



NAPA

News from African Protected Areas

Nouvelles des Aires Protégées
en Afrique

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Edito

Geoffroy MAUVAIS
PAPACO coordinator

Training and more training!

Yes, I am rehashing indeed.

Often already, we have discussed training and trainings for PA (see NAPA 7, 17, 23, 47, 58, 63, 76, 83 and 90 for example). We have repeatedly stated the importance of capacity building for nature conservation's future in Africa. We have denounced the injustice faced by the youth of this continent, too often isolated from knowledge, and to whom promises of a bright future are made even while they are being maintained in the dark. This is an injustice because those who can improve the situation, of course, send their own children in institutions where they receive the best possible education. Yes, the things we have done in recent years, training workshops, our master's in PA management, the University Diplomas, the Mooc... all this is not enough. Yes, the situation is pretty grim, especially in Francophone Africa (NAPA 92) and will certainly not improve by itself (NAPA 89).

But actually yes, we are resolutely optimistic. Because the conditions for a real change are here, before us. Quivering but expanding...

First, it is a global movement. The World Commission on PA produced, in 2015, after months of consultation, a strategic framework for capacity development in protected areas. This framework is a concrete response to a recommendation inscribed in the "promise of Sydney", elaborated during the World Parks



Congress in late 2014. This strategy is quickly summarized in this NAPA. It shows the path and set goals for us to achieve, by 2025: developing opportunities, programs and support for sustainable capacity development in protected areas to achieve a more effective, efficient, just and equitable management of those territories. Luckily, that's exactly what we - try to - do!

Then, the means to train and receive training are rapidly evolving, as we learned during our MOOC which, by the way, will soon resume (**1st April**). The feedback we received (*see this NAPA – page 6*) is clear and we can consider that it was a strong success. Knowledge is increasingly accessible everywhere, anytime, and real courses are built remotely. It is no longer a utopia, large institutions have developed curricula which take place almost entirely online and ultimately deliver actual diplomas! On this path, we are committed and if we find the resources required and the necessary energy, we will, with the EPFL, get our "online" diploma (whatever its name) on the development of African territories, whether urban, protected or exploited. And it will become a reference and kind of a buoy for all who dreamt, have the will and the ability, but until then, had not had the chance to jump into the water.

Finally, the other major change is the origin and nature of learners now interested in PA, not anymore rangers in uniform or forestry monomaniacs; but all citizens who discover a passion for nature. The MOOC, in that sense, was a great magnet for many profiles and great was our surprise to see that they often did better when passing exams than the so-called specialists! A new generation is emerging, more curious, more

demanding and with a little bit of struggle, it should be able to bring a fresh perspective and energy to conservation.

Here are three good reasons to be optimistic and to focus even more on the skills development and capacity building of those who are now, or will be tomorrow, building the protected areas in Africa.

Papaco is also on:



Twitter = @Papaco_IUCN
(https://twitter.com/Papaco_IUCN)

And on:



Facebook = facebook /IUCNpapaco
(<https://www.facebook.com/IUCNpapaco>)



MOOC on protected areas management... it starts again!

Our MOOC on PA management (assessed in this NAPA) will start again on the 1st of April, on Coursera. You'll be able to subscribe on www.papaco.org, page trainings, from the 15th of March. Don't miss it!



Students of the 11th promotion of our University Diploma – Gabon 2015



Master on PA management

The Senghor University (Alexandria) and IUCN-PAPACO, with the generous support of the MAVA Foundation, launch the recruitment for the second year of the Master's degree on protected areas management. To register, please follow the link here after:

<http://www.usenghor-francophonie.org/Data/PDF/M2AppelCandidature2016.pdf>

or visit www.papaco.org, page trainings.

Five scholarships will be offered which cover all the cost of the training (except travels).

Deadline for registration: 14 April 2016.



WCPA
WORLD COMMISSION
ON PROTECTED AREAS

STRATEGIC
FRAMEWORK
FOR CAPACITY
DEVELOPMENT
IN PROTECTED
AREAS AND OTHER CONSERVED TERRITORIES 2015-2025 (WCPA)

Directions 4, 5 and 6 of the Road Map for protected Areas in Africa

Directions 4, 5 and 6 of the Road Map for protected Areas in Africa

Read the full Strategic Framework on www.papaco.org

Overall goals of the Strategic Framework

The Strategic Framework for Capacity Development (SFCD) is the result of a widespread programme of activities and consultations during 2013 and 2015, including the World Parks Congress in Sydney, Australia, in November 2014. The SFCD is intended to complement, guide, and extend the recommendations on capacity development included in the Promise of Sydney that resulted from the Congress. It briefly describes the current situation concerning protected area capacity development, identifies major capacity development issues that need to be addressed over the next decade, and recommends pathways, goals, and objectives for future action.

This NAPA provides a summary of the SFCD.

The SFCD defines an overall vision for capacity development in protected areas as follows: “*Protected and conserved areas across the world are effectively, efficiently, and equitably managed and governed using state of the art skills, knowledge, and best practices stemming from a diversity of traditions and cultures*”.

