



# GLOBAL RANGER COMPETENCES

A concise summary of skills, knowledge and personal qualities needed by a competent, professional ranger



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**URSA**  
UNIVERSAL RANGER SUPPORT ALLIANCE

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Layout by: Amber Lamb / Re:wild

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## International Ranger Federation (IRF)

The IRF was founded on 31 July 1992 in Peak National Park in the UK. The IRF provides a global forum for rangers from around the world to share their successes and failures in protecting the world's natural heritage and to promote the exchange of information and technology from countries in which protected area management enjoys broad public and government support, to countries in which it is less supported. 165 ranger associations from national, state and territorial entities have affiliated with the IRF. [www.internationalrangers.org](http://www.internationalrangers.org)

## The Universal Ranger Support Alliance (URSA)

URSA is a coalition of conservation organisations supporting and promoting the International Ranger Federation to build a network of well-supported, professional, and capable rangers, who can act effectively as custodians of the natural world. We help them advocate for the creation of inclusive and effective teams at the forefront of protecting nature, people, and the planet. Our time-bound support prioritises recognition, resources and representation for rangers around the world. [www.ursa4rangers.org](http://www.ursa4rangers.org)



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# Acronyms and Abbreviations

<b>Area of operations</b>	Refers to the physical area where a ranger works. May be a protected or conserved area or other managed area or subunit.
<b>CBD</b>	Convention on Biological Diversity
<b>Protected and Conserved Area</b>	Used here to cover both Protected Areas (PAs) and Other Effective Area-Based Conservation Measures (OECMs). May also include Indigenous and Community Conserved Areas (ICCAs) with formal ranger teams.
<b>Competence/Competency</b>	The ability, encompassing knowledge, skills and attitudes of an individual to perform adequately in a job (International Labour Organization).
<b>Indigenous and community conserved area (ICCA).</b>	'Natural and/or modified ecosystems containing significant biodiversity values and ecological services, voluntarily conserved by (sedentary and mobile) indigenous and local communities, through customary laws or other effective means' (IUCN).
<b>FFN</b>	Force for Nature.
<b>IRF</b>	International Ranger Federation.
<b>IUCN</b>	International Union for Conservation of Nature.
<b>Less lethal weapon</b>	'Weapons whose ordinary use offers a substantially reduced risk of death when compared to conventional firearms' (Office of the United Nations High Commissioner for Human Rights (OHCHR)).
<b>NGO</b>	Non-Governmental Organisation.
<b>Other Effective-Area Based Conservation Measure (OECM)</b>	'A geographically defined area other than a Protected Area, which is governed and managed in ways that achieve positive and sustained long-term outcomes for the <i>in situ</i> conservation of biodiversity, with associated ecosystem functions and services and where applicable, cultural, spiritual, socio-economic, and other locally relevant values' (CBD).
<b>Protected Area (PA)</b>	'A clearly defined geographical space, recognised, dedicated and managed, through legal or other effective means, to achieve the long-term conservation of nature with associated ecosystem services and cultural values' (IUCN).
<b>SSC</b>	IUCN Species Survival Commission.
<b>URSA</b>	Universal Ranger Support Alliance.
<b>WCPA</b>	IUCN World Commission on Protected Areas.

# Introduction

## Overview

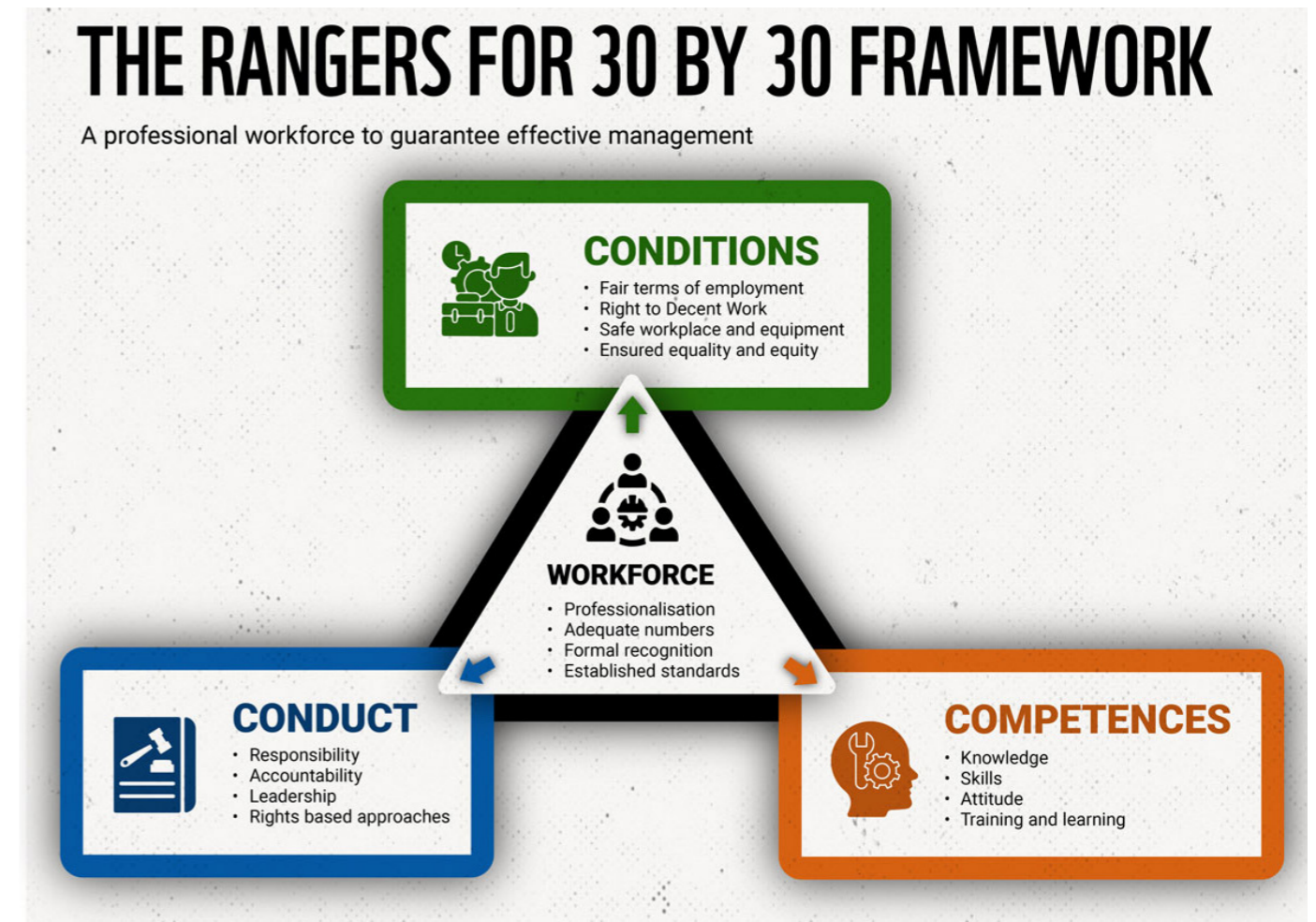
The Global Ranger Competences document 23 universal competences needed by all rangers, an additional 7 competences for commonly required specialist roles, and a further 8 competences required by rangers in positions of leadership. They are designed to be generally applicable to those working as rangers (or in equivalent roles) around the world, and to any entity responsible for rangers in protected and conserved areas of all types.

