



A road map for African protected areas: act now!

Africa is a continent with a rich, unique and irreplaceable biological diversity. It contains many protected areas whose vocation is to preserve this richness, now and for the future.

Are we succeeding?

Yes, certainly, in some places and in some countries, according to the context, actors, history, partnerships... There are some successes and encouraging initiatives, so there is hope.

No, definitely not, if we look more generally at the results of many recent analyses, and even more so if we consider the challenges that await, the first of which is the significant growth in the human population and a reduction in the area available for biodiversity and natural habitats.

What should we do?

Continue and strengthen conservation programmes and projects at all scales and of all kinds, research and other studies? Certainly. This is a very long-term task that has produced and will continue to produce, useful and necessary results. We should continue working on - what we have to do - to improve protected area management, because we need more efficient tools, more effective methods, and a better understanding and evaluation of the results.



NAPA

News from African Protected Areas

Nouvelles des Aires Protégées en Afrique



N°58
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The BIOPAMA project (biodiversity and protected areas management) Consultancies offers

1) IUCN - Papaco is seeking an expert to conduct a **regional assessment of needs and existing regional biodiversity databases relevant for protected areas decision making processes in West and Central Africa.**

More on www.papaco.org. Technical and financial proposals should be sent at the following address: beatrice.chataigner@iucn.org.
Deadline: **November 20, 2012.**

2) IUCN - Papaco is seeking an expert to conduct a **regional assessment of protected area management capacity needs and available training courses for West and Central Africa protected areas managers and partners**

More on www.papaco.org. Technical and financial proposals for this consultancy should be sent at the following address: beatrice.chataigner@iucn.org.
Deadline: **November 20, 2012.**



E-learning for protected areas management: a few thoughts about how to do it in (West) Africa...

(directions 4, 5 and 6 of the Road Map for African Protected Areas)

As part as the preparation of a potential e-learning course for protected areas managers and their partners in Africa, IUCN-Papaco has recently conducted a feasibility study of an e-learning specifically adapted to West African PA. This kind of training may complete other already existing offers developed by the Papaco (such as the University Diploma and the Master's degree organized with the Senghor University in Egypt – see page 5). It would definitely increase the number of trainees and enhance their access to professional trainings. Hereafter are presented a few abstracts of significant facts coming from this study. The full report is available on www.papaco.org, page “useful tools for conservation”. Don't hesitate to share your ideas and comments...

Protected areas' management capacities in West Africa

In West Africa (which is the geographical area of this study, covering 16 countries from Cap-Vert to Chad), protected areas are most often in a difficult situation and those having enough human and financial means are generally the ones which are temporarily supported by an international conservation program or partner.

Even if successes are recorded in a few specific contexts, many failures are to be noticed, mainly due to relatively well identified causes: land rights barely secured, arbitrary decision-making circuits, poaching for subsistence, bush meat traffic, ivory or other animals products trade, etc. but also water deficit, growing demographic pressure, over-grazing of transhumant cattle, incursion of refugees in case of conflict, expansion of the extractive industries sector, lack of sustainable financial mechanism... Often mentioned is also the lack of qualified staff mainly due to inappropriate and/or insufficient initial and continuing training offers.

While the “paramilitary function” of the technical staff is well known and often relatively well applied on the ground, people are more and more aware that management cannot be achieved sustainably without involving local communities, at different decision-making levels. This kind of involvement should help us to go beyond the only surveillance and anti-poaching fights, which have long been considered as the only priorities in the regional context.

The different protected areas management categories do require mobilizing various levels of expertise. Therefore, a typical good manager does not exist, but there is a multitude of skills that have to be associated according to the category and the management issues of the territory concerned. The needs for improving management are also different from one country to another, from one protected area to another. At this point, we notice that there are great disparities between countries, with generally much weakness in French-speaking countries.