The **overall aim** of the SFCD is that: “*Individuals, organizations, and wider society have the capacities that will enable and support the transformational change required to mainstream protected areas into broader societal goals, firmly positioning them as essential tools for achieving conservation and development objectives*”.



Continuous training of PA managers organized by IUCN-PAPACO in 2009

The ten-year **objective** of the SFCD is that: “*Long-term and sustainable protected area capacity development opportunities, programs, and products provide a foundation that will assist more effective, efficient, just, and equitable management of all types of protected areas, enhancing the ability of countries to meet their commitments under the Convention on Biological Diversity’s Program of Work for Protected Areas (POWPA) and the Aichi Targets*”.

The SFCD defines three related, priority focal groups for capacity development for the coming decade:

A. Protected area institutions and personnel.

This group could be characterized as those who have formal and legal responsibilities for managing protected areas. It comprises mainly (but not exclusively) official government bodies and their employees.

B. Landscape and seascape stewards. These include a wide range of non-governmental actors engaged in managing protected areas, but which are unlikely to have been constituted for the purpose of managing protected areas.

C. Influencers. These are all of the entities or groups whose policies, decisions, attitudes, political will, championing, and activities influence capacity development and the management of protected areas.

What are the priority programs?

Four main global programs of activity are specified, to be achieved by 2025. Each program includes a set of specific actions for its implementation.

Program 1: Professionalization

Goal: Protected area management is widely recognized as a distinct, multidisciplinary profession with its own specialist occupations, competences and standards.

Program 2: Indigenous peoples and local communities

Goal: Capacity development initiatives include and address the specific needs of indigenous, traditional, and local community protected area stewards.

Program 3: Enabling protected area capacity development

Goal: Resources and support are available to implement the strategic pathways for capacity development.

Program 4: Evaluation of capacity development

Goal: The capacity development community has access to and uses an evidence-based directory of processes, criteria, and indicators for comprehensively measuring and assessing the effectiveness and impact of capacity development.

The document concludes with a series of recommended key steps for implementation of the strategic framework for capacity development.

Why do we need capacity development?

When Aichi Target 11 is reached, at least 17 per cent of terrestrial and 10 per cent of coastal and marine areas of the planet will be under the management of a growing and highly diverse family of protected area staff, stewards, and supporters. Resource protection, research, visitor

management, and education are the tasks most commonly associated with protected area management, but today much more is expected from protected areas. New roles include supporting people as well as nature, enabling sustainable development, safeguarding the livelihoods and rights of indigenous, traditional, and other local communities, and ensuring flows of ecosystem services that support wider communities and economies. Those managing protected areas also have to provide leadership and direction, enable participatory development and implementation of strategies and plans, manage changing and growing organizations, and secure and wisely use the resources needed for management.

They also need to find ways to address threats old and new, and to justify and champion protected areas politically, socially, and economically. Many vital roles are also undertaken by people who live in and around protected areas, who use their resources wisely with the future in mind, and who maintain mosaics of considerate human use, creating landscapes that support both people and nature.

Numerous people contribute in less obvious, but very important ways, through cherishing and enjoying protected areas and sharing with others how important they are to them, living close to nature, learning from protected areas and using those lessons in their daily lives, and building nature's values into their own values. Some people have been doing these things from generation to generation for thousands of years. Others are just learning. Some people are motivated by science, others by recreation, and others by spiritual connections or long held traditions.

Responsibility for managing today's protected areas also goes far beyond the government organizations conventionally associated with the job. Sites are also managed by NGOs, private companies, individuals, local public authorities, and by traditional managers from indigenous and local communities. These traditional managers conserve territories beyond what are conventionally recognized as protected areas. New approaches to management and governance require new skills and ways of thinking: 'top down' management by expert organizations is being complemented and in some cases replaced by participatory and partnership based 'co-management', bringing a much wider range of stakeholders into the global protected areas community.



Second promotion of the PA management Master's degree organized by IUCN-PAPACO and the Senghor University in 2012.

How can we achieve this?

Protected areas capacity development in the next decade should be underpinned by the following strategic approaches. It should:

1. Encourage and enable improved, institutionalized capacity development programs fully grounded in local ownership and direction, based on comprehensive participatory needs assessments that lead to appropriate, affordable, diverse, and sustainable national/local strategies and actions.
2. Take the form of long-term programs as well as short-term interventions. Individuals, organizations, states, and societies should be enabled to make continued and best possible use of abilities, networks, social relationships, skills, and knowledge, including traditional knowledge and culturally appropriate management practices.
3. Strengthen capacities of protected area organizations of all types to recruit, engage, develop, and support people in ways that will maintain, improve, and sustain commitment and performance.
4. Recognize the links and interdependencies between individual, organizational, and societal capacities, and the need for strategies and programs to address all three.
5. Employ an accessible diversity of appropriate learning approaches, techniques, tools, and materials (reaching far beyond training) to support long-term capacity development for individuals and

organizations in all types of protected area and conserved territory.

