



NAPA News from African Protected Areas

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Can we repair the irreparable?

The NAPA letter often finds itself echoing bad news, about a nature that gradually dissipates, habitats or species that disappear forever. This is the sad story of Africa, caught between a growing human population, needs growing even faster and global upheavals likely to rush everyone into chaos, climate change being just one among 'others.

We should probably, from time to time, mention initiatives that aim to reverse this situation. An interesting experiment underway in South Africa attempts to recreate an extinct local subspecies of zebra. Of course, this kind of experiment remains marginal, but we can safely bet that this type of initiative will spread as more scientific developments take place.

Equus quagga burchellii was called Quagga. It was a subspecies of the plains zebra, the most common zebra in Africa. The last Quagga died in the Amsterdam zoo, in August 1883, amid general indifference. One must recognize that at that time, most probably, nobody cared about this species and what it was going to become. The Quagga had a beige body, and only its head and neck were striped. The sub-species was abundant throughout Southern Africa but colonization in this part of the continent precipitated its decline. Hunted for its meat and for its skin, then methodically slaughtered to make room for the extension of domestic breeding, it disappeared before the end of the nineteenth century. That was yesterday. This story

furiously reminds us of the American migratory pigeon, recalled in NAPA n°78 (remember Martha!), and the equally sad story of the Dodo, which we spoke of in NAPA n°75.

The Quagga is one of the first extinct species whose DNA was studied, and its relationship to the plains zebra was demonstrated. A genetic study conducted on naturalized individuals identified the genes responsible for the beige color, and for the lack of stripes on certain body parts. These same genes were then sought - and found - in some plains zebras. It thus became possible to specifically select the carriers of these genes and, generation after generation, to consolidate a population that would express more consistently the related phenotype (that is to say, the appearance of the Quagga). The Quagga Project was initiated by Reinhold Rau in South Africa, about thirty years ago. The objective may be to reintroduce the species in its natural environment one day.



Today, the selected population (a few dozens of individuals in total, raised in different places)

actually looks very similar to the stuffed specimens of the original Quagga that are still available. This similar appearance can't obviously set the "re-creation" of a subspecies because it would require the selected DNA to be entirely similar to the original one. As this DNA is only partially available, it is impossible to ascertain the total similarity between these animals and the Quagga.

These are the limitations of the selection. One day, recreating extinct species by cloning might be possible... but we are not there yet and one should not bet on this possibility when so many species risk disappearing in the meantime.

More on www.quagga-project.org

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... now in English!

A new session of our **MOOC on PA management** is starting on the **3rd October**, on Coursera. More than **6,000 learners** have already joined the course (in French), exchanging on the **forum** or our **Facebook group** and building a new network of African PA lovers. It is **free** and the course is composed of **7 short modules** that have to be done **in 3 months** so you can do the course and pass the exams **at your own pace**.

It is now available in English!

Feel free to **join** our community and register on **www.papaco.org**, page **trainings**. Or click on: <https://www.coursera.org/learn/protected-areas>



Watch the teaser on:

<https://www.youtube.com/watch?v=10SQ2DRGWOQ>

Resilience and Adaptation Planning for Communities in Protected Areas A step by step guide

By Wicander, S., Helfgott, A., Bailey, M., Munroe, R., Ampomah, G., Diouf, A., Devisscher, T. and Corrigan, C. (2016) - *Resilience and adaptation planning for communities in protected areas. A step-by-step guide*. Cambridge: UNEP-WCMC.

The UNEP-WCMC has published a practical guide on how to involve local communities, in or around a protected area, in the process of adaptation to climate change. The complete guide is available on papaco.org, at the publication page. This NAPA quickly exposes the summary of this guide and insists on some of the proposed methods for animation of the consultative workshops with communities. These are interesting techniques to know, beyond the possible discussions on the climate, as they may be used in other contexts.

A - Quick presentation of the guide

One of the most serious threats to our environment, economy and social well-being is climate change. The negative impacts of climate change are already being felt around the globe, and countless communities, particularly in developing countries, are becoming increasingly vulnerable.

