



NAPA

News from African Protected Areas

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en Afrique

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Edito

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MOOCs (again)



The Aichi targets are a list of 20 goals that the international community, gathered within the Convention on Biological Diversity (except the United States that are not part of it), is committed to reach by 2020. The first target reads: "By 2020 at the latest, people are aware of the value of biodiversity and the steps they can take to conserve and use it in a sustainable way".

This goal is the first because it is probably the most important. It tells us that we must ensure that humanity becomes aware of the importance of conserving nature. And this is to occur within the next 3 years.

It's true that a lot has been done in recent years. Climate change, mostly, has changed minds and changed the way many people now see the environment. Nature has spread through politics, so much so that it has become almost useless, in many countries, to have a green party only marginally standing out from the others. That's probably a good thing.

So what does this mean for our PAs in Africa?

Clearly, the road ahead is longer there than elsewhere. Essentially because there is less awareness of environmental issues, because citizens are less connected, or because they have other, much more immediate priorities. But the good news is that what has happened elsewhere

could happen there and that if we make enough efforts, everybody should have access to the information that will allow them to form their own environmental opinion.

Everyone will then be free to choose his/her side.

So, why this long speech on environmental citizenship in early 2018?

Because it will precisely be our first target this year. And our fatal weapon will be our MOOC on conservation, about which this NAPA presents an exciting evaluation.

We started the MOOC adventure to train or, as we say, build the capacities of PA managers. This of course remains our priority. But very quickly, it became clear that a good part of our audience is made up of people who just want to know more about conservation in Africa, how it works, and finally how they can contribute to it. At first, we were amused but the scale of the phenomenon, the engagement of the learners, the diversity of their stories, their motivations, their objectives... ended up calling our attention.

We are only a tiny drop of water in the ocean of what needs to be done, but in the end the ocean is made of drops. Changing a mentality goes much further than the person concerned: he/she speaks, exchanges, convinces, educates, transmits.... Each relay creates relays and these relays amplify the message, multiply the influence, change the world. Exactly what the first Aichi target is asking of us now.

Papaco is not only virtual; we also have on-site or

face-to-face training, an opportunity to meet managers and hear from them. And we are often in the field too, in contact with real problems. I note that some managers see our mission with great condescendence because the conservation of wildlife, for them, is first and foremost about the close protection of animals in the parks. This is far from being false, but without a change in the existing power balance, I doubt that we can withstand for a very long time the pressures that are growing on these parks.

So this year, we will do more in this area and it starts with two new MOOC available from the 15th of this month! And three more will follow in the coming months...

Excellent year of change!

See also the editorials of NAPA 90 and 95 on our MOOC

Papaco is also on:

 **Twitter = @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>



Information and training are important... always, everywhere.

OUR ONLINE TRAININGS



Four MOOC, namely:

- 1) **Protected areas management**
- 2) **Ecological monitoring**
- 3) **Species conservation and**
- 4) **Law enforcement**

will be online from the **15th of January 2018** up to the **15th of April**. It gives you **plenty of time** to do the course(s) and to **pass the exams** if you wish to get the **certificate(s)**. The courses are **completely free** and **registration is open to all**.

To enroll, please visit www.papaco.org (page MOOC) or go to the **following links**:

- Protected areas management:**
<http://papaco.org/how-to-join-the-pam-mooc/>
- Ecological monitoring:**
<http://papaco.org/how-to-join-the-em-mooc/>
- Species conservation:**
<http://papaco.org/how-to-join-the-sp-mooc/>
- Law enforcement:**
<http://papaco.org/how-to-join-the-le-mooc/>

Find more information about our **MOOC** on www.papaco.org, at the page « trainings »

Also, join our **Group MOOC on Facebook:**
<https://www.facebook.com/groups/208309996241190/>

And like our papaco **Facebook page**
<https://www.facebook.com/IUCNpapaco>

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

1 - MOOCs and protected areas capacity building – Where do we stand?

Massive open online courses (MOOCs) are now an undeniable part of the education landscape. Their development really started to take off in 2012 and there are now over 7,000 of them mainly from European and North American universities. MOOCs are a revolutionary opportunity for everyone across the world with an Internet connection to access free courses and to receive a certificate or academic credits.

