



# NAPA News from African Protected Areas

Nouvelles des Aires Protégées  
en Afrique

N°104  
January 2017

## Edito

**Geoffroy MAUVAIS**  
PAPACO coordinator

## Technology



Last December, the NAPA (which is now entering its tenth year!) looked at "connected solutions" to improve the conservation conditions of protected areas in Africa.

As we enter 2017, I wish to return to the topic, which to me seems of capital importance.

On one side are the facts: year after year, the situation of biodiversity on the continent deteriorates. The recent article published by the NGO Panthera\* on the current status of lions in West Africa is only one among many illustrations: "Lions have lost 99% of their historical distribution in West Africa" and there remain now only 4 significant, isolated populations, 3 of which comprise fewer than 50 individuals. In other words, we are nearing the end.

On the other side, we have projections. It's a more nuanced spectrum. On one end of the spectrum is the blissful optimism of those who usually visit the parks only when on holiday - well, at least they leave their homes - and eagerly repeat that tomorrow will be better than today. At the opposite extreme, we find the depressing catastrophism of those who never take the said holidays, and do not see how to reconcile demographic explosion and the survival of wilderness. Between the two range a handful of pragmatists who comfort themselves by managing micro-territories behind 9000 volt fences, while avoiding to think about the future.

In any case, don't we need a radical change?

Which one? I do not know. But what I know is that we should not reject potential solutions, especially when they have not yet demonstrated their inability to solve our terrible equation.

That is why we have embarked on the path of connected solutions. Drones, sensors, captors, applications, platforms ... Without assurance that they will solve our problems, but with the hope that they can help. And of course, aware of the fact that technology is only one piece within a complex puzzle. Connected solutions already changed our daily human lives in the 21st century, why could not they change our relationship to nature?

The most surprising thing about all this is that they ultimately generate little interest in the "community" of conservation. Optimists have too much faith in man to rely on technology; the disillusioned do not even have the energy to try. And traditional donors see it as a gadget that could divert them from the routine of recurring investments into already worn-out solutions. Where connected solutions exist, they are most often only small-scale attempts, often spectacular indeed, but unable to outlive the departure of their promoter.

In short, let us be brave and move forward despite everything! Join us in this adventure, whether you are among those who imagine the solutions of the future, if you test them already, or try to help those who develop, experiment, multiply them... or if you are just interested in the subject. Let's come together and form a critical mass able to bring about change. Let's have full blown trials in a few sites, not by making small and timid attempts, but

by building a complete answer based on all what is available or need to be invented, in order to be able to say at last: "it works (or not)!"

This is a great goal for 2017 and if you are as interested as we are, I look forward to hearing from you!

*\*Henschel P, et al. (2016) Determinants of Distribution Patterns and Management Needs in a Critically Endangered Lion Panthera leo Population. Front. Ecol. Evol. 4:110)*

Papaco is also on:



Twitter = @Papaco\_IUCN  
([https://twitter.com/Papaco\\_IUCN](https://twitter.com/Papaco_IUCN))

And on:



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

Please also visit the IUCN-GPAP (IUCN global PA program) webpage and read the newsletter:  
<https://www.iucn.org/theme/protected-areas/our-work/newsletter>

## OUR ONLINE TRAININGS



### Our MOOC on PA management

*Direction 4 of the Roadmap for African PAs*

Our **MOOC** (massive open online course) on **Protected Areas management** starts again on Coursera. The course is **free** and is organized in **7 modules** that can be followed at your own pace in **3 month time**. Successful learners get a **Certificate** at the end of the course.

Register on: [www.coursera.org/learn/protected-areas](http://www.coursera.org/learn/protected-areas)

**The new session of this MOOC on PA management starts on the 2<sup>nd</sup> of January and will end on the 26<sup>th</sup> of March 2017**



### Our MOOC on Ecological Monitoring

*Direction 4 of the Roadmap for African PAs*

Our **new MOOC** on **Ecological Monitoring** starts in **February**. It explains why and how to realize the survey of a Protected Area and how to protect its values. Strategies, methods, technics, statistics, examples from the field... and much more to learn how to develop your ecological monitoring. The course is **free** and is organized in **4 modules** that can be followed at your own pace in **2 month time**. Leading of course to a free **certificate** if you successfully complete the course.