The competences were identified through a global consultation process, with the contribution of 536 people from 88 countries, mainly rangers, but also employers and representatives of ranger associations, as well as social, community and human rights experts.

## Purpose

In response to the Global Biodiversity Framework agreed at COP 15 of the Convention on Biological Diversity<sup>1</sup>, The Universal Ranger Support Alliance (URSA) and the International Ranger Federation (IRF) published its 'Rangers for 30 x 30 Framework'<sup>2</sup> for ensuring an adequate workforce to meet the targets of the GBF, and in particular Target 3. Competences form a key part of that framework (see Figure 1).

Figure 1. The Rangers for 30 by 30 Framework



The IRF and URSA have published a series of standards and guidance to support adoption of all elements of the framework (available at <https://ursa4rangers.org>). The Global Ranger Competences have been developed to address the 'Competences' element, supporting the process for professionalisation of rangers, and setting a broad 'benchmark' for ranger competence that can be clearly communicated, understood and respected.

The competences update and extend the 'universal essential competences' for rangers agreed at the Congress of the International Ranger Federation at Kruger National Park, South Africa in 2000.<sup>3</sup>

<sup>1</sup> <https://www.cbd.int/article/cop15-final-text-kunming-montreal-gbf-221222>

<sup>2</sup> <https://www.ursa4rangers.org/ursa4rangers/resources/>

<sup>3</sup> [https://www.internationalrangers.org/wp-content/uploads/Kruger-Resolution\\_2000\\_english.pdf](https://www.internationalrangers.org/wp-content/uploads/Kruger-Resolution_2000_english.pdf)

## The Global Ranger Competences provide a 'common language' for the work of rangers and have five specific purposes:

- ① To communicate in a consistent way the broad range of duties and responsibilities and the level of professionalism required of rangers
- ② To provide a global benchmark for employers to develop personnel plans, more detailed job-specific competences, job descriptions, recruitment and assessment procedures.
- ③ To encourage donors and other organisations to provide support for rangers to meet global competence standards and perform effectively in protected and conserved areas.
- ④ To provide a basis for international, national and organisational recognition and standards of professionalism for rangers.
- ⑤ To guide the development of capacity needs assessments, training courses and qualifications for rangers.

The main users of the Global Ranger Competences are likely to be:

- **Labour oversight bodies (e.g. The International Labour Organisation, the European Union, and national labour ministries):** as a basis for official recognition of the ranger occupation and for labour market assessments and planning.
- **Ranger employers:** to support human resources planning, management and development.
- **Ranger organisations and other professional bodies:** for promoting the professional profile of rangers, both within organisations and externally through media and other communication channels.
- **Donors, project proponents and managers:** for designing and implementing ranger-related elements of projects and plans.
- **Trainers, training and certification bodies:** for evaluating capacity, defining training needs, establishing curricula and designing capacity development activities.
- **Rangers and the ranger community:** as a framework for identifying personal and professional development needs and opportunities.

## Applicability

Specific use of the competences in a particular country or organisation may require them to be adapted or expanded to comply with the relevant legal framework, and to existing competence frameworks. While they were developed primarily to be applicable to 'formal' employed or contracted ranger teams, the competences may also be applicable to Indigenous and community-based ranger teams operating under traditional systems of governance, but may require a process of interpretation and adaptation to local needs and practices.