6. Make best use of the experience in capacity development and human resource management of other sectors.

7. Be accessible and relevant to the full diversity of current and future protected area managers, personnel, custodians and stewards.

8. Consider the intangible aspects of capacity, such as social acceptance of conservation and protected areas, 'political will', institutional cultures, relationship building, leadership building, and cultural factors that support protection and sustainable management and personal motivation and willingness to support protected areas.

9. Measure the impact of capacity development on achievement of long-term conservation and development goals, as well as the effectiveness of different approaches and methods.

10. Apply the experience that has been gained in long-established urban protected areas, and the corresponding concepts that have been developed, in less populated locations, since urban protected areas can offer lessons and solutions to specific human density related management problems.

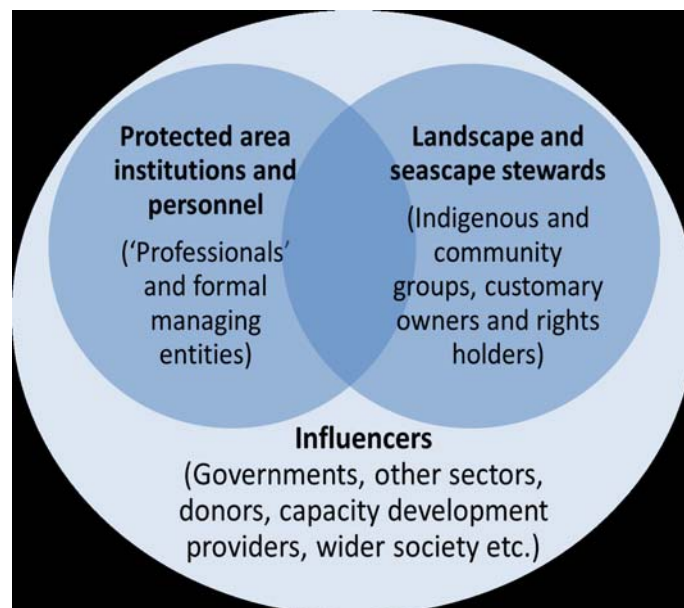


First promotion of the University Diploma on PA management organized by IUCN-PAPACO, in 2010, in Burkina Faso

Who should be targeted?

The focus of capacity development activities should be on two major, overlapping groups and those that form the wider 'enabling environment' in which they function (see Figure hereafter). Each group is defined in detail in the following sections.

It should be noted that Circle "Personnel" and Circle "Stewards" are not exclusive; they can and do overlap to a greater or lesser extent.



How will we measure our success?

It can be challenging to measure the overall impact of capacity development, but the implementation of the SFCD should contribute to improvements in standard systems for assessing the management of protected areas. These include:

1. Improvements in the proportion of protected areas that are considered as 'well managed' in assessments using the Protected Area Management Effectiveness Tracking Tool and equivalent assessments (*and finally implementing the Green List of PAs - ndlr*).
2. Improvements in the quality of management of World Heritage Sites, as assessed under the IUCN World Heritage Outlook, especially the criteria for protection and management.
3. Improvements in the number of protected areas meeting international standards, such as the IUCN Green List or the Council of Europe Diploma of Protected Areas.
4. Improvements of performance in European Natura 2000 sites, based on the indicators used in the EU State of Nature Review.

More info on the Strategic Framework on www.papaco.org



A MOOC on protected areas management in Africa – starting again on 1st April!

In previous NAPA (90 – 92), we have presented our Massive Open Online Course (MOOC) on PA management and governance. Created as a partnership between André Hoffmann, EPFL and IUCN, also funded by the France-IUCN partnership (AfD), this MOOC lasted 7 weeks. Each week, learners were invited to visit the Coursera platform to watch new videos (8 videos of 10 to 15 minutes each), do optional quizzes and take an exam (a long quiz or a peer-assessment). Courses started on October 26th and ended on December 13th. At the end, a questionnaire was submitted to the participants and gave us a feedback of their feelings and recommendations. Here after is presented an abstract of this assessment.

Week 1	Protected areas concepts – definitions - theory
Week 2	Planning of protected areas and systems
Week 3	Governance of protected areas
Week 4	Effectiveness of protected areas
Week 5	Specificities of protected area management and governance
Week 6	Sustainable funding
Week 7	Topical themes related to protected areas

Quick overview of the program of the MOOC

Who was the target of the MOOC?

The idea of the MOOC-GAP was that some participants would follow the entire course and pass the exams but also that some others, with less time and/or interest, would be able to learn a little bit about protected areas. The MOOC team therefore did not only target students or young professional but also school/university professors and professional (working on conservation project and on other topics related to nature such as tourism, sustainable development and resources management) who would be interested to see what the MOOC is like or would watch only a few videos. Finally, the MOOC-GAP was also created for a broader public, generally interested in conservation in Africa but whose work or studies were not at all related to protected areas.

Posted on the forum, December 11

████████ Souleymane

“Many thanks to the organizers of the MOOC I am a professor at the Polytechnic University of Bobo Dioulasso (Institute of Rural Development / Training Laboratory and Research in Fisheries and Wildlife) and this training will be very beneficial to strengthen my courses on the management of water bodies.”