#### Pre-registration:

visit [http://inform.epfl.ch/?form=MOOC\\_SE&formlang=en](http://inform.epfl.ch/?form=MOOC_SE&formlang=en)

**The first session of this MOOC on ecological monitoring starts on the 6<sup>th</sup> of February and ends on the 2<sup>nd</sup> of April 2017**

**You can also register to both MOOCs on [www.papaco.org](http://www.papaco.org), on the page « trainings ».**

Join our Group on **facebook**:

<https://www.facebook.com/groups/208309996241190/>

*Our MOOC are developed in cooperation with the Ecole Polytechnique Fédérale de Lausanne*

## OUR ONSITE TRAININGS



**REMINDER : the thirteenth University Diploma on PA management will be organized from 27 March to**

**19 May in Ouagadougou (in cooperation with IUCN-PACO)**

*Direction 4 of the Roadmap for African PAs*

A new session of our **8-week onsite training course** on PA management will be organized in Burkina Faso from 27 March to 19 May 2017. This training is organized by the Senghor University and Papaco, and benefits from the support of IUCN-

**PACO. The course merges theory and practice** and aims at training young PA managers and their partners (NGO, private sector...) in order to improve the conditions of management and governance of PAs across Africa.

The training targets people coming from **West Africa** and will be delivered in **French**. **This edition will particularly focus on Marine PAs**. Successful students will receive a **University Diploma** delivered by the Senghor University (which is the official University of the Francophonie) at the end of the course if all exams are successfully passed.

The training is funded by the **MAVA Foundation**, covering all associated costs except travels.

**To apply: online registration on**

[http://www.usenghor-francophonie.org/Events/3104/DU13\\_Ouaga.html](http://www.usenghor-francophonie.org/Events/3104/DU13_Ouaga.html)

**Deadline for inscription: 15 January 2017**

### Contacts

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The 10<sup>th</sup> promotion of the UD in Ouagadougou

## MOOC on PA management (MOOC-GAP) – A quick review after one year...

*Direction 4 to 6 of the Roadmap for African PAs*

EPFL and IUCN-Papaco's Massive Open Online Course on the management and governance of PAs (**MOOC-GAP**) was presented on several occasions in recent NAPA letters (see n°90-92-95 for instance). For more information on the content of the course, the goal of the training and the targeted audience, please read NAPA 95 in particular and visit our website [www.papaco.org](http://www.papaco.org). This NAPA presents a quick assessment of the course, its evolution through 2016, its results and impacts, a few lessons learnt, the perspectives for 2017 and beyond...

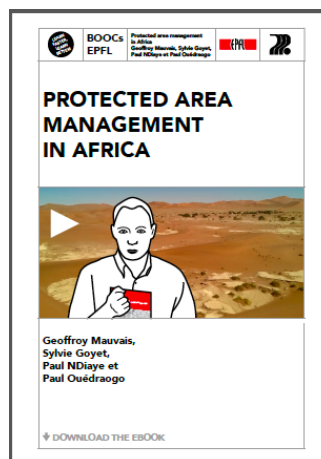
### 1) 2016: making the course more easily accessible

The content of the course is the same since it was launched one year ago. As a reminder, it is briefly described in the table below.

Module 1	Protected areas: concepts, definition
Module 2	Planning for Protected Areas
Module 3	Protected areas' governance
Module 4	Protected areas' effectiveness
Module 5	Management specificities
Module 6	Sustainable financing
Module 7	Topical issues on protected areas

As for the shape of the course, it has evolved according to the needs identified by the participants and also their recommendations (see "elements to be improved for the next session" in NAPA n°95). While the first version of the course had strict deadlines for the exams, the new model is now more flexible: the 7 modules are spread over 12 weeks and registrations are open until the 7th week. The participants can finish their assignments before or after the indicative deadlines which are