## Relationship to other competence frameworks

The Global Ranger Competences are designed to be broad, generic and concise, describing major areas of ranger work and responsibilities. They are designed to be compatible with other much more detailed widely used competence frameworks available for protected area practitioners (see section on Using the Competences).

## The Role of the Ranger

The scope and complexity of work conducted by rangers varies around the world and is not widely understood or appreciated. Rangers go by many names in different countries and operate in a wide variety of sites under different governance and management arrangements. There is also a growing recognition that 'besides working in government-managed protected areas, rangers are employed by a wide range of organizations, such as forest services, water management authorities, and non-governmental organizations (NGOs), as well as in privately managed areas. Furthermore, the growing recognition of Indigenous and community conserved areas is revealing that many Indigenous and local community members fulfil functions equivalent to those of conventional rangers.'<sup>4</sup>

In 2021 the International Ranger Federation, following global consultations with rangers, published a broad definition as part of its Global Code of Conduct for Rangers (**Box 1**).

## Box 1. Ranger Definition<sup>5</sup>

Rangers play a critical role in conservation; they are responsible for safeguarding nature, and cultural and historical heritage, and protecting the rights and well-being of present and future generations. As representatives of their authority, organisation or community, they work, often for extended periods, in protected and conserved areas and wider land- and seascapes, whether state, regional, communal, indigenous, or private, in line with legal and institutional frameworks. They should be dedicated and knowledgeable, and should always act in a professional manner.

### Rangers provide a combination of services, which may include:

- Protecting, conserving and restoring natural and cultural values in protected and conserved areas and wider land- and seascapes.
- Enforcing relevant laws, maintaining area integrity, ensuring compliance, and managing visitors.
- Maintaining a safe, secure and balanced environment for communities and wildlife.
- Developing and maintaining trusting and respectful dialogue and relationships with key stakeholders.
- Empowering, collaborating with, engaging and supporting Indigenous peoples and local communities.
- Providing education and awareness for communities, visitors, the younger generation and society.
- Monitoring and researching wildlife, habitats, and features of cultural and historical importance.
- Managing and controlling environmental risks, and providing assistance during emergencies

<sup>5</sup> International Ranger Federation (2021). Ranger Code of Conduct. Version 1.0. International Ranger Federation, Victoria, Australia.

<sup>4</sup> Appleton, M. R; Cary-Elwes, J.; Fritze, C.; Galliers, C.; Long, B.; Lawton, M., et al. (2021). What will it take to professionalize rangers? Parks Stewardship Forum, 37(1). <http://dx.doi.org/10.5070/P537151748> Retrieved from <https://escholarship.org/uc/item/2wv426h3>



# How the Competences Were Developed

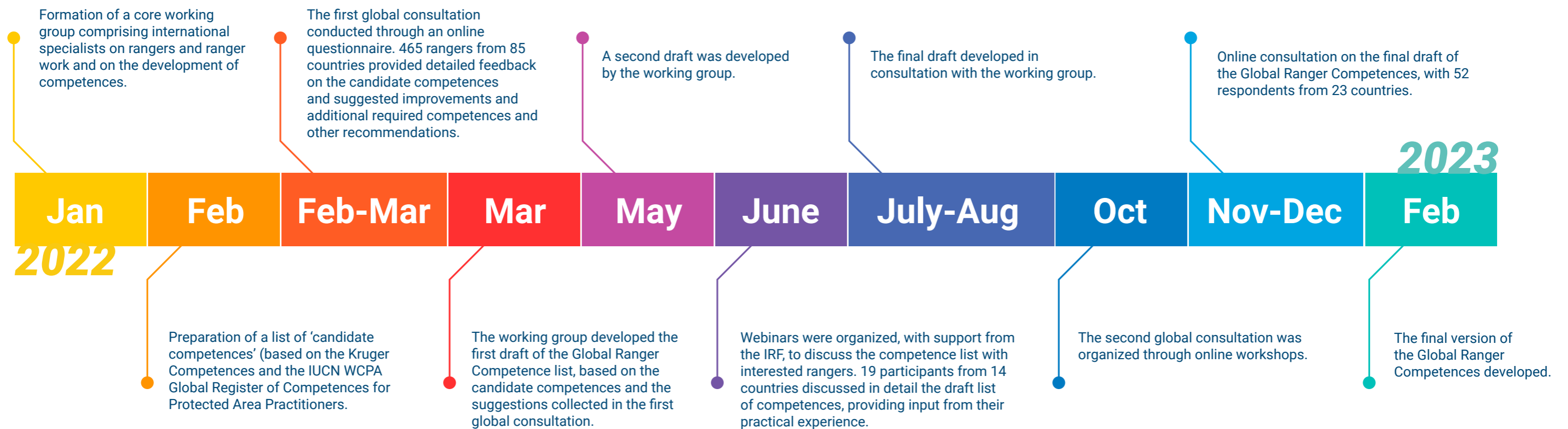
The Universal Ranger Support Alliance (URSA; [ursa4rangers.org](http://ursa4rangers.org)) comprises the International Ranger Federation and a range of global, regional and national organisations that aim to strengthen ranger representation, advocate for the importance of the sector, and develop policies, resources and standards that build an effective, accountable and equitable ranger workforce.

URSA's Action Plan recognizes the need for a concise, agreed summary of what a competent ranger needs to be able to do, and includes the following specific task: 'Collate a set of universal general core and specialist competences for rangers and for main ranger roles and responsibilities that can be adapted to local use'.

