



## INTERNATIONAL RANGER FEDERATION

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### RESOLUTION OF THE THIRD WORLD RANGER CONGRESS SEPTEMBER 10 – 17, 2000 KRUGER NATIONAL PARK, SOUTH AFRICA

#### **BACKGROUND:**

The International Ranger Federation (IRF) and all its affiliates have become extremely concerned about the inadequate capacity of Rangers<sup>1</sup> in many countries to provide appropriate protection of the heritage resources of their countries. Even some World Heritage sites will cease to exist as conservation areas unless immediate and effective action is taken.

In addition to the many other problems that exist in many of the world's protected areas<sup>2</sup>, the insufficient competence of Rangers ranks as a major reason that conserving these critical resources is not keeping pace with the necessity to do so.

The International Planning Committee (IPC) of the International Union for the Conservation of Nature (IUCN) is currently planning the program for the 5<sup>th</sup> World Protected areas Congress to be held in Durban, South Africa in 2003. The theme of this Congress is "*Benefits Beyond Boundaries.*"

The IPC has identified several sub-theme topics, including "*New Skills for a New Century – Capacity Building.*" It describes this sub-theme as:

Improving capacity at every level to deliver better-planned and managed protected areas (PA's). This issue will examine the skills, attributes and support systems needed for the PA decision-makers and practitioners of tomorrow.

Possible Workshop Topics: Defining skill needs for the 21<sup>st</sup> century; cross-sector skills and experience; institutional capacity and flexibility; PA manager training; management support systems which lift capacity; managing change; capacity building for managing partners; leadership development; capacity building for marine PA managers.

The IRF believes that in addition to efforts focused on improvements of capacity for protected area managers, that substantial enhancement of Ranger competence to safeguard protected area resources is crucial to providing benefits, both within and beyond protected area boundaries. Accordingly, it is the intent of the IRF to provide this resolution to the World Protected areas Congress for its consideration.

#### **ASSUMPTIONS:**

1. Because of the potentially huge scope of the issue of competence of Rangers world-wide, the IRF has chosen to consider that there are three primary levels of Rangers, in terms of competence:
  - Entry or novice level.
  - Full performance (sometimes referred to as "professional" or "journeyman") level.
  - Master level.

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<sup>1</sup> The IRF defines a Ranger as "the person involved in the practical protection and preservation of all aspects of wild areas, historical and cultural sites. Rangers provide recreational opportunities and interpretation of sites while providing links between local communities, protected areas and area administration."

<sup>2</sup> Hereinafter, when used, the term "protected area" will be used as defined by the IUCN (1994) as: "an area of land and/or sea especially dedicated to the protection and maintenance of biological diversity, and of natural and associated cultural resources, and managed through legal or other effective means."

The IRF believes that the most significant current deficiency is the “full performance” level of Ranger competence. Accordingly, this resolution will be directed exclusively to that need.

2. The IRF recognizes that there exists considerable diversity in the environments, complexities, and institutional requirements and constraints among the protected areas of the world; therefore, any attempt to identify universal Ranger competence needs must be open for adjustment to meet these differences.
3. The IRF assumes in proposing the knowledge, skills/abilities that follow, that infrastructure and equipment relevant to the needs of professional Rangers either exists or that its acquisition is being pursued through other avenues.
4. The IRF assumes that some of the listed knowledge and skills/abilities are “transferable” in that they may have application to more than the category in which they might be listed.

### **RESOLUTION**

WHEREAS, the International Ranger Federation (IRF) recognizes that the capacity of Rangers in many protected areas in the world is inadequate to effectively prevent the decline of heritage resources because the competence of Rangers in these areas is deficient; and,

WHEREAS, the IUCN has scheduled a sub-theme pertaining to “capacity building” as part of the 5<sup>th</sup> World Protected Areas Congress in Durban, South Africa, September 16 – 25, 2002;

Be it therefore RESOLVED: That the IRF prevail on the organizers of, and delegates to the 5<sup>th</sup> World Protected areas Congress, in addition to their other intents and purposes, to undertake whatever means and methods might be available to them to increase the capacity of professional Rangers in the “full performance” or “journeyman” level to acquire “*essential universal competence*” consisting of the knowledge and skills/abilities identified in the attached addendum.

## ADDENDUM

The International Ranger Federation has identified the following knowledge and skills/abilities as “universal essential competence” for Rangers at the fully professional or journeyman level to effectively safeguard protected area resources and to provide fundamental information and education to visitors and the public.

### 1. *Basic Ecology and Conservation:*

- Knowledge of:
  - The principles, functions and processes of natural and cultural landscapes, to include and recognize humans and their role in influencing landscapes.
  - What is natural
  - Methods and mechanisms of self-discovery.
  - Basic monitoring and measuring techniques.
- Skill/ability to:
  - Observe and detect changes in the landscape and take appropriate conservation action, including recording, reporting and, as appropriate, managing.

### 2. *Ensuring Ecosystem Integrity (Resource Protection, Legislative Purpose/Framework and Relationship of Protected Area to other Relevant Resources):*

- Knowledge of:
  - Relevant and applicable international, national, state, cultural, strategies, treaties, laws, conventions and policies.
- Skill/ability to:
  - Enforce existing legislation appropriately; while exercising personal safety and protection of others.
  - Exercise legislative and administrative procedures and processes, including collection of information and preparation for court, etc.

### 3. *Interpretation, Education and Information:*

- Knowledge of:
  - Philosophy of interpretation and education as to their importance and their roles in safeguarding protected area resources.
  - Methods and techniques of interpretation and education.
- Skill/ability to:
  - Communicate effectively using a wide range of methods, and at a professional and global level.

### 4. *Relationships with all Relevant Communities, and Other Stakeholders:*

- Knowledge of:
  - Who the neighbors and those living in the protected areas are and what knowledge and expectations they have (their culture).
  - Local political agendas, and “key players” in the communities.
- Skill/ability to:
  - Demonstrate political, social and cultural sensitivity and tolerance.
  - Involve and integrate the communities in issues of managing the protected area.
  - Listen effectively and engage in facilitation, conflict resolution and problem solving.

5. *Technology and Infrastructure Maintenance:*

- Knowledge of:
  - How it works, what it does and how it should be maintained.
- Skill/ability to:
  - Manage, maintain and safely operate a range of infrastructure and equipment.

6. *Emergency Responses:*

- Knowledge of:
  - How to care for oneself and safely travel in wild or undeveloped areas characteristic of the protected area.
  - Emergency procedures pertaining to people, flora and fauna, etc.
  - Interagency responsibilities.
  - Agency responsibilities and limits of one's responsibilities.
  - The leadership/management structure and hierarchy relevant to a particular emergency.
- Skill/ability to:
  - Respond appropriately to emergencies and incidents characteristic of one's protected area, including such things as search, rescue, fire suppression, first aid, and environmental and natural disasters.

7. *Office, Project and Financial Management and Operational Planning:*

- Knowledge of:
  - Basic business principles.
  - Basic office skills such as filing, correspondence, etc.
  - Applicable and appropriate reporting procedures.
  - Relevant administrative procedures.
- Skill/ability to:
  - Write effectively.
  - Management of budgets and projects, including preparation, monitoring, evaluating and reviewing.
  - Demonstrate how, where and what to plan, implement, evaluate and update or revise.

8. *Workplace Communication and Relations:*

- Knowledge of:
  - Tenets of human resource management.
  - Team participation.
- Skill/ability to:
  - Operate effectively as a member of a team.