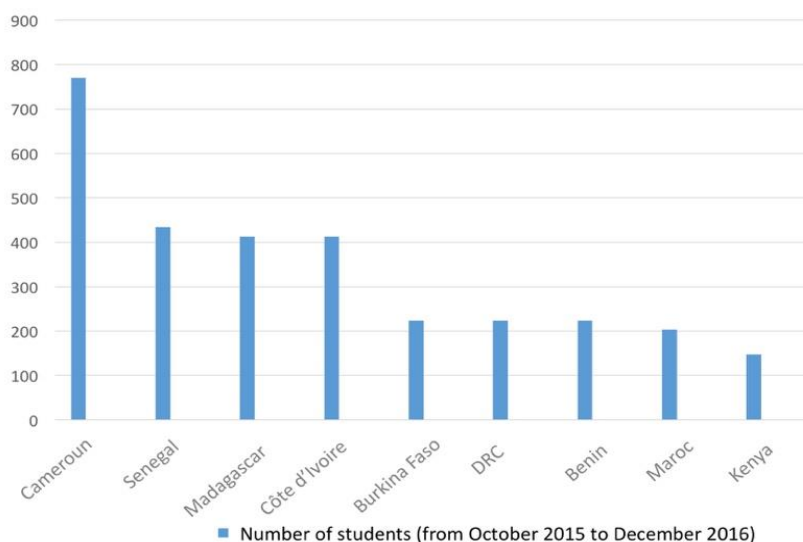
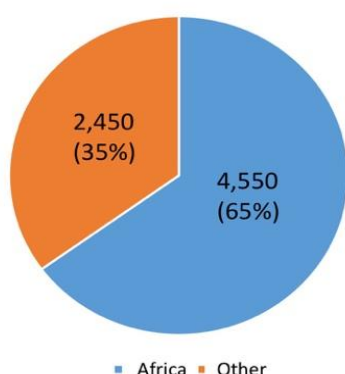
there to help learners to organize themselves. Moreover, since October 2016, our MOOC is now available in English ([coursera.org/learn/protected-areas](https://coursera.org/learn/protected-areas)) and BOOCs (support documents in pdf format) are now freely available in both languages. They help the students progressing after each module.





These changes made the course more accessible, especially for professionals with irregular or weak internet access, widened the target audience of the MOOC in English-speaking countries and simplified the access to the course.

## 2) A few figures



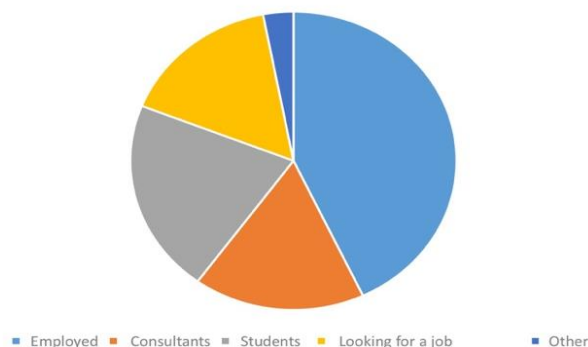
As for the occupation of the participants: most of them are working, either as consultants (17%) or as employees (43%) in protected areas or in related fields (tourism, NGOs...).

Students and persons seeking employment also constitute an important part of the participants (respectively 21% and 16%).

The interaction within students and between the students and professors is considered to be one of the fundamental aspects of the success of a MOOC. In this regard, the MOOC-GAP is very successful: the participation of learners is great during all the regular live chats with the Papaco team and on the forum (98% of participants feel that the MOOC-GAP team participates sufficiently in the discussions) and on the Facebook groups, which have more than 2,600 members end of 2016.

The anonymous external survey sent to all MOOC participants concluded that participants were overall very satisfied:

Participant principal occupation



- 97% states that the course meets their expectations and 91% feel that the level of difficulty is appropriate
- 96% says the content of the videos is interesting, 93% that they are clear and understandable, 95% that their quality is good.
- Finally, 92% of respondents think they will use what they have learned in their conservation activities.

These statistics are consistent with the mark given by the MOOC students on Coursera (4.9 out of 5)

and with the testimonies we have received and which we publish a few extracts in point 4 hereafter.