The competences that can be mobilized do necessarily depend on the level of the means available: in general, generalists are sought to cover all the management fields, before referring to specialists if means allow it. And yet, it is remarkable that contrarily to this statement, most conservation agencies are administered by specialists (environmentalists, scientists, and/or biologists) who finally lack the basic knowledge or background required for a pragmatic management of all the problematic situations he'll be confronted to every day. The focus has long been put on strengthening managers' capacities in routine management activities, but it now appears essential to train them to be real territory planners, through adapted, practical and continuous trainings related to the issues they face in the field.

The needs for competences much often focus on technical aspects. There is a lack of broad

perspective that targets decision-makers (and political stakeholders as first priority) through actions of lobbying and strengthening of their role of leadership in the environmental field.

(Extract of the Weotenga meeting report: strengthening conservation of African protected areas... PAPACO 2011... from which the Road Map for African PA is derived)

Inadequacy between needs and training offers in West Africa

The gap between initial and continuing training offers and the competences needed on the ground (or in the PA administration) has been underlined in many studies. Realized recently in the African context (see www.papaco.org and previous NAPA letters), these studies have contributed to better define the needs, have listed the on-going or planned actions, have identified human needs, described jobs and expected competences, and defined a strategy resulting in a provisional training action program.

In many countries, biodiversity conservation professionals are reflecting on how to identify the competences they need to gather. The idea to develop a reference framework of “standard” skills at the international level is regularly taken up by the IUCN World Commission on Protected Areas (WCPA). This tool would be used to harmonize the curricula of initial and continuing education in the field of biodiversity conservation by integrating social, scientific, technical, legal, economic and administrative dimensions... (and indeed this work is currently conducted by WCPA).

These studies have unanimously highlighted an unstructured offer which faces many needs expressed by potential beneficiaries with very different profiles. The need for capacity building is strongly felt both for enhancing policies and strategies design and improving management activities in central structures, but also at the operational level (in parks and reserves) in order to better coordinate and implement activities on the ground. It is interesting to note that relevant training offer is often related to “projects”. Initiated, financed and motivated by bilateral or multilateral cooperation partners (for instance IUCN, WWF, the CBD, The Nature Conservancy, Wildlife Conservation Society, UNESCO, UNEP, GTZ, World Bank etc.), this offer does not however present any guarantee of sustainability if it is not locally appropriated.



The study here presented allowed to identify and to compile francophone Africa organizations, universities and training centers that offer education related to protected areas management. It comes out from this compilation that most of the themes offered by West Africa existing training institutions are more directed towards the biology knowledge in comparison with other continents' curriculum which is more related to integrated biodiversity management.

According to this study, about 2000 people (professionals and students) with various profiles may potentially be concerned every year by capacity building (short or long training courses) in the field of nature conservation, in the 27 countries of Central and West Africa.

Pedagogical integration of Information and Communication Technologies (ICT) in protected areas management curricula

To contribute to the improvement of the training systems quality, the use of ICTs, in association with "traditional" methods, represents a credible track to solve some difficulties and constraints that are common to all countries of the sub-region such as:

- ✓ The lack of communication means combined to the low level of revenues;
- ✓ The saturation of the low accommodation (and supervision) capacities;
- ✓ The low effectiveness of strategic education planning;
- ✓ The low number of trainers and the absence of recycling opportunities for professional development;
- ✓ The deliquescence of libraries and other places to consult data.

Integrating ICTs in the educational system in Africa is mentioned by many actors as being able to facilitate mobile and accessible learning to quicker achieve

the Millennium Development Goals. The increase of mobile phone subscriptions and tablet computers, and also Internet access improvement for a population more and more used to ICTs make us hope that these "e-natives" will be provided with most equitable training contents soon.

Generally, integrating ICTs in a permanent learning process contributes to improving the pedagogical training system effectiveness by improving, among others, the learning mode through broader access to educational resources. However, we have to take into account the regional inequalities and the many obstacles that exist on the ground, mainly:

- ✓ the absence of liable power supply (occasional power cuts);
- ✓ Difficulty to get access to high debit Internet (limitation of band widths) for an affordable price.