Two reasons explain the relevance of having MOOCs on protected areas. First, too few training opportunities on the topic of protected areas exist in Africa to cover the demand. To illustrate this, almost 90% of applications for IUCN-Papaco trainings (Master's degree and university diplomas) cannot be responded to due to lack of spaces available. Secondly, many staff members working in African PAs are located in remote places with little or no access to university. With proper Internet access, they can easily follow online courses either through a cell phone or a computer.

KEY CHARACTERISTICS OF A MOOC

As expressed by its acronym, a MOOC is a distance education system that has certain characteristics.

Massive: it is a massive course. It can reach a large number of learners, from different cultures and coming from different backgrounds. The number of participants is virtually unlimited, so the course must be developed with this reality in mind. MOOCs enable a change of scale both in the impact the course has, but also in student feedback.

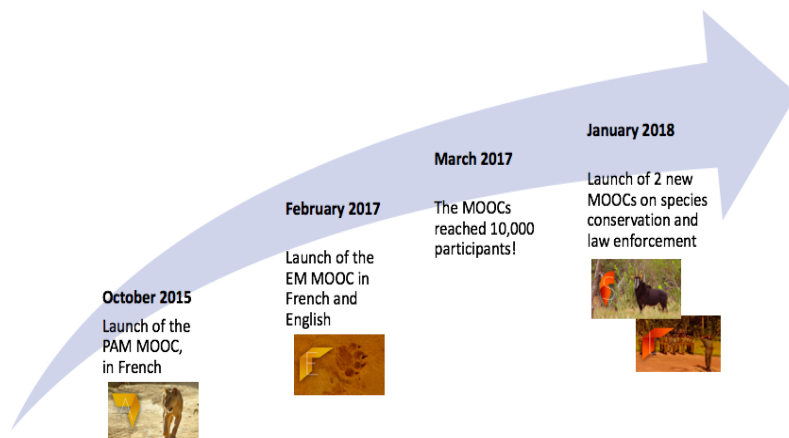
Open: it is a course open to all. It is free (in some cases, additional services such as issuing a certificate may be charged) and there is no choice on who signs up (no possibility to select and in most cases, no academic prerequisites). This openness gives free access to everyone, which presents a huge opportunity for new learners and a complete paradigm shift in the selection process that usually applies to courses.

Online: this is an online course. It can therefore be followed anywhere if Internet access is available, at any time, under any condition. This removes the barriers of distance, schedules, time-differences, availability, language or even simply shyness from the participants. Everyone is welcome and everyone has the same chance to succeed.

Course: it is a course. Therefore it has an educational objective, a clear progression, teaching materials, exams, etc. It does not only offer online resources, but rather a structured approach, generally leading to academic recognition.

A – The origins of our MOOCs

EPFL and IUCN-Papaco embarked on this adventure two years ago, starting with a general MOOC on protected area management (PAM) initially available only in French. Its success with 4,000 registrations reached within a few months, has led the team to develop new courses.



It was originally created as a partnership between André Hoffmann, the EPFL and IUCN, and is now funded by the France-IUCN partnership (in particular the French Development Agency, AfD), EPFL and a Geneva-based foundation. Four MOOCs have now been produced: the general one on protected area management in Africa and three specialized courses on Ecological Monitoring in protected areas (EM), Law Enforcement in protected areas and Species Conservation in protected areas.

Each of these courses is available both in English and in French. They involve numerous specialists, and particularly people from IUCN member organizations and Commissions. New sessions of all these MOOCs start in January 2018. More information, the course description and registration modalities are exposed here after:

Protected area management in Africa



This course is about areas that are dedicated to nature conservation (“protected areas”), how they work and why they are so important in maintaining the wealth of the

environment in our fast developing world, particularly in Africa. In this course you will learn about conservation challenges in Africa and how protected areas can help face them from a local to an international level. These topics are explored using the WCPA best practices, and case studies from all over Africa.

Information and registrations: <http://papaco.org/mooc-gap/>

Ecological monitoring in African protected areas



Ecological monitoring is an essential aspect of protected area management. By completing this 4-module MOOC, you will acquire a good basis on what monitoring is and how it should be conducted. Find out what monitoring is meant for, which methods and techniques should be chosen, why/how they should be implemented, and what the statistical tools are to implement good monitoring. Finally, the course provides practical examples of monitoring conducted in different environments and targeting different species, showing you both the theory and practice.