These competences were defined to meet this requirement through a participatory process during 2022/2023 (see Figure 2).



Figure 2. Timeline for development of the Global Ranger Competences



# The Competences

## Overview

A competence (or competency) describes what a person can do or needs to do with a positive, professional and ethical attitude, based on what they know or have learned. A competent person has a set of practical skills, knowledge and attitude, accompanied by a set of 'soft' skills, knowledge and attitude related to leadership, critical thinking, creativity, working with other people and personal motivation.

**Skills** ensure the ability to perform a task reliably and consistently; **knowledge** provides an understanding of the technical and theoretical background to the task; and with the right **attitude** an individual completes the task positively, professionally, ethically and conscientiously.

Figure 3 - The Skills-Knowledge-Attitude model for competence<sup>6</sup>



**Fundamental Personal Skills and Behaviours**  
*Leadership, Communication, Teamwork, Critical thinking, Systems thinking, Adaptability*



Senior forestry officer on patrol, Royal Manas National Park, Bhutan © Simon Rawles / WWF-UK



Rhino footprints in Ujung Kulon National Park, Java © Robin Moore/Global Wildlife Conservation

## The Global Ranger Competence Groups

The Global Ranger Competences provide a broad and generic structured framework of the essential skills, knowledge and attitudes required by rangers globally, divided into three main groups (see Box 2). These three groups were defined to reflect, as far as possible, globally relevant levels of responsibilities and specializations.

### Box 2. Ranger Competence Groups

## Universal

Any ranger anywhere should normally have the skills, knowledge and attitude associated with these competences, regardless of the geographical location or the type of protected or conserved area.

**23 competences**

### Specialised

Additional competences relevant to rangers who are involved in typical areas of activity that might require specialised knowledge and skills not normally needed by all rangers.

**7 competences**

### Senior

Additional competences relevant to rangers who are:

- In formal leadership positions (responsible for overall management and coordination of ranger teams and activities); and /or
- With significant supervisory responsibilities in the field (e.g. for patrol groups teams or ranger stations)

**8 competences**

The specific set of competences required by an individual ranger should therefore always include all the Universal Competences, and may also include a combination of the Senior and Specialised competences, depending on the job role and responsibilities. It should not be assumed that only an officially designated senior ranger will require Senior Competences. For example, in some protected and conserved areas, rangers need to fulfil multiple roles (due to understaffing), requiring Universal, Specialised and Senior Competences.

In other cases (for example in Scotland, Switzerland and Australia), the typical functions of protected and conserved areas include visitor engagement and nature interpretation, meaning that most rangers require relevant Specialised Competences. In many other countries however, such competences are required of only those rangers with clearly defined visitor management responsibilities.

<sup>6</sup>Based on Appleton, M.R. (2016). A Global Register of Competences for Protected Area Practitioners. Gland, Switzerland: IUCN



SMART Training Mts. Iglit-Baco Natural Park, 2019 © James Slade / Rewild

## The competence categories

The Global Ranger Competences are grouped into eight categories (A-H) covering different aspects of the work and responsibilities of rangers. **See Table 1.**

## Presentation

The table 'Global Ranger Competences: Summary' shows the competences arranged by group and category on a single page.

The series of tables 'Global Ranger Competences in detail' show each numbered competence arranged by category (A-H), and within each category by group (Universal, Specialised, Senior). These tables include more detailed explanations of each competence, including examples, intended to define its scope and facilitate interpretation and adaptation of the competence to local contexts.

**Table 1. The Competence Categories**

Competence Category Title:	Competences Related To :
<b>A. The Ranger's Workplace, Role And Job</b>	Knowing about the place where a ranger works: its cultural, historical and biological values, the people who have rights in and use the area, the threats it faces, and the management strategies and plans that guide their work. Knowing the specific duties, responsibilities, legal rights and obligations of rangers.
<b>B. Planning, Administration And Documentation</b>	Planning, documenting and reporting on the work of rangers and ranger teams. Keeping records of ranger activities and preparing reports.
<b>C. Managing And Leading People And Activities</b>	Leading, supervising and managing individual rangers and ranger teams and operations.
<b>D. Conducting Practical Field Work</b>	Undertaking routine field tasks including navigation, use of equipment, routine collection of information related to values and threats and emergency response.
<b>E. Crime Prevention, Law Enforcement And Security</b>	Detecting, identifying and responding to illegal, unauthorised and harmful activities in the area of operations. Use, where relevant, of firearms and less lethal weapons.
<b>F. Interacting With Stakeholders</b>	Collaborating and communicating with individuals and groups, and with rights holders within the area of operations.
<b>G. Visitation And Education</b>	Working with tourists, other visitors and educational groups.
<b>H. Personal Conduct And Attributes</b>	Working professionally, responsibly and ethically with due care for oneself and others.



# The Global Ranger Competences (summary)

URC

UNIVERSAL (All rangers should be able to...)