A few facts...

An article published in *Jeune Afrique Magazine* (4 May 2012) makes a statement of how e-learning is developing in Africa thanks to the Agence Universitaire de la Francophonie (AUF), the African Virtual University or the Tunis Virtual University. AUF that supervises about forty e-learning has seen the numbers explode every years on the continent (12,000 applications in 2011, of which the sub-Saharan African represents 82.5%).

http://www.jeuneafrique.com/Articleimp_JA2674p140.xml0

Also, the projections taken up in the report entitled « Le marché mondial de produits et de services de e-learning sur mesure : 2010-2015 » (world market of e-learning for 2010 – 15) published in Ambient Insight (2011) provide that e-learning rate in Africa will increase of 16% per year, in reference to the rapid increase in the use of mobile devices.

Named Africa Coast to Europe (ACR), the new submarine cable installed by France Télécom should also facilitate access to the high speed Internet in about twenty West African countries soon...

Therefore, capacity building processes must be adapted to a much worrying reality in the field. And it must be taken into account that there is great diversity of profiles and great number of potential beneficiaries. Thus, training demand adapted to realities on the ground is increasing but today, most of the offers are undersized and out-of-date. Integrating ICTs in training content should be envisaged to improve pedagogical effectiveness, but

on-site collective training is essential regarding the training nature that requires a shared period in the field.

Some tracks to follow...

It is important to realize at this stage that e-learning implementation is an innovative approach, but risk-taking is real and shouldn't be minimized. Technologically, the risk lies in failure of computer and technical environments. Pedagogically speaking, the risk of low commitment of the different stakeholders in ICTs integration still seems to be more important. In fact, as a capital component of the global system, support to students is a crucial service that must be provided and its quality must be considered at the same level as the design quality of the modules put online and the quality of the technical platform functionalities. **Definitely, the quality of human supervision in an e-learning device is as important as the quality of the technical device.**

Implementing an e-learning system requires having the will of institutional and pedagogical stakeholders, because without that willingness to innovate, the risk to fail is almost certain.

Another guarantee of success is to systematically propose assistance to accompany trainers in the process of producing e-contents, and trainees in the learning process and support to motivation.

As from the beginning, a head of project must be identified to manage the project's development, monitoring and evaluation. He will be asked to:

- ✓ Create and animate a project team (pedagogical and technical) on which he will rely;
- ✓ Build a project roll-out planning for one year minimum;
- ✓ Elaborate a dashboard to follow the project step by step;
- ✓ Propose a communication plan to promote the project with teachers and learners.

Establishing alliances, partnerships or consortium is an indispensable prerequisite to:

- Get partners' permanent and active support for ICTs pedagogical integration in the existing training curricula;
- Gather the minimal but optimal infrastructure and material conditions.

An e-space (data hosting, diffusion and access platforms) must be dedicated to the project to make the device operational. Short-listed applicants must

be provided with the technical and human means required for technical maintenance and for monitoring the trainings. They must have available permanent Internet connection at home or in one of the information access center placed by AUF in the premises of e-campus (CN). It is recommended to providing for an e-learning system that can work with and without Internet connection to avoid that learners be penalized by possible problems of connection. We suggest using SCORM technical norms that allow e-learning systems to find, import, share, reuse and export learning contents, in a normalized manner.

In case there is a need to modify the learning modes, trainers must be informed! The idea to propose, beforehand, a training-action process to "recruit" and train trainers-authors that will be mobilized seems to be an indispensable and necessary prerequisite to ensure quality of pedagogical production. The training aims at showing the trainers how to produce pedagogical e-resources that are adapted to their future training course. The arrival of young trainers that are more inclined to use new technologies is an opportunity to be seized.