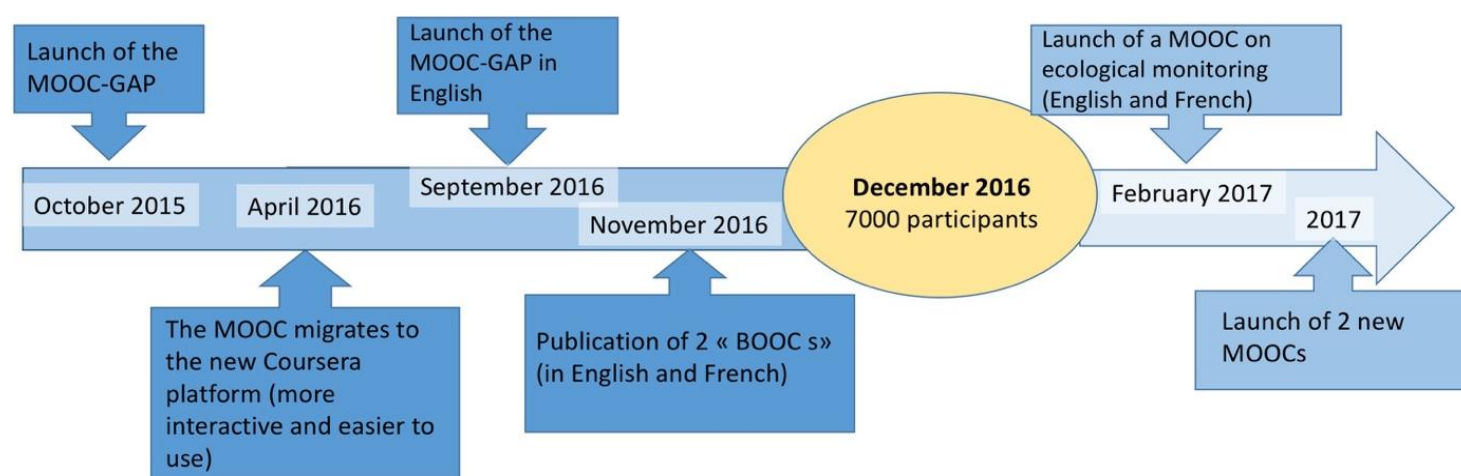
#### At a glance: what is the MOOC GAP?

- 7 modules, 57 videos, 16 quizzes, 7 exams
- 2 languages: English and French
- 7000 students +, 400 + of whom already finished the course and got a certificate
- 116 countries represented
- 65% of Africans
- 97% overall satisfaction

### 3) 2017: developing new projects

Some changes are to be expected in 2017. First, some sequences of the MOOC-GAP will be modified in order to improve their content and to update them. Furthermore, IUCN-Papaco continues to work with EPFL on a brand new **Certificate of Open Studies (COS)** consisting of several MOOCs, to be finalized in 2018. In this respect, a MOOC on ecological monitoring will be released in February 2017 and two new MOOCs should be developed in 2017: one on law enforcement for conservation and the other on the species approach in protected areas.

### 4) On the road to the Certificate of Open Studies (COS) on PA management...



### 5) A few feedbacks about the course

#### Valéry Aristide THIOMBIANO

"I want to congratulate you sincerely for the quality of the classes and this training. I think to have personally learnt a lot with you, and I am still learning so much."

#### Etienne GHAPUEN MASHE

"I wanted to express my thankfulness for this course that you managed with the brilliant team that has been working with you. This course has truly been a beautiful learning and sharing experience."

#### Souleymane SANOGO

"I thank the organisers of this MOOC very much. I am a professor-researcher at the Bobo-Dioulasso Polytechnic University, and this course will be very useful to me as I develop my classes on water-body management."

#### Assa COULIBALY

"It was an honour to take part in this MOOC. Thank you to all the professors for their availability and the quality of the classes. This course will be very useful to me as a beginner when it comes to protected area management. I hope we will all keep in touch for the benefit of African PAs."

#### Samake SAGABA

"I wish to thank all the organisers of this intensive course on protected area management. I was set to do a long speech (without forgetting anybody: professors, speakers and training institutes), but I couldn't find the words, as I risked underappreciating their efforts and the greatness of the gift we were given."

#### Blanchard MAWIKA

"Dear all, I followed the entire course on PA management in Central and West Africa. It was an incredible time where I learnt so much on the conservation of biodiversity."

**Bocar NDIAYE**

"To me, this first session of the PA MOOC was a success, with an experienced teaching team, proven teaching techniques (and I insist on this!), an effective technical team (which you can see through the striking illustrations), and very well chosen speakers. In my opinion, there are very few elements to change, the stage is set!! Bravo"

**Elie BAHIZI**

"It's been intense, but I am ready to take on another MOOC."

**Nickson Esther Kinzo**

"Following this course is key to the continuation of my education on protected area planning and management in Africa, more specifically in my country, Benin. I enjoyed the way all the teachers combine theory and practice in the course's different units."

**Gildas Louis DJOHY**

"I am very happy to take part in this course. I learnt several aspects of environmental management which I had no idea about. I want to sincerely thank the teachers who didn't only give classes in theory, but also in practice through striking examples."

**Willy NDAWAGLE**

"As an environmental engineer, the conservation of biodiversity and sustainable development are very important to me. This is the reason why I followed this course which has proven to be of great value to me, not knowledge and skill-wise, but also for my resume so I can get a good job in a protected area."

**MBATOUILA OBOLO Guy-Roger**

"I've just had the great privilege of following and successfully complete this MOOC on protected area management in Africa. (...) I am very satisfied with this course, especially in the context of my country, Gabon, which as far as I can see, suffers from a great lack of skills in the field of conservation."