In response to climatic risks, communities need to understand and build appropriate strategies that not only provide some resilience to environmental change, but also offer an opportunity to adapt to it in a positive way. Protected areas (PAs) are important tools for conserving biodiversity and ecosystems, which provide numerous services that support the livelihoods of many people. Furthermore, their importance in climate change mitigation and adaptation is increasingly acknowledged. With this in mind, the United Nations Environment Programme World Conservation Monitoring Centre (UNEP-WCMC) has developed a step-by-step manual for engaging with communities living in PAs regarding climate change and empowering local people to plan for such change.

This guide "*Resilience and Adaptation Planning for Communities in Protected Areas*" provides the practical tools needed to effectively engage with communities living in, and around, PAs regarding appropriate strategies to deal with the negative impacts of climate change. This manual outlines a practical and pragmatic community-based

resilience and adaptation planning process, offering step-by-step guidance on initiating the planning process, engaging the community in it and refining and implementing action plans.



This manual is aimed at practitioners from non-governmental organizations (NGOs), government departments, PA management and research institutions with some experience in participatory work and a good understanding of climate change. The process described can be used to work with communities living in, and around, PAs of any management or governance type (for instance, co-management, state-run or community-governed) and can be tailored to different contexts. In addition, the detailed instructions on undertaking the community-based workshop component of the process, along with several practical annexes, are ideal for training workshop facilitators.

The resilience and adaptation planning process outlined in this manual is broken down into three main sections: **'Preparation'**, **'Workshop'** and **'Refining and Implementing'**. 'Preparation' provides guidance on the important elements to consider when initiating the process, as well as specific logistical preparations for the community-based workshop component of the process.

'Workshop' covers the community-based workshop component of the resilience and adaptation planning process. It starts with the Community Planning Workshop which assesses the vulnerability of the community to climate change, maps resources and capacities, gathers information on local values and future aspirations, and develops Community Action Plans. These action plans aim to build resilience to climate change through various measures, including adaptation options.

Following this, a series of one-on-one Follow-up Interviews complement information gathered in the workshop, and a Scenario Development Exercise tests how robust the Community Action Plans are, offering improvements where necessary. Overall, the community-based workshop component has been designed to empower communities and is an important entry point for engagement.

'Refining and Implementing' provides post-workshop guidelines which are designed to ensure that the Community Action Plans will be resilient under current and projected climate change, can be sustainably implemented in the PA, and will be appropriate in the local social, economic and political context. It is important to refine these action plans through an iterative process of consultations with local communities, PA managers, technical experts and other key stakeholders.

RESILIENCE AND ADAPTATION PLANNING FOR COMMUNITIES IN PROTECTED AREAS

STEP-BY-STEP GUIDE



This manual was developed in the context of the Climate-Resilient Communities and Protected Areas project, funded by the MAVA Foundation and executed by UNEP-WCMC. As part of the project, the planning process – now refined and outlined in this manual – was implemented at three pilot sites in the Gambia and Senegal. Working with communities living in coastal PAs in the pilot sites, the project undertook Community Planning Workshops, which resulted in Community Action Plans.

The project supported the communities involved in implementing several of these action plans, which included multiple community-based and ecosystem-based adaptation options. Lessons learned from implementing the planning process at

the project's three pilot sites have been incorporated into this manual to add to its robustness and relevance.

Furthermore, this manual is informed by a wealth of existing knowledge of community adaptation planning frameworks, a number of participatory tools and methodologies tried and tested around the world, and extensive knowledge of PA management processes. This document should, therefore, provide useful guidance to a wide audience wishing to work with communities to holistically strengthen their resilience to climate change and implement actions that will ultimately help them to adapt to it.