Identified advantages and obstacles for the e-learning development

Main obstacles to remove	Main advantages to depend on
Lack of trainers having expertise in local issues and protected areas management problems and difficulty to identify them.	Build on institutional and technical partners identified
Once stakeholders are identified, it's hard to convince them of the interest to be trained in integrating and using ICTs for their training	Opportunity to improve the pedagogical quality of an intervention and to build up e-content banks that can be easily used for a greater number of people to train.
Obtain sustainable commitment of the identified trainers. Trainees or trainers are barely convinced of the necessity to change of method...	Take advantage of the political will to develop national e-learning strategies in order to plan in the short-term (next 5 years) a more reliable access to more pedagogical e-resources.

Conclusion

The feasibility study of an e-learning intended for protected areas managers in Africa is certainly justified by the current limited access to trainings that are adapted to the continent context. By taking into account the many on-going reflections, it comes out that it is neither desirable to develop a 100% e-learning course project, nor achievable in the short-term because it is too much risky and it does not have real added value.

The choice of a combined solution, on-site and at distance, has the advantage to test and measure the level of appropriation of both trainers and learners face to the change of learning methods.

To implement such a change, it is advisable to start by producing and integrating in the modules that are already taught, the training units built in the form of contents in prerequisite type. Indeed, the multi-disciplinary nature of trainings in protected areas management and the audience heterogeneity - coming from scientific sectors with no background in social sciences, or reciprocally - show how prerequisites are important in selecting applicants.

Financing such initiative requires proceeding step by step. Once the production process has started, providing enough e-contents that are adapted to the regional context will allow better developing e-learning methods and processes.

As things stand at present, the next step should be to write the terms of reference of a project officer (or a pedagogical referent) that must be able, together with volunteer and relevant trainers, to conduct the development of pedagogical contents that can be posted online as part of the existing trainings (for instance as proposed by IUCN-PAPACO).

Through soft transition, this initiative will contribute to the effort of creation of online network of African actors engaged in building capacities related to the protection of biodiversity.

More on www.papaco.org



60

This is the **number of students** currently following a training course on protected area management with **IUCN – Papaco**, in collaboration with the Senghor University and other partners... Because residential training is also important! Details are:

15 students (from 5 countries) are training at the Lopé Center in Gabon with WCS, until the 14th of December

19 students (from 7 countries) are training in Ouagadougou until the 8th of December

And **26 students** (from 10 countries) are following the Master on PA management in Alexandria, Egypt, with the Senghor University until mid-2013...

Call for contribution

To potential trainers interested in the development of e-contents on themes related to protected areas management in Africa...

In this issue of the NAPA letter, the feasibility study for setting up an e-learning program is presented. In view of assessing the sub-region trainers' interest in participating in this program, and if you find it relevant, please send your contributions and comments to us, with all your details to be entered in our database of potential trainers!

The following documents have to be sent by email at: beatrice.chataigner@iucn.org

- ✓ Trainer's CV
- ✓ Theme and objectives of the lecture (1 page)
(*Thank you for specifying if this lecture is already available online*)



Good to know!

Charlotte Karibuhoye (WCPA vice-chair for West and Central Africa) calls our attention on the guidelines for applying the IUCN categories of protected areas (<http://data.iucn.org/dbtw-wpd/edocs/paps-016.pdf>) and informs us that the new guidelines for applying these categories to MPAs is now available: http://cmsdata.iucn.org/downloads/iucn_categoriesmpa_eng.pdf



Being trained with WCS in Central Africa: the CEDAMM

Training – a mission of WCS

If the unique natural heritage of Central Africa is of common property of humanity, the management of this patrimony is for countries in the region and particularly for their technicians of all levels. In a developing region, the skills of these technicians must rapidly be strengthened to match the best global standards.

For decades, WCS has developed theoretical and practical knowledge of ecosystems (biodiversity, structure, dynamics and operating) and tools able to ensure sustainability. As technical partner of Central African governments on environmental and forestry challenges for more than 20 years, WCS contributes to the urgent strengthening of skills in the sub-region by transmitting and developing knowledge and tools.