**Freddy PADONOU**

"I followed this course out of personal interest. But very quickly, it has become an opportunity of

complementary training. I took it seriously and set the target to finish it no matter what, in order to obtain the final certificate, which I have now accomplished. I thank you for this. (...). A course of this kind deserves to be carried out as many times as possible to reach many other African web users."

**Theophile TAGNE**

"I thank you for this initiative, and for your attention during the 7 weeks of this MOOC. I dedicate my success to you. I shan't miss out on future opportunities."

**Paula MONTEIRO**

"Thank you for your availability, for sharing experiences, to the teachers and the approach that encourages and promotes learning. Your teachings have had and will always have a positive impact on myself and on the management of protected areas on the island I work on (Maio) and in my country (Cape Verde)."

**Hervis Donald GHOMSI**

"I have decided to follow the course on Protected Area Management in Africa with the aim of improving my environmental skills (especially in the tropical environment). (...) I really appreciated the lesson plans, each time completed with conventions (Aichi, CITES, Ramsar...) that helped the learner know more about the legal framework of conservation. The video editing is flawless, and the lessons are well summarised, same goes for the teachers who by their concise and detailed intervention, have proven their good knowledge of the subject."

**Petro TSYMBAL**

"Dear professors, thank you for your goodness, the work and for preparing this course which is very important for all countries. I am in Ukraine, and I can see how it is important for my country to apply the ideas and approaches of your protected area management course."

**Alain Bertrand ONAMBELE**

"I am very satisfied and thank you so much for your availability and your commitment to train PA managers."

## 6) What impacts for the MOOC-GAP in « real life »?

Beyond the testimonies we received about the quality of the course, the contents, the organization etc., we asked our learners to tell us what they do of the "capacities" they have gained through the course (if any). We received a lot of excellent feedbacks and we publish a few abstracts of some of them hereafter. It helps



understand what the impacts of the MOOC-GAP may be for conservation on the ground. A big thank to all who took the time to respond to our call.

**"I work better with the civil society"**

**Gédéon Bakerethi, DRC**

"The MOOC on protected area management has helped me strengthen my skills, and I have acquired important knowledge for the sustainable development of protected areas. I am responsible for communications and environmental education at the WWF in eastern DRC. Thus, in the context of my daily activities which comprise "environment education in Virunga", the MOOC's third unit on "PA governance" has especially helped me to direct my strategy and better work with the civil society regarding community conservation of the landscape. I was also able to raise awareness within the communities, and, with the support of WWF projects, the communities were organized in CLDC/CBNRM zones (community management of natural resources) to better support the manager in the protection of Virunga national park."



**Tchadjaou Simliwa, Togo**

**"I raise awareness within my village"**



"After having completed the course, I returned to my village, which has changed a lot over the years. It used to be a green place surrounded by forest patches and gallery forests, and the Kpaya river run through it. This river's fish resources seemed endless, and the local communities used plants and fish for healing purposes. Today, the village is in such a bad state, making it impossible for foreigners or the new generations to imagine its past wealth. Vegetation and medicinal plants are gone, river water and the fish resources are running out, and the number of bush fires and the exploitation of wood to produce charcoal have become outrageous. The MOOC on protected area management has opened my eyes to the role and the functions of protected areas and their stakeholders. It made me want to work on raising awareness among the youth of my village. So, I started a project to raise awareness on the importance of protecting areas harboring biodiversity, and to encourage the youth to conserve and restore these areas, meaning, to be governing bodies, managers and beneficiaries of this biodiversity."

**Adama MIKA FALL,  
Mauritania**

**"Having access to this course is a great opportunity"**

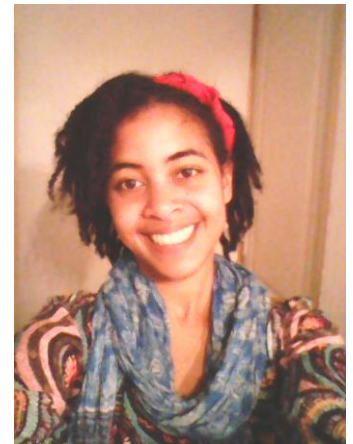


"I am an executive at the Ministry of environment and sustainable development in Mauritania. The MOOC on protected area management has helped me develop my knowledge and understand some concepts that I had a hard time grasping at the Garoua Wildlife Specialist Training School. It has also added value to my resume enabling me to respond to some call for applicants for protected area management positions. In my country, the concept of conservation is secondary. It is therefore vital to train young people so that this can change, and I believe education is the answer to this problem. So, I hope all the young people working in the field of protected area management will be able to get the training I did, and that they won't give up. Because life is a struggle, and you need to face it to win."