Information and registrations: <http://papaco.org/mooc-on-ecological-monitoring/>

Law enforcement in African protected areas



Law and regulations enforcement is one of the key aspects of protected area management. It relies on the implementation of specific processes that reduce or eliminate threats to protected area values. Law enforcement requires understanding, learning and applying specific knowledge and techniques. What are laws? How are they enforced? How to deal with corruption? How is anti-poaching conducted in the field? These are just some of the questions that are addressed in this MOOC.

Information and registrations: <http://papaco.org/mooc-on-law-enforcement/>

Species conservation in African protected areas



Species - animal or plant - conservation is a major objective of protected area management. It is often included as a goal when planning activities, and is central when monitoring the obtained results and the impacts generated on the field. The goal of this MOOC is therefore to introduce the notion of species, to describe what they represent within a protected area's heritage and how managers conserve them, what the best conditions are, the limits, the opportunities, how can they be used to improve PA results, to think about ex situ conservation and so on.

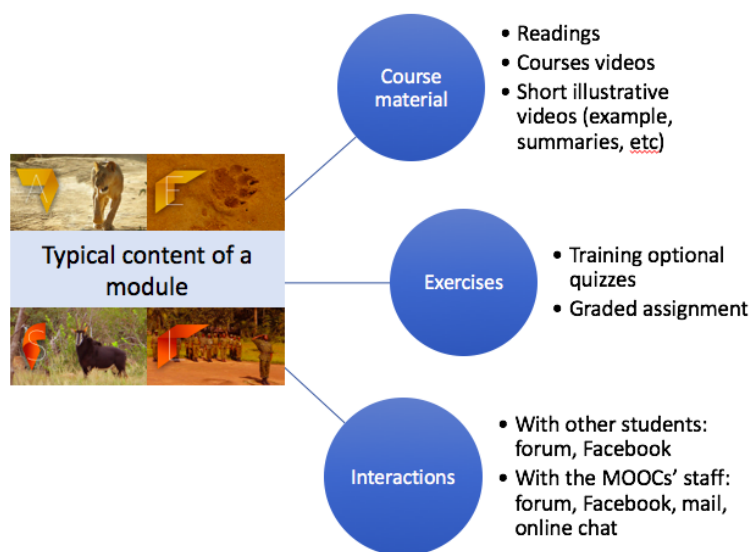
Information and registrations: <http://papaco.org/mooc-on-species-conservation/>

B – The typical format of a MOOC

The first MOOC was built on the same model as offline universities: it lasted one semester, had regular assignment deadlines and a final exam. But

like all MOOC providers, we learned to adapt to our students' needs and behaviors, and adopted a new format with shorter videos and modules, optional quizzes, soft deadlines, etc.

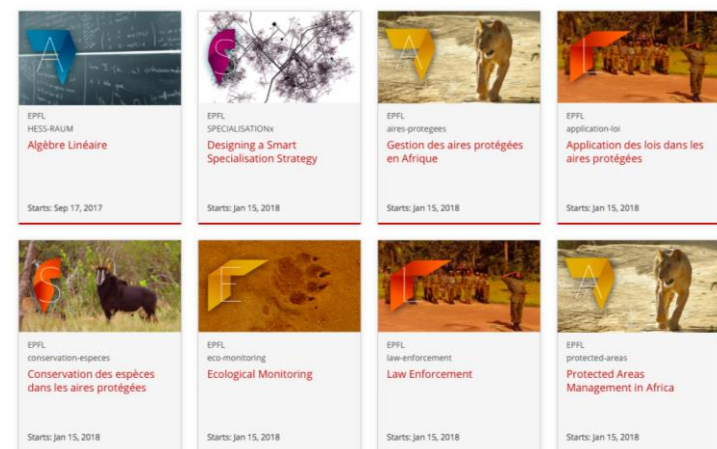
To ensure that students keep following the courses, we also make sure that the courses stay interactive by illustrating them with different types of animations, videos, graphs and by including other types of material such as readings, quizzes, case studies, optional exercises, online chats, etc. Typically, one module of a MOOC is made of a few readings, 7-12 short videos, 2-4 optional quizzes, invitations to go to the forum and one exam.