By supporting the construction and development of the environmental professional's skills, the CEDAMM (Educational Complex Dr Alphonse Mackanga Missandzou) wishes to respond effectively to the challenges of conservation and sustainable management of natural resources.

Training focused on the needs of forest sector

Sustainable development aims to reconcile economic activity, social development and environmental conservation. It is this triple approach adopted by WCS, which guide the choice of the trainings thematic.

Linked to the evolutions of the environment and conservation sectors, and based on the continuous assessment of field workers needs, the training topics selected by WCS are translated into modules that try to take into account the needs of individuals, groups and organizations (see the catalogue online).

Training team and pedagogical engineering

The training team consists of specialists who have developed their experience within WCS. All trainers are experts in the fields of expertise they train and engaged in the design of innovative training approaches, adapted to the themes and audiences.

The pedagogical design is based on four principles derived from the "skills approach": 1) listen and

identify the demands of trainees to make training practice, contextualized, useful and usable in the work environment, 2) work in close partnership with professionals and local communities, 3) aggregating knowledge and skills by confronting situations and experiences to innovative processes and new knowledge, and 4) establish an in-training evaluation for each module allowing trainees to situate themselves in the evolution of their skills and to plan future actions.

This year, in collaboration with IUCN-Papaco, a specific 7 week training course on protected areas management has been set up with the Senghor University (Alexandria) in Egypt.

CEDAMM: presentation of the place

The Educational Complex Dr Alphonse Mackanga Missandzou (CEDAMM) is located in Lopé National Park in Gabon, near villages and forestry concessions. As a result, CEDAMM offers the ideal learning conditions. Trainings are easily rooted in the heart of field issues by professional scenarios and practical training.

The CEDAMM offers a capacity of 16 seats. Trainees are housed in full board on the training centre site. Various tools and teaching materials are available to trainees: books and journals, navigation devices, video, computer room, internet access, etc.

Registration procedure:

For information and registration, please contact Elise Mazeyrac-Audigier

Email: EliseMazeyracWCS@gmail.com

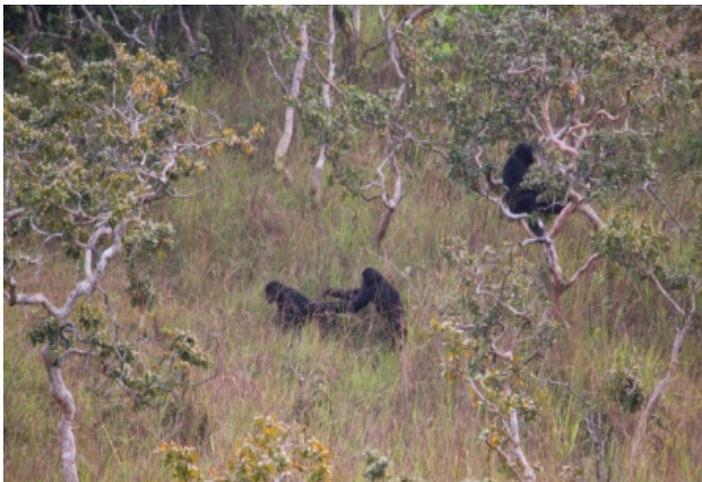
The catalogue and registration forms are available on WCS website: <http://wcs-gabon.org/>

Community conservation of Bolobo's Bonobos (DRC)... a cohabitation that works!

(direction 3 of the Road map for African PA)

In 2001, a Congolese NGO, Mbou-Mon-Tour (MMT), surprised the scientific world when it announced the presence of bonobos on the territory of Bolobo, an area located only about 300 kilometers from Kinshasa, in DRC.

Despite requests from MMT to the international community, in order to realize inventories to scientifically confirm the presence of these individuals (and in order to obtain support for the



protection of this specie in partnership with local communities), the presence of these bonobos (*Pan Paniscus*, listed in Danger on the *IUCN Red List of Species*) has only been confirmed by WWF in 2005.