B - Facilitator guidelines *(extract from the annexes of the guide)*

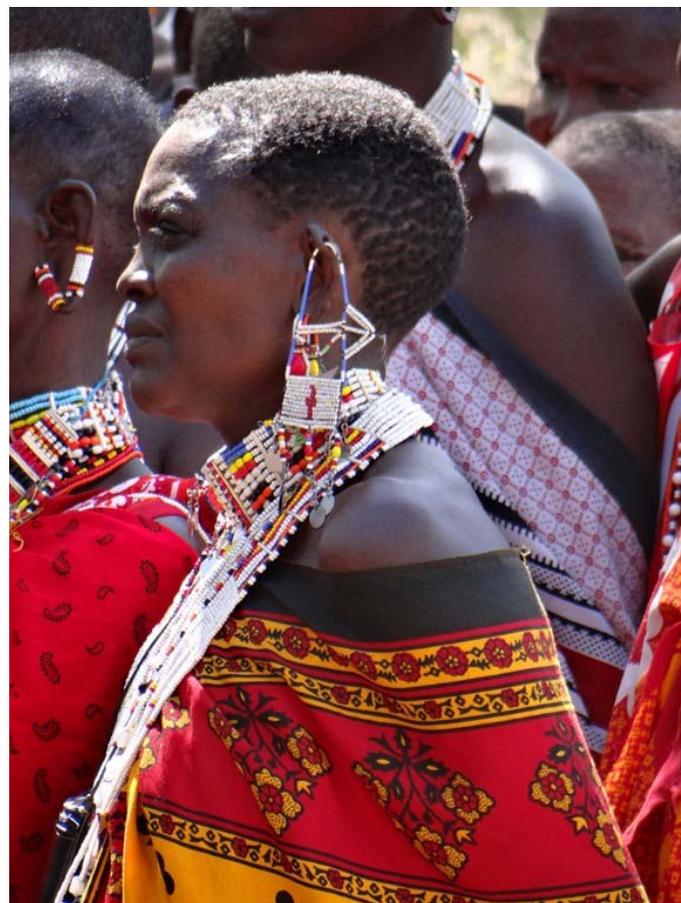
The following list of qualities needed by the facilitator is at least as important as any specific method or tool. A certain level of expertise in facilitation is crucial as a lack of skills can alienate a community and have seriously negative impacts on future collaborations.

Relax, be flexible and avoid being dogmatic.

Practitioners of participatory techniques must learn rapidly and progressively, with conscious exploration, flexible use of methods, improvisation, iteration and cross-checking. Rather than following a blue-print programme, it is much better to adapt through a learning process. It is important to stay relaxed as participants can absorb any tension held in the facilitator, which has a very negative impact on their ability to share, think, learn, and buy-in to the process; thus, it can affect the research and practical outcomes.

Be sensitive to context. Adjust your approach to take account of every new context. Do not be

tempted to assume that what has been appropriate in previous experiences is applicable without first considering the differences in time, location, culture, size of group, historical juncture, perceptions and expectations of the target community. Continuously monitor and evaluate your approach and adjust it accordingly.



Approach each situation with humility and respect. Adaptation is a highly complex and multi-dimensional issue beyond the full comprehension of single individuals or experts. Appropriate adaptation strategies require the engagement of as many diverse stakeholders as possible in order to minimize unexpected detrimental consequences of an intervention.

This process begins with having a sense of awareness and respect for the fact that each person brings unique skills and knowledge to the table, and that the experience and formal education that researchers and experts contribute to a process are valuable but limited. People who have lived their whole lives in communities and who have a direct stake in the outcome of an intervention have vital knowledge to contribute.

Shared and reversed learning. It follows from the principle of respect above that you need to be prepared to learn from others in ways you may not

have planned. This involves changing your behaviour and attitudes (from dominating to facilitating), gaining rapport, asking people to teach you (rather than vice versa), respecting people, and having confidence in what they can do and achieve.

Acknowledge different ways of knowing and understand the potential of local knowledge. Be prepared to accept and value the expression of knowledge in ways that differ from traditional, scientific, Western-based logic and knowledge systems. A tremendous diversity of knowledge systems exists in different communities, including local experiential knowledge, intuitive knowledge and traditional knowledge.



Understand that the variety of stakeholders, and the relations between them, matters. Consider the power dynamics, inequalities and norms of expression and decision-making that exist before attempting to engage people as a group. Be sensitive to techniques that engage marginalized groups (for example, separate engagement with female members, or engagement with groups along hierarchical lines). Also, be aware of the potential personal consequences for information providers if those in power are challenged. Employ techniques that take into account existing norms and social structures in an appropriate way.

Respect the will not to participate. Part of demonstrating respect and building trust in any community is accepting the right of any member to choose not to participate. However, you may seek to discover why someone chooses not to participate in order to identify potential problems, such as participation fatigue, power differences and inequality within the community.

Be self-aware, practice active listening and continually reflect. Have critical self-awareness and take responsibility for your actions and

judgements. This includes reflecting on the possible impacts of preconceived notions and participation in the research or action process. Continuously examine your behavior and try to improve.