SPC

SPECIALIZED

SNC

SENIOR

<b>A. THE RANGER'S WORKPLACE, ROLE AND JOB</b>	
URC1	Describe and identify the main natural values of the area of operations and the main threats to those values.
URC2	Describe and identify the groups that have rights of access and use in the area of operations
URC3	Describe and identify the main cultural and use values of the area of operations, and the main threats to those values.
URC4	Describe the main overall strategies of the area of operations, and of the ranger team to address the threats and manage the area.
URC5	Demonstrate good knowledge of the legal framework and system of governance applying to the area and its resources.
URC6	List and explain the specific duties, responsibilities, legal rights and obligations applying to rangers.
<b>B. PLANNING, ADMINISTRATION AND DOCUMENTATION</b>	
URC7	Complete routine reports of patrols, incidents, and work activities.
SNC1	Lead and facilitate the preparation of strategies, plans, and operating procedures for ranger activities.
SNC2	Maintain central written and/or electronic records of ranger activities, expenditure, materials, equipment and supplies.
SNC3	Prepare accurate formal/official management reports and documentation on ranger activities.
<b>C. MANAGING AND LEADING PEOPLE AND ACTIVITIES</b>	
SNC4	Manage implementation of projects, plans and work programmes for rangers.
SNC5	Supervise teams on patrols and other assignments.
SNC6	Train, instruct and mentor rangers under supervision.
SNC7	Ensure overall welfare, safety and wellbeing of rangers and associated personnel in the workplace.
<b>D. CONDUCTING PRACTICAL WORK</b>	
URC8	Work, navigate and travel safely and responsibly during ranger activities.
URC9	Undertake practical tasks safely and according to accepted good practice.
URC10	Conduct field observation and monitoring of human activities.
URC11	Conduct field observation and monitoring of species and habitats.
URC12	Correctly and safely use and maintain equipment, facilities and materials provided for work.
URC13	Prevent and respond correctly to accidents and emergencies.

<b>E. CRIME PREVENTION, LAW ENFORCEMENT AND SECURITY</b>	
URC14	Conduct patrols and other ranger operations according to plans and procedures.
URC15	Identify signs and evidence of unauthorised activities and security threats in the field and respond appropriately.
URC16	Apply correct procedures for securing scenes of crimes and harmful activities, and for handling associated evidence.
URC17	Apply correct procedures for interactions with suspects and perpetrators of illegal or unauthorised activities, ensuring observance of their rights.
URC18	Respond correctly and appropriately to physical and verbal threats and attacks.
SPC1	Apply correct procedures for managing scenes of crimes and harmful activities, and for managing associated evidence.
SPC2	Process formal actions in response to breaches of laws and regulations.
SPC3	Use, where permitted, less lethal weapons and/or firearms for personal safety and safety of others.
<b>F. INTERACTING WITH STAKEHOLDERS</b>	
URC19	Communicate appropriately and respectfully with community members, rights holders and other stakeholders.
SNC8	Build, manage and maintain good relations between ranger operations and communities and other stakeholder groups.
<b>G. VISITATION AND EDUCATION</b>	
SPC4	Direct, coordinate and control visitor activities.
SPC5	Operate visitor facilities and services.
SPC6	Prepare, lead and deliver interpretive, educational and awareness activities.
SPC7	Guide visitors on trails and other activities.
<b>H. PERSONAL CONDUCT AND ATTRIBUTES</b>	
URC20	Demonstrate good conduct and a positive attitude at work.
URC21	Demonstrate effective personal initiative, decision making and problem solving.
URC22	Maintain professional relations and good communication with others in the workplace.
URC23	Maintain personal health, good hygiene, fitness and welfare for self and for co-workers in the workplace.

## A. THE RANGER'S WORKPLACE, ROLE AND JOB

Number	Competence Statement	Details and Examples*
URC1	Describe and identify the main natural values of the area of operations and the main threats to those values.	<ul style="list-style-type: none"> <li>- Typical and important ecosystems, habitats, species, natural features and processes of the area and the pressures/threats they face (for example: invasive species, poaching, fire, pollution, climate change impacts etc).</li> <li>- Values should include those for which the area was established.</li> </ul>
URC2	Describe and identify the groups that have rights of access and use in the area of operations	<ul style="list-style-type: none"> <li>- Main groups of rights holders include Indigenous groups and communities residing in or near the area, using the area and having rights in the area, private owners within the area, and others with use or access rights.</li> </ul>
URC3	Describe and identify the main cultural and use values of the area of operations, and the main threats to those values.	<ul style="list-style-type: none"> <li>- Cultural values include the cultural history of the area, Indigenous knowledge, practices and traditions, historical sites and sacred sites.</li> <li>- Use values include the ways in which the area is used for livelihoods, agriculture, extraction and enterprise.</li> <li>- Values should include those for which the area was established.</li> </ul>
URC4	Describe the main overall strategies of the area of operations, and of the ranger team to address the threats and manage the area.	<ul style="list-style-type: none"> <li>- Knowledge and understanding of the vision and management objectives for the area as set out in its management plan.</li> <li>- Knowledge and understanding of the basic principles of protected and conserved area management and conservation, and how they are applied to the management and protection plans for the area.</li> </ul>
URC5	Demonstrate good knowledge of the legal framework and system of governance applying to the area and its resources.	<ul style="list-style-type: none"> <li>- Relevant elements from legislation on environmental protection, protected areas, natural resource management (for example: forest, water, game management) and user rights etc.</li> <li>- The overall approach to governance adopted by the area (how decisions are made, who is involved).</li> </ul>
URC6	List and explain the specific duties, responsibilities, legal rights and obligations applying to rangers.	<ul style="list-style-type: none"> <li>- Duties, laws and regulations, codes of conduct etc. that regulate and guide the work and behaviour of rangers in the area of operations.</li> </ul>