Inventories made then were particularly interesting as they testified that the region hosts the biggest density of this DRC's endemic species, ie 2.2 individuals per square kilometer.

Although they were thought to have disappeared in this area, this Bonobos population is very interesting. It has an atypical ecology, living both in forest areas and in forest-savanna areas, and it survived thanks to the main local ethnic group's traditions and food taboos. Indeed, for Batéké people, hunting Bonobos and Bonobo's meat consumption are strictly forbidden, and that partly because this primate is considered as a human who took refuge in the forest because he did not honor a debt and that this kind of situation make the insolvent debtor the slave of his creditor in the Batéké tradition.

Composed of villagers and academics who grew up in the area, MMT works at the same time on conservation and local development activities. Working closely with traditional leaders, the NGO conducts since 2001 awareness activities on the bonobos protection topic based on the local tradition. MMT developed activities in order to enforce this tradition and to limit the lost of traditional protective taboos.

Thanks to sensitization campaigns made by MMT with the support of international partners (WWF, la Vallée des Singes, Conservatoire pour la Protection des Primates, Projet de Conservation des Grands Singes (PCGS), Paniscus, Up To Save, Fondation Nature & Découverte, EAZA), people living in seven villages of the area accepted in 2003 to affect a part of their forest (more or less 18.000 ha) to the bonobos conservation. At present time, six

community conservation sites have been chosen by traditional leaders, in agreement with population.

One site hosts the NGO's pilot farm, with two houses which can host more or less a dozen of people. This site, and the Mpelu and Embinima's ones, host regularly researchers and students from several countries (DRC, France, Belgium, USA, Germany...) coming to conduct research activities on the bonobos population. With the farm, MMT has implemented a multiplication field of improved seeds and raises cattle, small ruminants and poultry in order to support alternative activities for communities.

With these activities through the bonobos conservation project, MMT employs now about sixty people, most of them working on monitoring of several bonobos groups.



Sites allocated by communities for bonobos conservation are still accessible to humans, but only caterpillars and mushrooms collection as well as traditional fishing are allowed in these areas. Hunting and crops developments have been banned and are not practiced anymore.

Besides the positive impacts of these actions on the bonobos population, the decrease of the hunting pressure went with the reappearance of some monkeys species that were thought extinct of this area for decades (*red colobus*, *black mangabeys* and *angolensis*), especially in Mbal-a-Kari and Lefiri forests. Nevertheless, despite this interesting conservation dynamic, the Bolobo's Territory currently faces serious threats that compromise the ecosystem integrity and the impact of actions taken for the bonobos protection.



Thereby, in addition to agriculture after burning and to charcoal production, the most serious threat comes from industrial forestry, conducted in the area because of its interesting geographical situation (proximity with Kinshasa).

Indeed, some foreign industrial operators sometimes use artisanal forestry exploitation's permits, normally reserved to Congolese people, in order to exploit irrationally tree species, in violation of the Congolese law on the logging permits allocation and sometimes with the complicity of some administrative representatives¹.

Despite these threats, one of the short term objectives of MMT is to implement activities that will allow welcoming tourists on this site which offers a very good opportunity to observe bonobos in the wild, the area being located approximately at one hour from Kinshasa with a small airplane.

New development activities will also be implemented in order to continue to find practical alternatives for communities engaged in this conservation dynamic and thereby to contribute to reduce pressures on the bonobo's habitat.

Looking to this, MMT will try to develop agroforestry activities in partnership with 22 villages. In addition, in June 2010, MMT solicited competent authorities in order to create a bonobos community reserve, on behalf of local communities.

After this request, the « Institut Congolais pour la Conservation de la Nature » (ICCN) instructed WWF to provide all the data necessary to this kind of process, including the inventory of biological resources and the participatory zoning of the six communities involved in the process.