We used an international provider (Coursera) as platform for our first MOOC, but managing the course based on our specific needs became tedious. The decision was then made to migrate to another platform, and all the MOOCs are now hosted on a platform developed by EPFL (Courseware EdX). This gives us greater flexibility in terms of day to day management and better adaptability to our students' needs.



MOOCs are online training and do require access to internet



Courseware EdX, the new platform hosting our MOOCs offers more flexibility than commercial platforms

Hosting on this dedicated space has proven to be very beneficial in terms of student accessibility. Not only does it clearly show that the courses are completely free, but it also allows the Papaco team to access students account information easily and to give them real tailored service.

C - The MOOCs' participants

A MOOC is by definition open to all and whoever is interested in the topic can sign up. But through the topics of the courses we present and our communication strategy, we specifically target African conservationists.

These include students or young professionals, but also school/university professors and professionals working on conservation projects and on other topics related to the MOOCs such as tourism, sustainable development and natural resources management. This explains the relatively “old” median age of our students (31 years old) compared to other MOOCs. Finally, even though our MOOCs can be followed by people from all over the world, they obviously target African citizens.

The MOOCs on Protected Areas Management and Ecological Monitoring have cumulated a number of **12,700 registrations** so far, from 120+ countries.

These participants are mostly men (78%) in their 30's based in African countries (74%). It is however hard to set a general profile of MOOC participants,

as there are great disparities between courses and language groups.

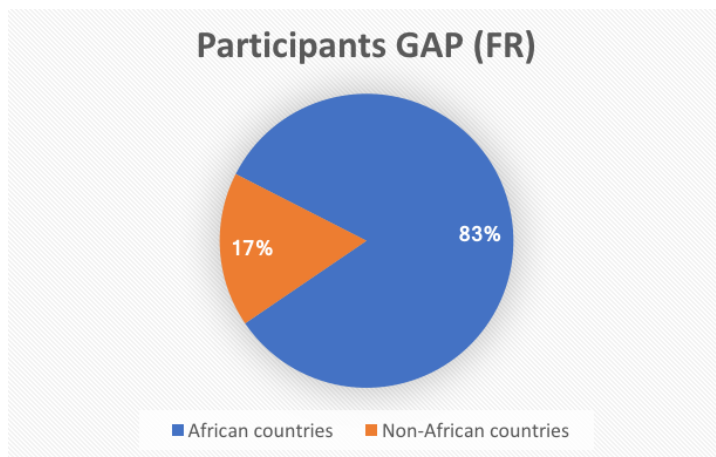


Pictures of some of our 12,000+ students

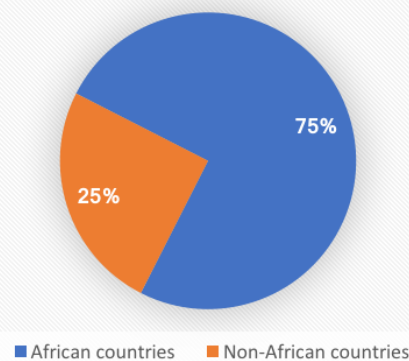
As summarized in the graphs here after, the French versions of the two MOOCs that are currently online mostly reach African students (respectively 83% for PA management (GAP) and 75% for Ecological monitoring (SE) of all participants).

This is thanks to a group of countries where the MOOCs are very successful in French: **Cameroun, DRC, Côte d'Ivoire and Senegal**. And, to a lesser extent, **Madagascar**.

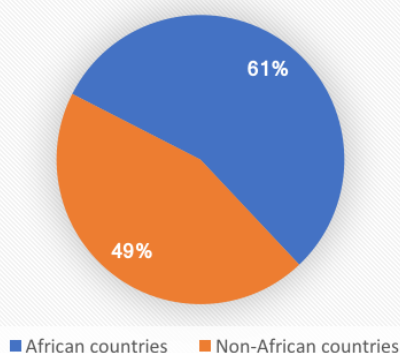
On the other hand, the English versions of these two MOOCs reach a more international public with “only” 61% of Africans for PA management (PAM) and 43% for Ecological Monitoring (EM).



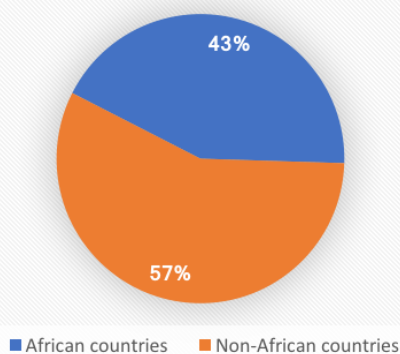
Participants SE (FR)



Participants PAM (EN)



Participants EM (EN)



These differences are likely to be explained by Papaco's stronger network in French-speaking Africa and by the greater offer that already exists in English speaking African countries.