Thank you notes from a professor who followed the MOOC

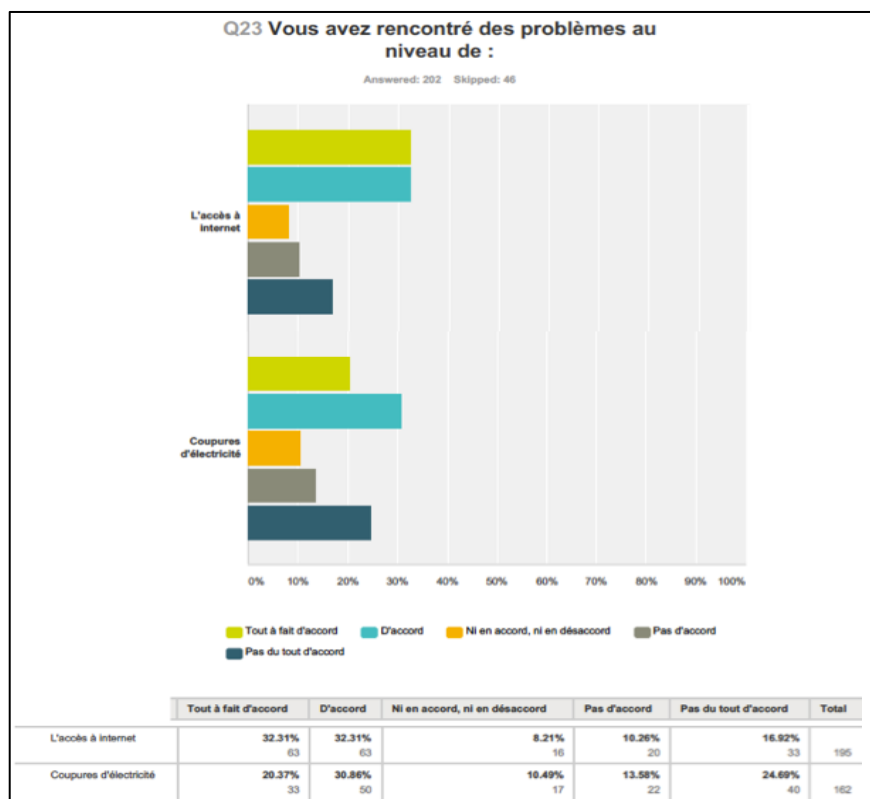
The MOOC was therefore essentially a training tool for those who needed to acquire new skills (the majority of the MOOC participants were working on protected areas management) but also to raise the awareness of a broader public on the importance of protected areas' and on the most important aspects of their management.

Last but not least, the MOOC-GAP was obviously targeting African citizens. And indeed, out of all the participants of the MOOC, **75%** were from African countries.

In total, **3834** people registered for the MOOC, within which, **2828** visited regularly the page course and watched the videos on Coursera (the videos were downloaded more than **140,000 times**). **112** countries were represented amongst the participants.

Active participation: forum, Facebook and online chat

More than 1200 students browsed the forum regularly on the platform, and the forum was actually very active. A lot of participants asked questions but also regularly responded to each other. 98% of the participants found that the MOOC-GAP team was active on the forum and participated enough to the discussions. Each week, a



live chat was organized on e-Chat and a Facebook page was open for the group that gathered finally almost 800 people.

Things that will be improved in the next session of the MOOC

Access to Internet was a major issue for most of the participants of the MOOC. A lot of them were based in remote areas where internet was weak and load shedding frequent: 65% agreed or strongly agreed to say that accessing internet was an issue and 51% that power cuts were. To compensate for the Internet issue, the MOOC-GAP team uploaded on Coursera a very light version of all the videos. The participants knew their quality was not ideal but it offered a second option to those who could not download the initial videos.

For the next sessions, the MOOC-GAP team will extend the deadlines of the

exams. It is not rare that some participants did not have access to internet for an entire week and giving them 2 weeks to do an exam and 2 weeks to grade their peers would be less penalising to them.

Graduation

More than **800** participants have regularly tried to pass the exams during the MOOC, out of which **255** had finally an average grade of 60% or more and thus received a certificate from Coursera, including 64 with a distinction (over 75%).

All those who had 60% or more and therefore passed the MOOC were invited to pass an additional on-site exam. This exam was organised in cooperation with the Agence Universitaire de la Francophonie (AUF) in 23 African countries and at EPFL in Lausanne. **28** people registered for the exam.