Because of difficulties linked to the lack of legal existence of the "community Reserve" concept in DRC, MMT is now planning to create a "community forest", based on the Article 22 of the Congolese forest code which gives the opportunity for local communities to manage their own forests owned under traditional rules.

This 84.700 ha community forest will follow the objective of protecting the bonobos population and more generally the environment and natural resources. Obtaining this status would be an important innovation in the DRC's context where

¹ To know more about this situation, see the **GREENPEACE report, 2012** on the logging permits allocation in DRC: <http://www.greenpeace.org/africa/fr/Presse/Publications/Detournement-du-moratoire-sur-l'allocation-de-nouvelle-concessions-d'exploitation-forestiere-en-Republique-Democratique-du-Congo/>

no community forests have been created until now.

To support this initiative, the NGO will receive in the next weeks a financial and technical support from the French FEM-Small Grants Program (PPI - FFEM), especially to support monitoring and habituation of bonobos, to develop alternative income-generating activities and to support the bonobos Community reserve creation process itself.

If you wish to know more about MMT and the it's activities:

Jean-Christophe BOKIKA NGAWOLO

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Request for proposals for consultancy services

In the frame of the Small-Scale Initiatives program (PPI - 3) of the French Global Environment Facility (FFEM), IUCN - Papaco is seeking a **qualified consultant specialized in renewable energy**, in particular in **installation, use and monitoring of biodigesters**. He'll be supporting a civil society organization located in La Toden (North region of Burkina Faso).

The terms of references are available on www.papaco.org or can be asked to the contact below for more details. Technical and financial bids should be sent to Arsene Sanon (Arsene.Sanon@iucn.org) by the **18th of November 2012**

Job opportunity

Conservation International is looking for a Senior Technical Director, Africa + Madagascar Field Division

Conservation International's (CI) Field Programs Unit (FPU) is responsible for setting strategy, fundraising, implementing programs, monitoring progress and reporting results for CI's global field programs portfolio, which is divided into three regional field divisions: Americas Field Division, Asia-Pacific Field Division and Africa + Madagascar Field Division (AMFD). The AMFD is the regional structure that sets strategy, fundraises, implements programs, monitors progress and reports results at the AMFD-level, ensuring coherence and

strategic alignment between country-level engagements, regional priorities and global initiatives.

The Senior Technical Director for CI's Africa + Madagascar Field Division (AMFD) is responsible for managing the technical aspects of the AMFD program and all its component projects, leading the team, raising funds and managing its resources. This position is responsible for the prioritization and management of all technical activities in the Program, including the definition of green economy outcomes, prioritization among outcomes, design/refinement of action plans, implementation of action plans as well as monitoring and evaluation. This position is also responsible for the management (identification, implementation and monitoring) of partnerships as well as supports the Senior Vice President of AMFD in fundraising efforts. The Senior Technical Director supervises the regional technical team and coordinates all technical functions of the program to ensure that the team follows the institutional framework for designing conservation strategies as well as delivers high-quality technical products that lead to green economy outcomes. This position interacts strongly with HQ Technical Divisions and with other country programs in AMFD and the other divisions. Position based in Nairobi.

More on:

<http://tbe.taleo.net/NA8/ats/careers/requisition.jsp?org=CO NSERVATION&cws=1&rid=347>

fill the PPI pre-proposal form (which can be downloaded on the FFEM website www.ffem.fr, in addition with the PPI rules and criteria) and to send it to the IUCN French Committee, in charge of projects selection (ppi@iucn.fr).

IUCN-Papaco is directly in charge of the “Capacity Building” component of the PPI, including technical support to NGOs located in the priority countries, before and after project selection. It also organizes trainings on different subjects related to conservation and projects implementation, networking activities etc.

For more information:

Thomas BACHA: thomas.bacha@iucn.org
Arsène SANON: Arsene.Sanon@iucn.org



News from the French GEF program of small grants (PPI- 3)

The French Global Environment Facility (Small Grants Program, third phase (PPI - 3) is going on until the end of 2013.