Embrace uncertainty. This may be necessary throughout the engagement process where participation, input and outcomes may differ from what you had planned. It is important to understand that concrete answers do not always exist. The introduction of information with high degrees of uncertainty may be a cue to investigate a different direction.

Explain context. Namely, how the information gathered in the assessment will be used so that the exercise is not extractive and participants can see the value of engaging.

C - Dealing with potential conflicts in workshop groups

If a controversial issue causes significant tensions in the group, it may well be worth stopping the activity to dedicate time to the following conflict resolution process. It helps you to view the issue from multiple perspectives and develop a fuller picture of the complex reality that all participants are part of. The conflict resolution process has three stages:

- 1) the **Believing Game**;
- 2) the **Doubting Game**; and
- 3) **Defining**.

The entire process begins by selecting the controversial statement to be the basis of the activity. For example, “collection of shellfish from a ‘no-take zone’ is our right.”



Participants may find their first experience of this process difficult. It may seem artificial, perhaps uncomfortable, and maybe even threatening. Under some circumstances, playing the game may challenge deeply held beliefs and the security that

accompanies these. If methodological belief, followed by methodological doubt – almost certainly an unfamiliar process – is to take hold and have a chance to produce worthwhile results, participants need to experience it with some frequency.

Entering into, and truly experiencing, unfamiliar or irritating points of view takes time and effort; but it invites listening, instead of arguing, and fosters empathy, rather than antagonisms.

Essentially, it encourages an understanding that there can be competing truths, each of which has some value. Note that the suggested times for these activities can be shortened, depending on the context. For example, if you need to interrupt an activity to resolve conflict without greatly disrupting the flow or throwing off the overall workshop schedule, you can do a rapid version of the activities below in 15 minutes, taking 5 minutes per game.

1 - The believing game

Brief description

Consider the controversial statement that is the basis of the activity. Typically, when we debate controversial issues, we argue eagerly for our own opinions; we listen to opposing arguments mainly to find flaws and, when we do, we interrupt and attack them. We are more interested in proving ourselves right – in winning the argument – than seriously considering another viewpoint, thereby continuing to think. The idea behind the Believing Game is to suspend judgement, promote continued thought, open oneself to the strengths and values of a perspective with which one does not agree in part or in whole, and work towards believing that perspective.



Activities and time frame

Step 1

Ask participants to write some points down as an initial record of their thinking on the issue to be considered.

Step 2

Ask participants to raise their hand if they believe the controversial statement.

Step 3

Ask all participants to listen to the viewpoint of those who believe the controversial statement and suspend judgement while doing so. They should ask themselves:

- What does she/he see that I don't?
- How could this argument possibly be right?
- Which elements can I agree with?

Participants should try to suppress the inclination to disagree until later.

Step 4

Ask all participants to think of reasons the original statement could be agreed with in some way. They can only make statements that support the controversial issue being considered. They are not pretending or role-playing. They are finding and speaking from places in themselves that honestly connect with the statement. Tell participants they should not make any negative or challenging statements. Record all of the points made about why the controversial statement could be seen to be true.

Proposed duration: 20 minutes

2 - The doubting game

Brief description

The Believing Game is the first step in a critical thinking process. In the second step, the more familiar Doubting Game, we can ask probing questions, attack faulty logic, point out inadequate evidence and provide information that rebuts the controversial statement.

Just as the former asks for a systematic, disciplined effort to believe a point of view, no matter how unfamiliar or ridiculous it may seem, so the latter invites participants to engage in a systematic, disciplined effort to inquire into, or doubt, a point of view, no matter how familiar and reasonable it may seem. The Doubting Game begins with learning how to ask and to analyse questions.

Activities and time frame

Step 1

Begin by asking people to think about all of the reasons why the original statement could be disagreed with.

Step 2

Tell participants they should make any negative or challenging statements now, and that this is not the time to defend anything. Record all of the points made about why the controversial statement could be seen to be false. Like the Believing Game, the Doubting Game requires repeated experiences if participants are to become good questioners and inquirers.

Proposed duration: 20 minutes

3 - Defining

Brief description

Having believed, doubted, and investigated further, participants can now work at integrating their thinking. This stage involves examining the statements recorded during the Believing Game and Doubting Game and noticing how the truth of any given statement is dependent on the definition of key terms. Thus, clarification is required in order to properly understand where another party is coming from.

