger's protection:

#### Challenges and practices in implementing respect for human rights (and/or IHL if applicable)

- Types and frequencies of challenges (e.g., approach, language, cultures, practices, relationships with cross-border rangers, presence of armed actors):
- Examples of cases where the ranger has encountered difficulties in enforcing human rights (and/or IHL where appropriate) in the course of their work:
- Examples of cases where the ranger has been a victim of human rights violations (and/or IHL if appropriate):

#### Perception of judicial and internal mechanisms in the context of allegations or formal complaints against the ranger

- Knowledge of the different investigation and sanctioning processes:
- Understanding of these processes:
- Perception of these processes (i.e., fairness and usefulness of the sanction):

#### How the ranger is perceived by others

- By the company:
- By family:
- By colleagues:
- By other security and defense forces:
- By the state:
- By the international community:

## 5.6 Training-of-trainers evaluation form

### OVERALL EVALUATION FORM

Training of trainers:

Date:

Location:

To further improve our training activities, we would like your feedback and evaluation of the course you have just attended. We would therefore be grateful if you could answer the following questions below. Thanks in advance for your cooperation.

For each question, please circle the answer that corresponds to your assessment.

1. Are you satisfied with the way international standards have been presented to you during this course?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

2. Are you satisfied with the way the practical application of these standards has been addressed in your daily work

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

3. Were you satisfied with the way the course was structured?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

4. Are you satisfied with the presentations or talks given by the specialists?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

5. Are you satisfied with the groupwork and other practical exercises done during the course?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

6. Are you satisfied with the plenary discussions held during the course?

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

7. Do you feel that during this course you have acquired the knowledge and skills that will enable you to:

- a) Apply human rights standards in your daily work?
- b) To pass on to your colleagues the information received?

Express your observations:

8. What do you think is the best way to introduce human rights to rangers?

9. What is your overall opinion of the training (excluding logistic and administrative aspects):

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

Express your observations:

9. Do you have any other comments (including logistical, organizational, administrative)?

## 5.7 Sources and further reading

### 5.7.1 Sources: “Training methodology”

- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2, Office of the United Nations High Commissioner for Human Rights (OHCHR), 2002.
- [“The roots of behaviour in war: Understanding and preventing IHL violations of IHL,”](#) Daniel Munoz-Rojas and Jean-Jacques Fresard, International Review of the Red Cross, March 2004 VOL.86 N°853.
- (French version only) [Study on understanding the perceptions and operational experience of rangers](#), Preliminary results, Amani Protection LAB, June 2022.
- [Integrating the Law](#), International Committee of the Red Cross (ICRC), 2007.

### 5.7.2 Sources: “Introduction to International Law”

- [The Geneva Conventions of 12 August 1949](#), ICRC.
- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2, OHCHR, 2002.
- [Interpretative Guidance on the Notion of Direct Participation in Hostilities under International Humanitarian Law](#), ICRC, 2010.
- [“Direct participation in hostilities: questions and answers,”](#) ICRC, 2009.
- [“What is the difference between humanitarian law and human rights law?”](#) ICRC, 2004.
- [“A Brief History of Human Rights,”](#) film produced by United for Human Rights.
- [“Defusing the Ticking Bomb Scenario,”](#) Association for the Prevention of Torture, 2007.
- [UCDP](#): Uppsala Conflict Data Program—database on ongoing armed conflicts.

### 5.7.3 Sources: “Guidelines for Mission Conduct by Theme”

#### Mission and ethics of the ranger

- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2, OHCHR, 2002.
- [Resources - URSA | Universal Ranger Support Alliance](#), URSA Code of Conduct, 2021.
- [Code of Conduct for Law Enforcement Officials](#), OHCHR, 1979.

#### Behavior and relations with the population

- [The Universal Declaration of Human Rights](#) (arts. 19, 20, 21 [para. 1], 21 [para. 3], and 29 [para. 2]), United Nations (UN), 1948.
- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (Ethical and Legal Conduct, p.33 and Policing in Democracies, p.42), OHCHR, 2002.
- [International Covenant on Civil and Political Rights](#), (arts. 19, 21, 22 and 25 a and b), UN, 1976.
- [Basic Principles on the Use of Force and Firearms by Law Enforcement Officials](#), UN, 1990.

#### Categories of people at risk

##### Children:

- [Convention on the Rights of the Child](#), UN, 1990.
- [The Universal Declaration of Human Rights](#), UN, 1948.
- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (Protection of Juveniles, p.132), OHCHR, 2002.
- [United Nations Standard Minimum Rules for the Administration of Juvenile Justice](#) (The Beijing Rules), UN, 1985.
- [United Nations Standard Minimum Rules for the Treatment of Prisoners](#) (Nelson Mandela Rules), UN, 2015.



#### Women and girls:

- [Convention on the Elimination of All Forms of Discrimination against Women](#), UN, 1979.
- [The Universal Declaration of Human Rights](#), UN, 1948.
- [Declaration on the Elimination of Violence against Women](#), UN, 1993.
- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (The Human Rights of Women, p.143), OHCHR, 2002.
- [United Nations Standard Minimum Rules for the Treatment of Prisoners](#) (Nelson Mandela Rules), UN, 2015.
- [International Covenant on Civil and Political Rights](#), UN, 1976.
- [Basic Principles for the Treatment of Prisoners](#), UN, 1990.

#### Indigenous Peoples (IPs):

- [United Nations Declaration on the Rights of Indigenous Peoples](#), UN, 2007.
- [Overview Report of the Research Project by the International Labour Organization and the African Commission on Human and Peoples' Rights on the constitutional and legislative protection of Indigenous Peoples' rights in 24 African countries](#), International Labour Organization, African Commission on Human and Peoples' Rights, University of Pretoria Human Rights Centre, 2009.

#### Persons deprived of their liberty

- [United Nations Standard Minimum Rules for the Treatment of Prisoners](#) (Nelson Mandela Rules), UN, 2015.

#### Internally displaced persons:

- [African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa](#) (Kampala Convention), African Union, 2009.

#### Refugees:

- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (Refugees and Non-Nationals, p.155), OHCHR, 2002.

#### Transhumants:

- [Policy Framework for Pastoralism in Africa: Securing, Protecting and Improving the Lives, Livelihoods and Rights of Pastoralist Communities](#), African Union, 2010.

#### Victims:

- [Human Rights and Law Enforcement, A Trainer's Guide on Human Rights for the Police](#), Professional Training Series No. 5/Add.2 (Victims, p.168), OHCHR, 2002.
- [Basic Principles and Guidelines on the Right to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law](#), UN, 2005.

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