A new selection committee took place in Paris the 31th of October and 22 new projects have been selected and will be implemented within the next months.

13 of these projects will be implemented in priority countries: Cameroon (4 new projects), DRC (3 new projects) for Central Africa, and Burkina Faso (1 new project), Ghana (3 new projects) and Togo (2 new projects) for West Africa. In addition to projects selected at the beginning of 2012, it is a total of 20 projects which will be implemented in priority countries, representing more or less 60% of the projects selected on this third phase.

Another selection committee will take place during the first semester of 2013 and civil society organizations interested to apply for a grant have to



Russell E. Train
Education for Nature Program

2013 Fellowship application guidelines for Wildlife crime

The world's wildlife is in crisis. Poaching for international trade has escalated dramatically in recent years and is now the single greatest threat to many of WWF's flagship species, such as the rhino, elephant, and tiger. In many countries, laws against wildlife crime are in place but enforcement and prosecution weak. To address this challenge, EFN (WWF's Education for Nature Program) will be supporting proven and potential prosecutors working in high crime countries to pursue advanced degrees in environmental law and policy; and ensure that violators are held accountable for their crimes.

WWF's Stop Wildlife Crime Campaign and EFN believe that training prosecutors is an important next step to putting a halt to wildlife crime. EFN will recruit proven and potential leaders from select priority countries to pursue graduate degrees in environmental law and policy and work to eliminate wildlife crime in their home countries.

Eligibility

Eligible candidates must submit a completed application form along with two letters of recommendation and other supporting documents to

the appropriate location for their respective countries. To be eligible for a Train Fellowship, applicants must:

- be a citizen or legal resident of a participating country (Cameroon, Central African Republic, Democratic Republic of Congo, Gabon, Kenya, Mozambique, Republic of Congo, Tanzania)
- have a minimum of two year's work experience in conservation
- be enrolled, admitted, or have applied to an institution of higher education
- begin their studies within one year from the application deadline for their respective countries

Eligibility criteria may vary slightly among countries. Write to efn@wwfus.org for more details.

Selection

Train Fellows are selected through a competitive, merit-based process. An independent, interdisciplinary panel of experts is convened in each country to review applications and to identify the top candidates based on the diverse criteria (please check on the website below).

How to apply

Please review all guidelines for your country or topic before completing an application. Application Deadline: **FEBRUARY 28, 2013**.

Visit www.efnapplication.org to access the fellowship application and other details.

and experience. This partnership initiative, including BirdLife International, Conservation International, Fauna & Flora International, and Wildlife Conservation Society, has been helping young conservationists across the world to achieve their goals for over 25 years. The Programme currently works toward its aims by offering awards, training and mentoring support.

CLP invites applications from early-career conservationists living and working in Africa, Asia, East/South-East Europe, the Middle East, the Pacific, Latin America and the Caribbean. Countries designated by the World Bank as high-income economies are not eligible for CLP support. There are three awards categories:

Future Conservationist Awards: Approximately 20 awards of up to \$15,000 each

Conservation Follow-up Awards: Approximately 6 awards of up to \$25,000 each (available only to previous CLP award winners)

Conservation Leadership Awards: 1 award of \$50,000 each (available only to previous CLP award winners).

The application deadline for full proposals is **9th November 2012** for all applications.

Please visit the CLP website (www.ConservationLeadershipProgramme.org) for detailed eligibility criteria, guidelines and an application form. A representative from each award-winning team will be invited to attend an international training event in June/July 2013 organized by the CLP to share ideas and develop skills, knowledge and contacts. Additionally, winning teams are able to network with experts from within each of the partner organizations and past winners. For additional questions, please e-mail clp@birdlife.org.

Call for Applications 2013 Conservation Leadership Programme Awards

The Conservation Leadership Programme (CLP) aims to contribute to long-term conservation in priority areas by encouraging and engaging potential leaders in biodiversity conservation and providing opportunities for individuals to gain practical skills

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