## B. PLANNING, ADMINISTRATION AND DOCUMENTATION

Number	Competence Statement	Details and Examples*
URC7	Complete routine reports of patrols, incidents and work activities.	<ul style="list-style-type: none"> <li>- Preparing after-activity reports in the required format on patrols, incidents, monitoring and other activities. For example: field notebooks, patrol report sheets, inventory records, monitoring forms, incident reports.</li> <li>- Reporting methods include, as required, written reports, completed data sheets, electronic records, and clear and accurate verbal reporting and feedback.</li> </ul>
SNC1	Lead and facilitate the preparation of strategies, plans, and operating procedures for ranger activities.	<ul style="list-style-type: none"> <li>- According to the responsibilities of the ranger team. For example: protection and surveillance strategies, visitor activity and management strategies, operational plans for patrols and other interventions, work plans, procedures for various activities /situations, survey and monitoring plans.</li> <li>- Ensuring consultation with rangers and effective communication of plans.</li> </ul>
SNC2	Maintain central written and/or electronic records of ranger activities, expenditure, materials, equipment and supplies.	<ul style="list-style-type: none"> <li>- Documenting and filing information relevant to management and operations of the ranger team.</li> <li>- For example: timesheets, team reports, administrative documents, logbooks, budgets, inventories, duty rosters, databases.</li> </ul>
SNC3	Prepare accurate formal/ official management reports and documentation on ranger activities.	<ul style="list-style-type: none"> <li>- For example: official reports as required by the managing agency, required periodic collation and analysis of data and statistics from ranger activities, formal reports on specific incidents and issues</li> </ul>

\* to be adapted according to local/organisational context

## C. MANAGING AND LEADING PEOPLE AND ACTIVITIES

Number	Competence Statement	Details and Examples*
SNC4	Manage implementation of projects, plans and work programmes for rangers.	- Organising, overseeing and monitoring work programmes for ranger activities and associated logistics (e.g. personnel, resources), based on project and operational plans.
SNC5	Supervise teams on patrols and other assignments.	- Assignments may include patrols and related activities, maintenance, visitor management, guiding, monitoring etc. - Providing instructions and direction, communicating effectively with the ranger team, ensuring completion of tasks, maintaining morale, resolving internal conflicts, soliciting and providing feedback, and performance assessment.
SNC6	Train, instruct and mentor rangers under supervision.	- Identifying training needs, providing on the job training and instruction, providing feedback and support. - Organising external training.
SNC7	Ensure overall welfare, safety and wellbeing of rangers and associated personnel in the workplace.	- Refers to rangers and those who work with them and/or under their supervision in completion of their duties. - Ensuring health, safety and welfare, assessing risks, establishing protocols and reporting procedures. Ensuring compliance by ranger teams.

\* to be adapted according to local/organisational context

## D. CONDUCTING PRACTICAL WORK

Number	Competence Statement	Details and Examples*
URC8	Work, navigate and travel safely and responsibly during ranger activities.	- Includes awareness of risks and hazards (for example: from physical environment, climate, wildlife, road conditions etc.). - Observance of safe practice and health and safety regulations. - Observance of good environmental practice (for example: related to waste, fire and other harmful activities). - Navigation includes use of maps, GPS and/or compass
URC9	Undertake practical tasks safely and according to accepted good practice.	- According to duties, operating procedures and established good practice. - Tasks may include: habitat management, invasive species control, construction, landscaping, horticultural and silvicultural work, maintenance work, tracking, wildlife management, animal handling and care, aquatic tasks. - Associated correct use of tools, machinery and equipment
URC10	Conduct field observation and monitoring of human activities.	- Observing and documenting specific events. Conducting routine monitoring according to established protocols. - Activities may include visitor and recreational activity, authorised site and resource use, and unauthorised, illegal and harmful activities.
URC11	Conduct field observation and monitoring of species and habitats.	- Routine monitoring and documentation of the status and condition of wildlife and habitats. - Observing and documenting specific events. Conducting routine monitoring according to established protocols. - Assisting in scientific ecological surveys and monitoring activities.
URC12	Correctly and safely use and maintain equipment, facilities and materials provided for work.	- Correct and safe use, care and maintenance of items provided for work according to requirements. - For example: tools and materials, personal equipment and uniforms, machinery and transportation, technological aids, physical infrastructure.
URC13	Prevent and respond correctly to accidents and emergencies.	- Taking preventative measures (for example: observing safe practice, reporting risks, advising others). - Correct application of first aid and management of casualties according to established practice and relevant legislation. - Responding as planned and required to fire, natural disasters, rescue and recovery, security threats.