Feedback from the students

At the end of the MOOC, students were asked to anonymously answer a few questions about the MOOC. In general, the results of the survey show that:

- Participants were generally happy with the courses (97% agree or strongly agree to say that it met their expectations – see Q1), with its level of difficulty (91% think it was at the right level – see Q4) and in a lesser extent with its length (77% think it was not too long nor too short – see Q5)

Facebook, December 18

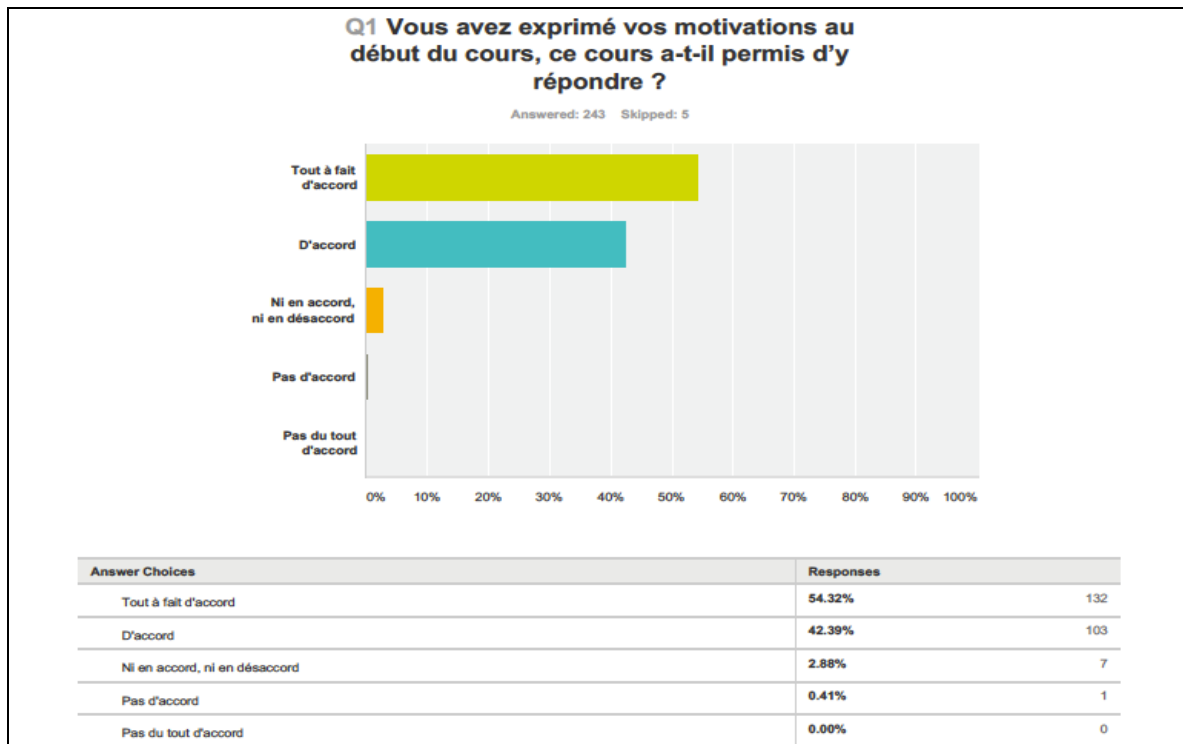
Blanchard [redacted]

« j'ai bien suivi cette formation sur la gestion des AP en Afrique du centre et de l'ouest, ça été un moment formidable où j'ai appris beaucoup de choses sur la conservation des biodiversités, merci à toute l'équipe de mooc qui m'a permis de finir en beauté l'année 2015. et je vais apporter ma pierre à l'édifice de la conservation des AP de mon pays la RDC. »

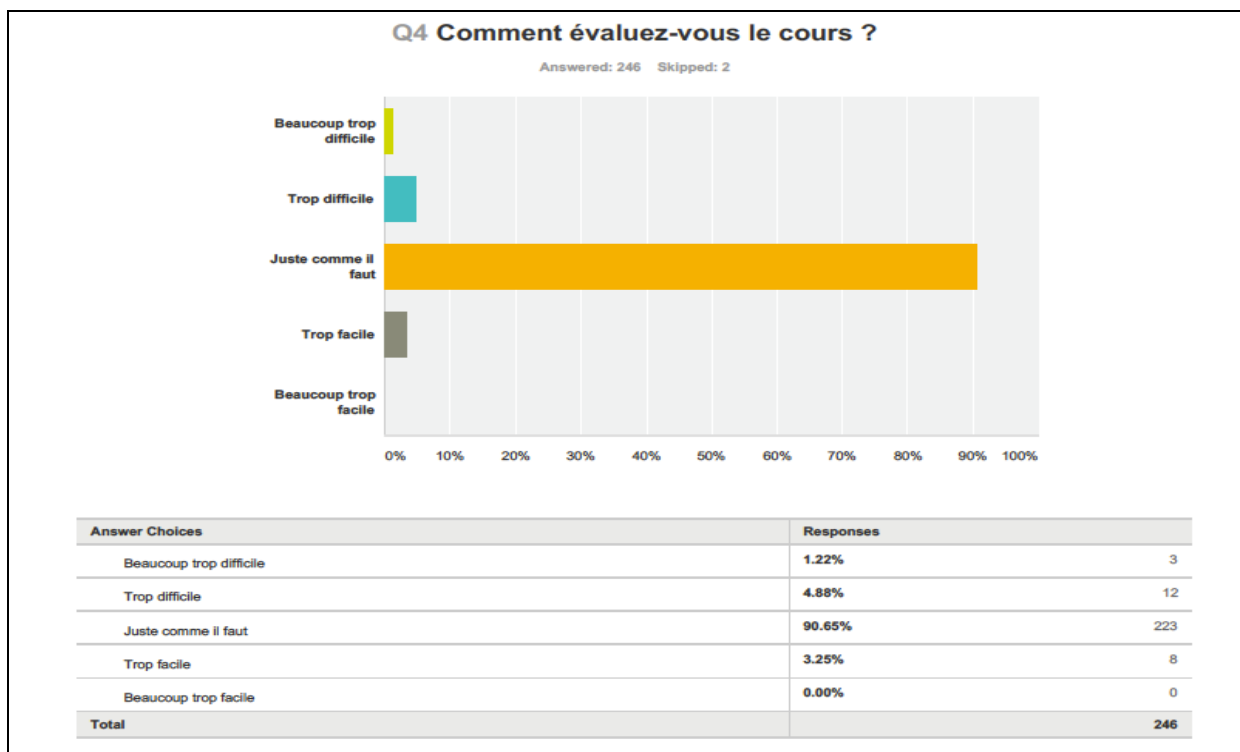
Email sent to Geoffroy Mauvais, January 18