Activities and time frame

Step 1

Ask participants to reflect on the following points:

- Have your experiences opened possibilities for finding some common ground on the issue?
- Are you feeling and thinking somewhat differently than you were originally?
- How? Or why not? What does this mean for one's actions in a world where most issues are complex and certainty about them is rarely, if ever, possible?



Step 2

Highlight to the participants that the answers to a lot of these questions depend on the way the key terms are defined. For instance, 'does development depend on industrialization?' depends on definitions of both development and industrialization, which people can disagree upon; so what is the 'real' definition?

Since people are the only sources of word meanings, there is no 'real meaning' to be found. This is true not only for such potentially controversial terms as 'development' and 'climate change', but also for such seemingly innocent words as 'girl'. Someone who says: 'Come here, girl', may intend to be loving, sarcastic, contemptuous, or something else. It is not words that have meanings, but it is us who give them meanings.

Help participants to understand that there are multiple ways of defining words and that each serves a different purpose.

Suggested time: 20 minutes

Expected outputs

This activity leaves participants with a richer understanding of both sides of an argument and an ability to comprehend a more complex reality rather than being radicalized in their own point of view.

More on www.papaco.org

Direct link to the study: http://papaco.org/wp-content/uploads/2016/08/UNEP-WCMC_Manual_2016_en.pdf

Four out of six great apes one step away from extinction – IUCN Red List (IUCN press release – 4th September 2016 – extracts)

The Eastern Gorilla – the largest living primate – has been listed as *Critically Endangered* due to illegal hunting, according to the latest update of The IUCN Red List of Threatened Species™ released at the IUCN World Conservation Congress which took place in Hawai'i, early September. Four out of six great ape species are now *Critically Endangered* – only one step away from going extinct – with the remaining two also under considerable threat of extinction.

IUCN Red List update also reports, *inter alia*, the decline of the Plains Zebra due to illegal hunting. The IUCN Red List now includes **82,954 species** of which **23,928 are threatened with extinction**.

Mammals threatened by illegal hunting

The Eastern Gorilla (*Gorilla beringei*) – which is made up of two subspecies - has moved from *Endangered* to *Critically Endangered* due to a devastating population decline of more than 70% in 20 years. Its population is now estimated to be fewer than 5,000.