## E. CRIME PREVENTION, LAW ENFORCEMENT AND SECURITY

Number	Competence Statement	Details and Examples*
URC14	Conduct patrols and other ranger operations according to plans and procedures.	<ul style="list-style-type: none"> <li>- Conducting patrols, inspections, monitoring and surveillance etc, according to established standard operating procedures.</li> <li>- Contributing to pre-activity planning and briefing, and post-activity debriefing.</li> </ul>
URC15	Identify signs and evidence of unauthorised activities and security threats in the field and respond appropriately.	<ul style="list-style-type: none"> <li>- Recognising and assessing signs of illegal/ harmful activities and threats. For example: unauthorised access or resource use, unexploded ordnance, potential confrontations.</li> <li>- Providing an initial response according to training/standard operating procedures. For example: documentation, photography, immediate reporting, securing the area.</li> </ul>
URC16	Apply correct procedures for securing scenes of crimes and harmful activities, and for handling associated evidence.	<ul style="list-style-type: none"> <li>- Securing the scene of the crime or harmful activity. Initial recording and preserving of evidence according to standard operating procedures.</li> <li>- This competence refers to initial actions when encountering a crime scene. Specialised competence 1 addresses overall management of crime scenes.</li> </ul>
URC17	Apply correct procedures for interactions with suspects and perpetrators of illegal or unauthorised activities, ensuring observance of their rights.	<ul style="list-style-type: none"> <li>- Treating suspects legally, ethically and safely and observing and upholding their rights.</li> <li>- Preventing and dealing with conflict and escalation of incidents.</li> <li>- Understanding and applying proportional and correct use of force and being accountable for actions.</li> </ul>
URC18	Respond correctly and appropriately to physical and verbal threats and attacks.	<ul style="list-style-type: none"> <li>- Responding to threats to self and others appropriately, legally and within human rights guidelines and established operational procedures.</li> <li>- Applying techniques for de-escalation and avoiding use of force.</li> <li>- Seeking assistance and back-up if required.</li> <li>- Lawful and appropriate use of force where necessary and justified.</li> <li>- Responsible and professional use of self-defence techniques, personal defence devices, according to the law and to established operating procedures.</li> </ul>

\* to be adapted according to local/organisational context

## E. CRIME PREVENTION, LAW ENFORCEMENT AND SECURITY

Number	Competence Statement	Details and Examples*
SPC1	Apply correct procedures for managing scenes of crimes and harmful activities, and for managing associated evidence.	<ul style="list-style-type: none"> <li>- Processing, managing and investigating scenes of crimes and other harmful activities. Completing required documentation, gathering and securing evidence according to legal requirements.</li> </ul>
SPC2	Process formal actions in response to breaches of laws and regulations.	<ul style="list-style-type: none"> <li>- Preparing reports and statements, managing evidence, providing testimony etc. in response to breaches of laws and regulations.</li> </ul>
SPC3	Use, where permitted, less-lethal weapons and/or firearms for personal safety and safety of others.	<p><b>This competence is relevant only where use of less-lethal weapons and/or firearms is legal for the relevant personnel and where required training and operating procedures are in place.</b></p> <ul style="list-style-type: none"> <li>- Handling, storing, maintaining less lethal weapons, firearms and ammunition according to the legal framework and to established best practice</li> <li>- Demonstrating a thorough understanding of relevant rules of engagement, operating procedures and of the legal implications of the use of weapons.</li> <li>- Using less lethal weapons and/or firearms according to laws and standard operating procedures.</li> <li>- Observing required protocols and reporting requirements following incidents of use.</li> </ul>

## F. INTERACTING WITH STAKEHOLDERS

Number	Competence Statement	Details and Examples*
URC19	<b>Communicate appropriately and respectfully with community members, rights holders and other stakeholders.</b>	<ul style="list-style-type: none"> <li>- Engaging in appropriate respectful interactions with individuals and groups.</li> <li>- Demonstrating understanding of and respect for local cultures, languages, traditions, values and valued places.</li> <li>- Communicating basic information about overall values, threats, policies and legislation relevant to the area.</li> <li>- Providing information (where appropriate) about ranger-led activities in the area.</li> <li>- Engaging with community members and volunteers supporting the work of the area.</li> </ul>
SNC8	<b>Build, manage and maintain good relations between ranger operations and communities and other stakeholder groups.</b>	<ul style="list-style-type: none"> <li>- Representing the area officially, according to the organizational strategy.</li> <li>- Explaining the importance of the area, its policies and programmes to stakeholder groups.</li> <li>- Conducting and leading meetings, information sharing, joint planning, problem solving, community relations work etc.</li> <li>- Negotiation and conflict management.</li> <li>- Networking for strengthening local cooperation (for example with tourism providers, local businesses, neighbouring land owners, community leaders etc.).</li> <li>- Engaging stakeholders in site management activities.</li> </ul>

\* to be adapted according to local/organisational context

## G. VISITATION AND EDUCATION

Number	Competence Statement	Details and Examples*
SPC4	<b>Direct, coordinate and control visitor activities.</b>	<ul style="list-style-type: none"> <li>- Applies where rangers are responsible for visitor management, interpretation, awareness and education:</li> <li>- Designing programmes of visitor activities. For example: interpretation, education and awareness, trails, guided activities, visitor management.</li> <li>- Ensuring provision of required infrastructure, equipment, and other resources.</li> <li>- Ensuring that responsible rangers are trained and supervised.</li> <li>- Overseeing implementation of visitor programmes.</li> </ul>
SPC5	<b>Operate visitor facilities and services.</b>	<ul style="list-style-type: none"> <li>- Operating gateways, control points, visitor information points and other services provided to visitors.</li> </ul>
SPC6	<b>Prepare, lead and deliver interpretive, educational and awareness activities.</b>	<ul style="list-style-type: none"> <li>- Designing/contributing to design of activities.</li> <li>- Making presentations, giving talks, conducting school and community visits.</li> <li>- Using educational aids and materials as available and necessary.</li> </ul>
SPC7	<b>Guide visitors on trails and other activities.</b>	<ul style="list-style-type: none"> <li>- Activities may include hikes, trails, boat tours, wildlife watching and game drives.</li> <li>- Ensuring all transportation and other required equipment is available and in good condition.</li> <li>- Demonstrating good knowledge of the route, sites, wildlife and other objects of interest.</li> <li>- Leading, supervising and instructing visitors to ensure their safety and compliance with regulations.</li> <li>- Providing information, interpretation and feedback to visitors.</li> <li>- Responding appropriately to accidents and emergencies.</li> </ul>