"Thank you! I enjoyed following the course! I loved the case studies and examples; it's something I haven't had the opportunity to experience in my job and it helps understand better the situation on the ground in Africa. Congratulations for organizing this MOOC! it is a great initiative and happy to see it'll start again in April."

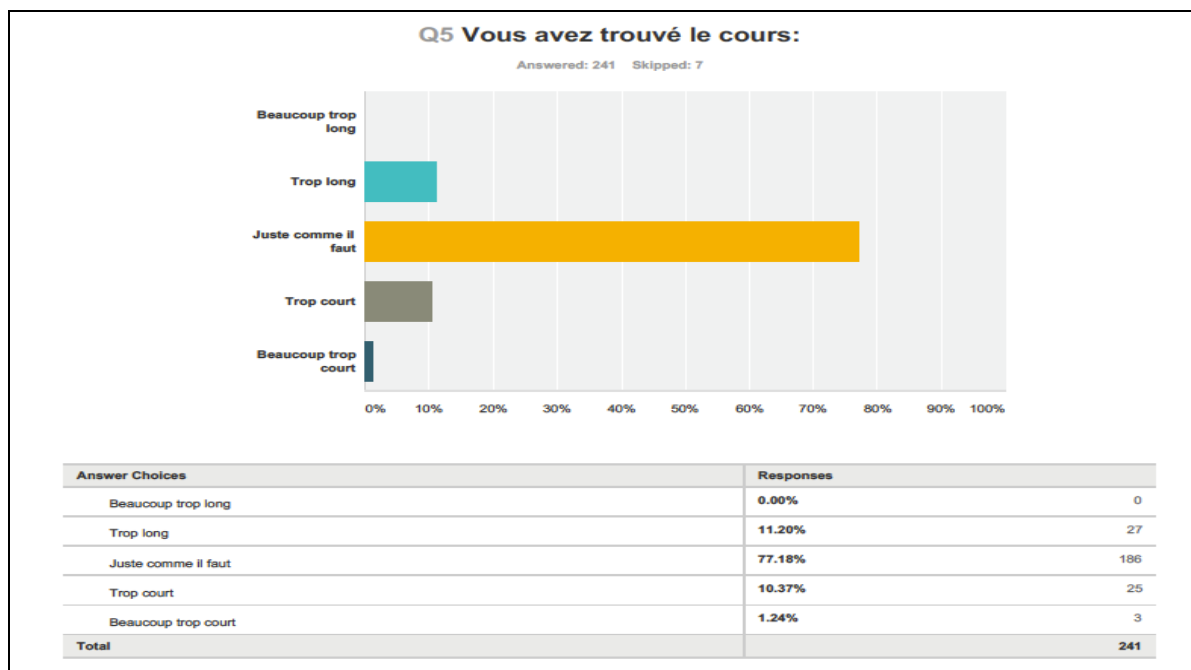
Thank you notes sent by the students



Extract from a survey sent to all participants at the end of the MOOC (Q1) = the question is "do you think the course has responded to your expectations as stated when you subscribed?"



Extract from a survey sent to all participants at the end of the MOOC (Q4) – The question is "how do you rate the course (too difficult to too easy?)"



Extract from a survey sent to all participants at the end of the MOOC (Q5) – The question is: “How did you find the course (too long to too short)?”

Email sent to Geoffroy Mauvais, November 25

Albert [REDACTED]

"I know what I have learnt in five weeks is huge and is already useful to me, I know the tool you put in my hands is priceless. The file I recently opened with a lot of pleasure will serve as an encyclopaedia on the Management of Protected Areas, hence my appreciation.

Dear sir, thank you."