**"The MOOC's resources help me with my thesis"**

"I am writing a thesis on the impact of climate change on biodiversity in Côte d'Ivoire national park. Websites such as Protected Planet and the extra documents of each unit of the MOOC have helped me get useful information to develop my project. I was also able to discover and understand how African protected areas work, and all this information will help me work in the field of conservation in Africa."

**Diorne ZAUSA,**  
**Côte d'Ivoire**

**"The keys for North-South cooperation"**

"Six years ago was the first time I met the Maasai community of Rombom in Kenya. Later on, life's chances have led me to work alongside this community, with the crazy idea in mind to develop the economic development of the community, related to the conservation induced by its members. But I quickly realized that, in spite of my training in nature management and protection, as well as our enthusiasm, we lacked a lot of knowledge to really be effective.

We absolutely needed a person equipped with all that knowledge and who was fully devoted to this territory. Some research led me to the protected area management MOOC. I followed the course, and could finally get the knowledge our project needed: knowledge on the African context, existing tools, stakeholders present on the field, important approaches for protected areas, useful contacts etc.

The project that I am leading alongside this community will not reach perfection and become ultra-effective overnight, but at least now I have all the tools at hand to implement a coherent development approach and put us on the track of success!

Now I also know who to talk to when I am not sure what to do, when I need information or so: the MOOC forum and the Facebook pages are there to help. In short, the MOOC gave us the tools, now the ball is in our court. "

**Emilie Delannay, France/Kenya**

**"The MOOC on protected area management helps me with my professional transition"**

**Céline Bartolomocci,**  
**Switzerland**

"I am currently a project manager and wanted to follow a course that would help me enter the field of nature conservation. I followed the first session of the GAP MOOC in 2015, and successfully sat the classroom exam in early 2016 at the EPFL (the Swiss Federal Institute of Technology in Lausanne) in Switzerland. This MOOC has helped me get into the field of protected areas, acquire the vocabulary related to the PAs, and to address the problems and the stakes of PAs in a practical way. It is to me a step further in my professional transition, and I am thinking about developing it by following other courses, as well as gaining experiences on the field. This MOOC has also helped extending my network, which proved to be very useful to me when organising the first Global March for Elephants, Rhinos and Lions in Geneva in September 2016. It was the first event of this kind in French-speaking Switzerland, and its aim was to raise awareness among the public and the international community about endangered species – the event was rather successful. I am passionate about nature conservation, and hope other courses of this type and quality will take place, so that all those who are interested in committing to this field may be equipped to do so."





**"The MOOC has helped me to be of better use on the field"****Olivier Courbon, France**

"The style, content and international nature of this MOOC makes it fundamentally different from any other courses I've ever followed. It brings up some points I have never dealt with such as the sustainable funding of protected areas, and it has opened my eyes and confirmed my desire of working, hopefully in the medium term, within African protected areas. During my internship at the GIZ, I worked in the transboundary biosphere reserve of the Mono river delta, and everything the MOOC has taught me on community management helped me to be of better use on the field.

To know more about Olivier's experience in Benin, have a look at this video: <https://www.youtube.com/watch?v=DsoatU8ZIEw> (in French)"

**Polynice Gedeon Anagonou, Benin****"I use the MOOC to teach in secondary school..."**

I am a teacher in the field of forestry at Medji de Sekou, an agricultural secondary school located 40 km from Cotonou in Benin. I teach first, second and fourth year students. The MOOC-GAP has helped me strengthening my skills and abilities in the field of protected area management, and I was able to identify some key notions on which I need to insist when teaching, so better results could be obtained in terms of conservation of natural resources.

I use this MOOC a lot for my classes, but also in what I do as an actor in nature conservation – I feel better equipped to participate in the protection of my country's biodiversity.