## H. PERSONAL CONDUCT AND ATTRIBUTES

Number	Competence Statement	Details and Examples*
URC20	<b>Demonstrate good conduct and a positive attitude at work.</b>	<ul style="list-style-type: none"> <li>- Acting professionally, respectfully, ethically, responsibly, legally and safely.</li> <li>- Observing job requirements and instructions.</li> <li>- Demonstrating personal and professional integrity.</li> <li>- Demonstrating environmental responsibility.</li> </ul>
URC21	<b>Demonstrate effective personal initiative, decision making and problem solving.</b>	<ul style="list-style-type: none"> <li>- Applying (according to job level) aspects of individual leadership such as: supporting and motivating others, communication, transparency, decisiveness, integrity, being proactive, taking personal responsibility and adapting to changing situations.</li> </ul>
URC22	<b>Maintain professional relations and good communication with others in the workplace.</b>	<ul style="list-style-type: none"> <li>- Communicating and working effectively, appropriately and respectfully with co-workers.</li> <li>- Demonstrating teamwork, collaboration, courteous communication and consideration.</li> <li>- Avoiding conflict, resolving arguments and preventing escalation of disputes with co-workers.</li> </ul>
URC23	<b>Maintain personal health, good hygiene, fitness and welfare for self and for co-workers in the workplace.</b>	<ul style="list-style-type: none"> <li>- Demonstrating awareness of and attention to needs for personal wellbeing at work, including mental health, with respect to self and to co-workers.</li> </ul>

\* to be adapted according to local/organisational context

## Using the Competences

### Other competence frameworks

These competences are generic, designed to be broadly applicable to almost all rangers, irrespective of where they work, and not to be too long or detailed. Other frameworks are available that include much more detailed and specific competences that may be relevant to rangers. These should be consulted when designing detailed job descriptions, needs assessments and training curricula (**see Box 3**)

### Supporting materials

The Global Ranger Competences are part of a suite of resources for supporting ranger professionalisation prepared or in preparation by the Universal Ranger Support Alliance (URSA) and its members. These can be consulted at <https://www.ursa4rangers.org/> and include:

- URSA Action Plan
- Ranger Code of Conduct and Guidelines.
- Guidance on building trust with rangers and communities.
- Guidance on employment and working conditions for rangers.
- Guidance and safeguarding the rights and working conditions of rangers.
- Guidance on equity and equality in the ranger workforce.
- Guidance on achieving gender equality in the ranger workforce.

### Box 3. Detailed competence registers

These global registers include more detailed specific competences some of which are relevant to rangers. They are cross referenced to the Global Ranger Competences in the Electronic Annex to this document ([www.ursa4rangers.org](http://www.ursa4rangers.org))

Appleton, M.R. (2016). A Global Register of Competences for Protected Area Practitioners. Gland, Switzerland: IUCN. <https://portals.iucn.org/library/sites/library/files/documents/PATRS-002.pdf> These 250 competences covering all aspects of protected area work provided the starting point for developing the Global Ranger Competences.

An accompanying tool for assessing protected area personnel competence is available at <https://competenceregister.azurewebsites.net/>

Lotter, W.D. et al. (2016). Anti-poaching in and around protected areas: Training guidelines for field rangers. International Ranger Federation. <https://www.internationalrangers.org/wp-content/uploads/Anti-poaching-Training-Guidelines.pdf>

Maggs, G., Appleton, M.R., Long, B. and Young, R.P. (eds.) (2021). A global register of competences for threatened species recovery practitioners: a comprehensive list of skills, knowledge and personal attributes required by practitioners working within threatened species recovery. Gland, Switzerland: IUCN. <https://portals.iucn.org/library/sites/library/files/documents/2021-019-En.pdf>



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## Applying the competences

All rangers should have the opportunity to acquire and improve competences in a continuous learning process. Employers, professional representative bodies, as well as conservation and capacity building organisations should support rangers to access high quality, certified training and learning programmes, establish a framework and provide resources for rangers to acquire competences using a variety of learning methods, and ensure regular updates of training. The following actions are recommended.

### **Employers and human resource departments:**

Use the competences as a check list to help design job specifications, terms of reference and ranger team establishment. Embed the competences into official human resource management frameworks and systems. Use the competences as a basis for official recognition of the ranger occupation.

### **Donors, funders and project managers:**

Use the competences to ensure that project implementation personnel have the necessary range of skills and attributes. Build the competences into planned training and capacity development programmes. Work with government and employers to encourage ranger professionalisation based on the competences.

### **Trainers and training institutions.**

Use the competences as a basis for training needs assessments and for designing, assessing and certifying courses and curricula. Use the competence registers listed in Box 3 to define detailed learning outcomes.

### **Individual rangers.**

Use the competences to check that you have the skills needed for your job and are getting the training and support you require.

## Competences, performance assessment and certification

The Global Ranger Competences do not include guidance for assessing individual competence, or specify performance criteria for demonstrating achievement of different levels of competence. This is not possible at a global level. Use of the Global Ranger Competences for formal assessments of performance and certification will therefore require local determination of how to measure competence and what constitutes an acceptable level of competence.



Please let us know how you make use of the competences at [info@ursa4rangers.org](mailto:info@ursa4rangers.org).