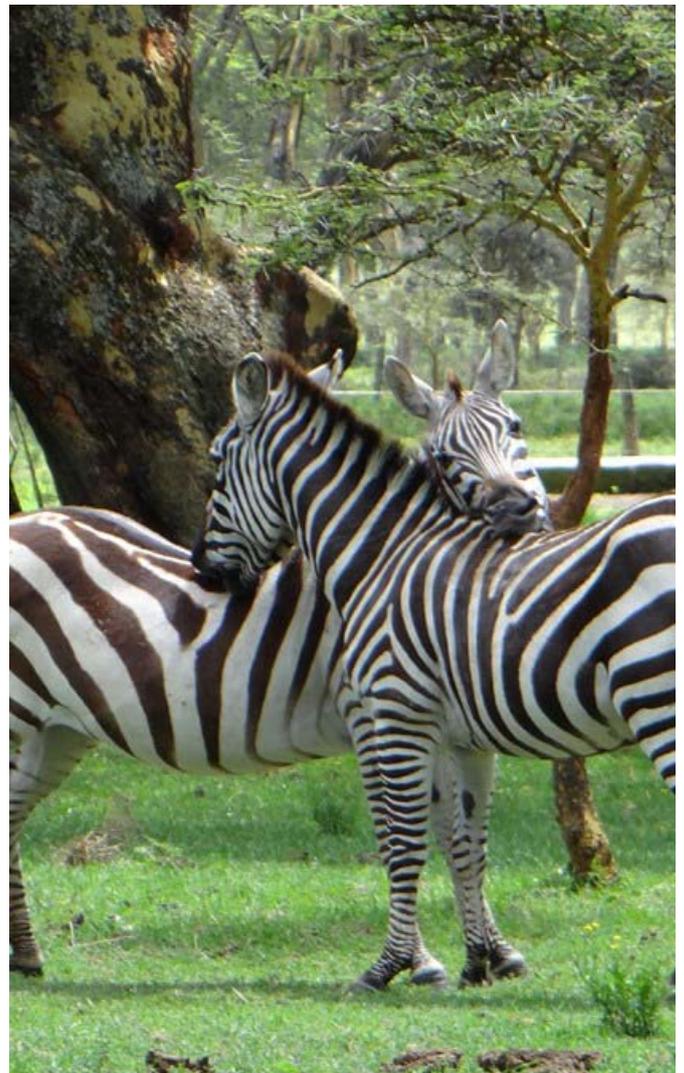


Photo: Intu Boedhihartono

Grauer's Gorilla (*G. b. graueri*), one subspecies of Eastern Gorilla – has lost 77% of its population since 1994, declining from 16,900 individuals to just 3,800 in 2015. Killing or capture of great apes is illegal; yet hunting represents the greatest threat to Grauer's Gorillas. The second subspecies of Eastern Gorilla – the Mountain Gorilla (*G. b. beringei*) – is faring better and has increased in number to around 880 individuals. Four of the six great apes - Eastern Gorilla, Western Gorilla, Bornean Orangutan and Sumatran Orangutan - are now listed as *Critically Endangered*, whilst the Chimpanzee and Bonobo are listed as *Endangered*.

The once widespread and abundant Plains Zebra (*Equus quagga*) has moved from *Least Concern* to *Near Threatened*. The population has reduced by 24% in the past 14 years from around 660,000 to a current estimate of just over 500,000 animals.

In many countries Plains Zebra are only found in protected areas, yet population reductions have been recorded in 10 out of the 17 range states since 1992. The Plains Zebra is threatened by hunting for bushmeat and skins, especially when they move out of protected areas.



Three species of antelope found in Africa – Bay Duiker (*Cephalophus dorsalis*), White-bellied Duiker (*Cephalophus leucogaster*) and Yellow-backed Duiker (*Cephalophus silvicultor*) – have moved from *Least Concern* to *Near Threatened*. Whilst the populations of these species within protected areas are relatively stable, those found in other areas are decreasing due to continued illegal hunting and habitat loss.



Photo Brent Huffman

Good news for Giant Panda and Tibetan Antelope

This update of The IUCN Red List also brings some good news and shows that conservation action is delivering positive results.



Photo : Martha de Jong-Lantink

Previously listed as *Endangered*, The Giant Panda (*Ailuropoda melanoleuca*) is now listed as *Vulnerable*, as its population has grown due to effective forest protection and reforestation. The improved status confirms that the Chinese government's efforts to conserve this species are effective. However, climate change is predicted to eliminate more than 35% of the Panda's bamboo habitat in the next 80 years and thus Panda population is projected to decline, reversing the gains made during the last two decades. To protect this iconic species, it is critical that the effective forest protection measures are continued and that emerging threats are addressed. The Chinese government's plan to expand existing conservation policy for the species is a positive step and must be strongly supported to ensure its effective implementation.

Due to successful conservation actions, the Tibetan Antelope (*Pantholops hodgsonii*) has moved from *Endangered* to *Near Threatened*. The population underwent a severe decline from around one million to an estimated 65,000-72,500 in the 1980s and early 1990s. This was the result of commercial poaching for the valuable underfur – shahtoosh –

which is used to make shawls. It takes 3-5 hides to make a single shawl, and as the wool cannot be sheared or combed, the animals are killed. Rigorous protection has been enforced since then, and the population is currently likely to be between 100,000 and 150,000.

Other conservation successes include the Greater Stick-nest Rat (*Leporillus conditor*), endemic to Australia, which has improved status, moving from *Vulnerable* to *Near Threatened*. This is due to a successful species recovery plan, which has involved reintroductions and introductions to predator-free areas. This unique nest-building rodent is the last of its kind, with its smaller relative the Lesser Stick-nest Rat (*Leporillus apicalis*) having died out in the Twentieth Century. The resin created by the rats to build their nests is so strong that they can last for thousands of years if they are not exposed to water.



Photo: Fraenata Diverdave

The Bridled Nailtail Wallaby – picture above (*Onychogalea fraenata*), has also improved in status, having moved from *Endangered* to *Vulnerable*. Endemic to Australia, this once common species had a dramatic population decline during the 19th and early 20th centuries due to the impacts of invasive species and habitat loss. A successful translocation conservation programme establishing new populations within protected areas is enabling this species to commence the long road to recovery.

[More on www.iucn.org](http://www.iucn.org)

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