Posted on the forum, November 29

Goyon [REDACTED]

" Frankly, I learn a lot every day with the different modules. I am a legal expert by training and a lawyer by profession but I realize that conservation of protected areas in my country in DRC needs my contribution (...) this MOOC changed my mind and I now see the world differently "

Thank you notes sent by the students

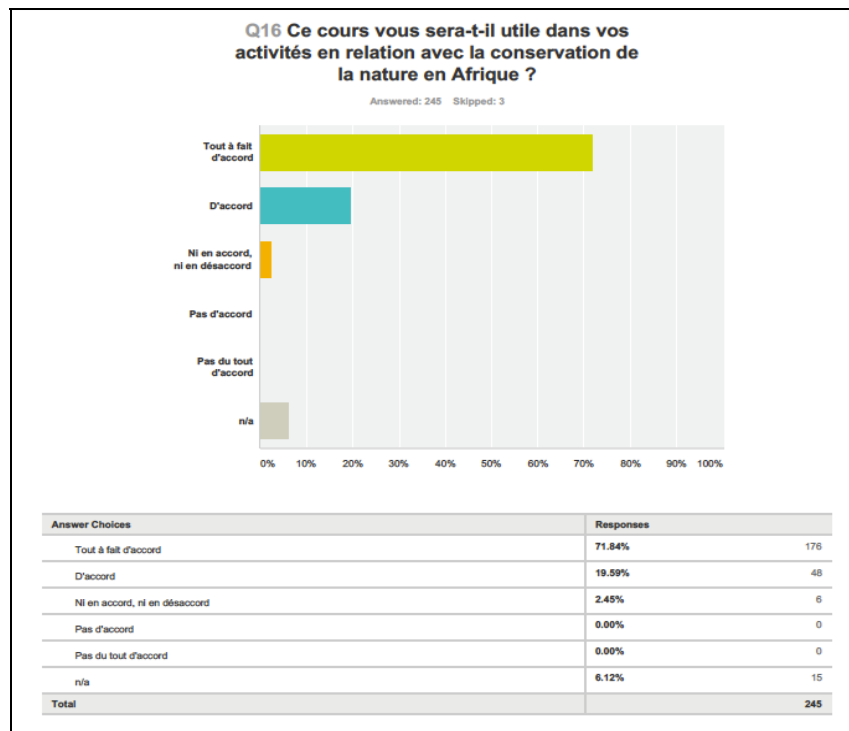
- They were also very satisfied with the videos: 96% agree or strongly agree that the videos' content was interesting, 93% that they were understandable, 95% and 88% that the quality of the image and sound was good (see Q8).

Q8 Comment évaluez-vous les vidéos en général ?

Answered: 246 Skipped: 2

	Tout à fait d'accord	D'accord	Ni en accord, ni en désaccord	Pas d'accord	Pas du tout d'accord	Total
Le contenu des vidéos était intéressant	60.00% 147	36.33% 89	2.04% 5	1.22% 3	0.41% 1	245
Les présentations étaient claires	49.59% 121	42.21% 103	5.74% 14	2.46% 6	0.00% 0	244
La qualité des images était bonne	61.63% 151	33.06% 81	4.08% 10	0.82% 2	0.41% 1	245
La qualité du son était bonne	56.15% 137	31.56% 77	7.38% 18	3.69% 9	1.23% 3	244
Vous avez regardé les vidéos jusqu'à la fin	67.89% 167	18.70% 46	4.07% 10	6.10% 15	3.25% 8	246

Extract from a survey sent to all participants at the end of the MOOC (Q8) – The question is “how were the videos (very interesting, clear, good quality...)?”