**"The classes have helped me a lot in daily managing the site"****Hortensia Hosnah Bezara, Madagascar**

I am in charge of one of the new protected areas in the North of Madagascar called "NAP Andrafiama-Andavakoera", an IUCN category V park. Most of the MOOC's units are very instructive, but I was particularly keen on the ones on "Management effectiveness" and "Protected area financing". The classes have helped me a lot in daily managing the site I am in charge of. In order to direct and carry out actions properly, I constantly refer to the questions related the relevance and the implementation of actions. After the MOOC, I looked at well-developed self-assessment tools, to better assess the progress that is being made, and the relevance and overall performance of the project. This helps me to react in time and to reconsider my decisions. In terms of financial sustainability, the course has helped me writing up a better business plan, master feasibility survey techniques and mobilising resources coming from private sectors. I am also considering implementing concepts mentioned in this course in the sites I manage, such as fines, compensation for degradation and the payment for ecosystem services."

To learn more about Hortensia's experience, have a look at this video: <https://www.youtube.com/watch?v=ca620cv2fpo> (French only)



**Junior Ngaba, Cameroon****"The MOOC-GAP has helped me getting a college scholarship"**

I am currently a student in China, following the PhD programme at the Fujian Agriculture and Forestry University (FAFU). The MOOC on protected area management has helped me better take on the main challenges and stakes Africa is facing today for the conservation of its biodiversity. It has also helped me gaining knowledge on management tools and techniques.

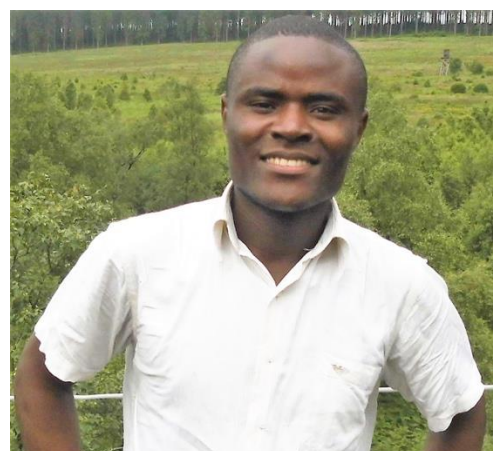
Above all, it contributed in helping me get the scholarship for my PhD in China!

**"A snowball effect"**

Thanks to the MOOC, I consider myself well equipped to carry out professional projects, namely defining a strategy for the conservation of frugivore primates in Upemba National Park. But beyond my career, following this MOOC will have a snowball effect in the long run. I am currently a teaching assistant at Lubumbashi University in DRC, where I am involved in training related to protected areas. I encourage students to sign up for the MOOC and to join our network (in the process of being created) gathering different motivated and trained actors to support the efforts of fauna preservation in DRC's protected areas. And within the Ecology, Ecological restoration and Landscape Research Unit, I gave a seminar during which the MOOC benefits were presented.

To learn more about Paul's experience, have a look at this video:

<https://www.youtube.com/watch?v=zidtxp8Q3vI> (French only)

**Paul Kazaba, DRC****Crispin Mahamba, DRC****"MOOC has allowed me to progress professionally"**

I work for an international conservation NGO (WCS) in DRC. I followed the first two sessions of the MOOC to take the time to understand all the modules correctly. I acquired knowledge of two orders: first of all, a knowledge that I had from the beginning in fact, but which remained confused in my head. After university, I felt like I knew a lot and was comfortable starting a career on the sustainable conservation of biodiversity. But with the first session of the Mooc, I realised that protected areas management was a lot more complex than I thought and the MOOC help me understand a lot of new concepts.

Today I am proud to bring positive contributions to the discussions and exchanges regarding PAs' Operational Plans in my country. Many of my colleagues as well as partners from other NGOs have noticed my progress and constantly question me about this. I now also receive the NAPA letter which allows me to be up to date on the news related to AP in Africa. I encourage other nature lovers to do the same ...





## "A common language for all managers"

I work at the National Agency for Protected Areas in Haiti, as Monitoring and Evaluation Director of activities taking place on the island's protected areas. The MOOC is so useful to me in my job, as I learnt how to use certain tools that are relevant to all protected areas. It creates a common language for all PA workers, in Africa and beyond.

The tasks I had to accomplish during this course have helped me better understand the process of drawing up management plans, and to assess activities resulting from the plan implementation properly. Since many protected areas in Haiti still don't have a management plan, these skills are and will be very useful to me.

Finally, I learnt about the METT and the RAPPAM, they are tools to monitor and assess protected areas. I am currently designing a monitoring-assessment plan for the national system of protected areas, and these tools are very useful.