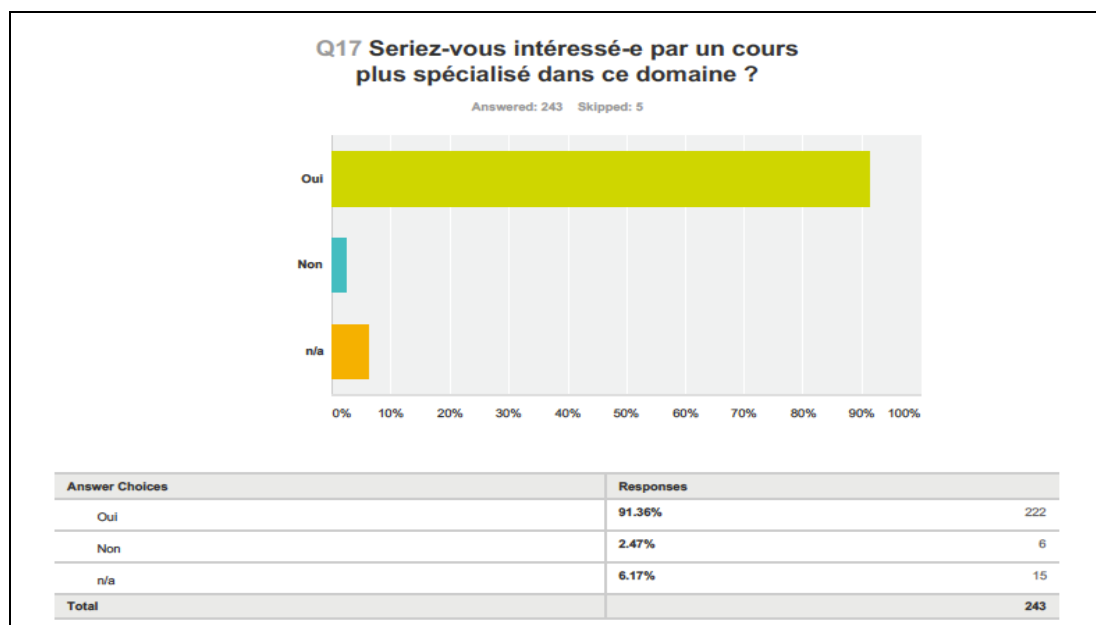


➤ A vast majority of the respondents thinks they will use what they learnt in their activities related to conservation (92% agree or strongly agree) – see Q16)

Extract from a survey sent to all participants at the end of the MOOC (Q16) – The question is “will this course be useful for your activities in relationship with conservation in Africa?”

Email sent to Geoffroy Mauvais, December 18
 "(...) I could not complete the training due to health issues. (...) I started very well (4 module) which led to some verbal congratulations from my supervisor who noticed a clear improvement in my management of PAs."
 Thank you notes sent by the students

➤ Finally, 91% would be interested by more specialised MOOCs on the same topic – see Q17



Extract from a survey sent to all participants at the end of the MOOC (Q17) – The question is “would you be interested to follow other specialized courses?”

Facebook, December 16
Assa [redacted]
 " I was very honoured to have participated in this MOOC. I thank all the teachers for their availability and the quality of courses, the training will be hugely beneficial for me as a beginner in the management of protected areas, I hope that we will all stay in contact for the future of PA in Africa. "

Email sent to Geoffroy Mauvais, January 4

"In my view, this first session of MOOC-GAP was a real success with an experienced teaching team and pedagogy (I really insist !!!), a powerful technical team (which can be seen through the very telling illustrations) and well-chosen interviewees. In my view, there will be very little to change in the future, since everything is well set !!! Congratulations. "

Thank you notes sent by the students

The Mooc was funded by:

André Hoffman

**New positions at WCS**

1) Finance and Administration Unit Director, Nouabale Ndoki National Park - Congo

The Finance and Administration Unit Director, Nouabale Ndoki National Park, will report to the Nouabale Ndoki National Park Director. The primary objective is to establish and oversee efficient systems for financial and personnel management for the Nouabale Ndoki National Park (NNNP). S/he will maintain appropriate communication with NNNP Sector Managers, WCS Congo staff, key donors and funding agencies and local governmental institutions (e.g. Ministries of Finance, Labor etc.). S/he will be responsible for all the finance and administration matters (purchase, distribution of material, financial control, reporting, etc) for the park. The Finance and Administration Unit Director is based in the field, living permanently on-site at the park headquarters, Bomassa.

See full details of the requirements on the following link:
<http://www.wcs.org/about-us/careers>

To apply: please send a copy of your CV and a cover letter to the WCS Africa Program at africaapplications@wcs.org with copy to apokempner@wcs.org. Include contact information for three references and specify whether we may contact each of these or whether this should await your approval. In addition, please apply online at <http://www.wcs.org/about-us/careers>

2) Assistant Administrator, CARPE - DRC

This position will support the Chief of Party (COP) of the USAID funding to WCS landscapes under the Central Africa Forest Ecosystems Conservation (CAFEC) and Strengthening Central Africa Environmental Monitoring and Policy Support (SCAEMPS) projects of the Central

Africa Regional Program for the Environment (CARPE), particularly for the sound administration and tracking of grant implementation. The goal of CAFEC is to maintain the ecological integrity of the humid forest ecosystems of the Congo Basin through sustainable management of forests and reduction of threats to biodiversity. WCS work under this program focuses on seven landscapes in the Democratic Republic of the Congo (DRC) and the Republic of Congo (RoC). Funds are managed as eight separate grants, including the SCAEMPS project. The Assistant Administrator position is based in Kinshasa, Democratic Republic of the Congo with travel to RoC. WCS implements CAFEC and SCAEMPS in partnership with various national and international governmental and non-governmental organizations, and agencies. The Assistant Administrator reports to the WCS CARPE COP and works closely with the WCS DRC and RoC Country Program Directors, Finance Managers, and CARPE Landscape Leaders.

The duties of the CARPE Assistant Administrator are described on the following link:

<http://www.wcs.org/about-us/careers>

Interested candidates, who meet the above qualifications, should apply by sending an application letter and CV together with the names and contact information of three referees to the address below. Please include "WCS CARPE Assistant Administrator Position" in the subject line of your email. Send to: africaapplications@wcs.org. In addition, please apply online at: <http://www.wcs.org/about-us/careers>

Read also the Newsletter of the Global Protected Areas Program (GPAP):

<http://iucn-email.org/2GI3-NFJ3-19426IUM34/cr.aspx>

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Program on African Protected Areas & Conservation
PAPACO - Program Officer
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