*Liliane Poinçon, Haiti*



## More on [www.papaco.org](http://www.papaco.org) – page "trainings"



### JOB OFFER Country Director Mozambique

To effectively lead and manage the WCS Mozambique Country Program, based in the capital Maputo which primary focus at this time is to support the single major landscape project in the Niassa National Reserve. Additional priorities involve insuring close collaboration with new Mozambique-focused initiatives, notably the Conservation, impact mitigation and Biodiversity Offsets (COMBO) project and the East and Southern Africa Regional Counter Wildlife Trafficking initiative. Also responsible for identification and assessment of additional opportunities as they arise.

#### Core Responsibilities

- Lead the WCS country program in Mozambique in consultation with the Africa Program team based in New York.
- Act as legal representative of WCS in Mozambique, working with the WCS Office of General Counsel.
- Act as political representative of WCS in Mozambique with all government partners including the Mozambique government (particularly ANAC), and bilateral donors/agencies (e.g., USAID, UNDP, AFD).
- Represent the WCS Mozambique Program to donors, the press, the Government of Mozambique, and other internal and external stakeholders.
- Develop and manage the WCS Mozambique Country Program budget.
- Prepare and implement annual WCS Mozambique Country Program workplans and associated budgets, and approve related project workplans and budgets.
- Fundraise from public and private sources for the Mozambique Program in collaboration with other WCS

fundraising teams (e.g., Africa Program, Program Development, Global Resources).

- Prepare annual country reports and oversee preparation of reports on projects and for donors, and evaluate on a regular basis progress against strategies and workplans.
- Collaborate with other WCS initiatives including but not limited to the WCS Marine Program, Species Program, and Conservation Solutions team.

#### Required Qualifications

- Extensive experience leading and managing teams required.
- Successful experience developing, managing, and overseeing the implementation of conservation programs, preferably in Africa.
- Proven fundraising experience for conservation from public and private sources, preferably in Africa.
- Demonstrated capacity in financial planning and management.
- A track-record of success in conservation strategy, implementation, and fundraising.
- B.S. in conservation, ecology, or related discipline required, graduate degree preferred.
- Commitment to WCS's mission.
- English language proficiency required, Portuguese language preferred.

Interested candidates, who meet the above qualifications, should apply by emailing an application letter and CV together with the names and contact information of three references to: [africaapplications@wcs.org](mailto:africaapplications@wcs.org). Please include "Mozambique Country Director" in the subject line of your email. Candidates must also apply online via the WCS career portal by searching job title at: <http://www.wcs.org/about-us/careers>. Only short-listed candidates will be contacted for interviews.



## The Green List of IUCN: Pendjari and W national parks (Benin) begin the adventure.

By Cosme Kpadonou (Pendjari National Park – Benin) and Youssouph Diedhiou (IUCN-Paco)

*Directions 4 to 6 of the Roadmap for African PAs*

For the record (see *NAPA N°55*), the IUCN Green List of Protected Areas is a certification system which targets the quality of protected areas management and governance and is based on internationally agreed standards. Its main objective is to contribute to enhancing the management and the governance of all protected areas, globally. Launched in 2012 and celebrated in 2014 on the occasion of the World Parks Congress, this initiative promotes a positive approach to conservation and aims at recognizing, encouraging and valuing the successes achieved by protected area managers. It is set to become a global benchmark for the conservation community, all over the planet.



*Meeting at Pendjari NP headquarters*

In order to strengthen its mission, which is to promote the sustainable management of protected areas in Benin, the National Center for the Management of Wildlife Reserves (CENAGREF) has been committed, since June 2016, to the listing of the Biosphere Reserves of Pendjari and W on this Green List, with the technical support from IUCN-PAPACO and the financial support from KfW (Germany).



A mission of IUCN-PAPACO thus stayed in the National Park of Pendjari in November in order to accompany the staff of this park and the one of the W national park in their first steps. The Green list being a participatory process, the representatives of the Villages Associations for the Management of Wildlife Reserves (AVIGREF) of Pendjari and W also took part in the workshop, as well as various other local actors. At the national level, a Group of Experts from Benin, responsible for validating the Green List standards once adapted to the context of Benin, has been set up. The main role of this experts group will then be to evaluate the Green List applications.

Like the various management labels already acquired by Pendjari and W, the Green List will reinforce their governance mechanism and should gradually increase the quality of the results obtained by the two parks. The listing of Pendjari and W could happen within two to five years if the necessary efforts are made. This inscription would make them the first national parks registered in West Africa, enabling them to join the two reserves of Kenya (Lewa and Ol Pejeta), whose excellence has already been recognized.

Interested in the Green List process  
for your park?

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

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