Finally, 80% of our MOOC students are men. This comes with no surprise and should not raise concerns since many protected areas in Africa are managed by military or para-military organizations, mostly made of men.

Hopefully, this will evolve positively in the future.

D – Student satisfaction

Participants are generally happy with the courses: 97% agree or strongly agree to say that the MOOCs met their expectations and 92% think they will use what they learnt in their conservation-related activities. They are also very satisfied with the videos: 96% agree or strongly agree that the video contents are interesting, 93% that they are clearly understandable, 95% and 88% that the quality of the image and sound is good or excellent.

In addition to this already good feedback, it is important to maintain the quality of the MOOC materials as well as their relevance, and the Papaco team has already selected a few videos that will be modified/updated in 2018.

To know more about students' experiences, we invite you to read their testimonials, later in this NAPA.

E - Activity and interactions

In terms of participation and interaction, both the EM and PAM MOOCs do very well. French speaking African students in particular prove to be extremely active both on the Facebook group (3,500+ members in the French-speaking group and 370 only in the English-speaking group) and on the forum.

A trend in many universities consists in creating self-running MOOCs that require less intervention from professors. This solution can be interesting for courses with a very high number of students with questions that can be answered directly by their peers. This option is however unlikely to suit our MOOCs; indeed, the active involvement of the MOOC staff is believed to have a strong effect on the courses' success and is regularly mentioned by the students as an asset.

F - Success rate and student engagement

MOOC trainings are often criticized because of their low completion rates, as around 5% of enrollees get a certificate. This figure should be put into perspective as studies show that not all learners want to validate a MOOC when they register - many choose to watch some videos on a topic that sparks their interest, and have no particular interest to go any further. Our MOOCs have an average certification rate of 5.6%, which is slightly above the global MOOC average. To date, and thanks to the MOOCs, 708 people have

received a certificate in PA management and ecological monitoring. This is, for instance, 2.5 times more that the number of certificates delivered through IUCN-Papaco comparable on-site trainings (13 University Diplomas have been organized so

far) in 7 years... And the cost per student is of course much cheaper.

**More information on the MOOCs:
www.papaco.org – page: “training”**

2 – A few testimonies from our students

Chidi Henry, Nigeria

I am Chidi Henry, a Doctorate student of the Natural Resources Conservation unit, Zoology Department, University of Lagos, Akoka, Nigeria.

I took the course on Protected Areas Management in Africa online and I must confess that it was in-depth and expository. I had practical exposure of the course in the video clips attached to each topic. Knowledge is power and could be applied to situations and even in places of work after my Doctorate program. I strongly recommend this course to students and practitioners of Biodiversity Conservation...



Eddy Nnanga, Cameroon

I am a young professional from Cameroon, and just graduated from the Institute of fishery sciences of the University of Douala, in Yabasssi. I am now an engineer in fishery design.

What are your projects, and why this MOOC?

I have an interest in protected areas because they are a tool directly connected to my minor in Water ecosystem management. The MOOC was thus a way to help me understand this tool better, as well as to update my knowledge on protected areas in Africa.

My MOOC experience has helped me to cover concepts I hadn't fully mastered yet (planning, governance and PA funding for instance), which is also a reason why I chose to follow this course. I completed the MOOC with an average grade of 75/100, and got the certificate.

Thanks to my newly acquired knowledge, I will be able to better contribute to the management of my country's MPAs. As an intern at an organization intervening in a PA with a large marine area and not much of a set management plan, I am taking on the challenge to fix this based on what I learnt.

A comment about the MOOC?

I would like to thank the MOOC team, and encourage them in the work they are doing in Africa to conserve biodiversity. Keep going! To the students considering to sign up for this MOOC, do it! I personally found what I was looking for...



Lindsay Lewis, South Africa

My Name is Lindsay Lewis and I am from Wellington in the Western Cape of South Africa. I am currently managing the conservation department at Agulhas National Park in the Overberg region.

I have found much interest in this course as I have learned about nature most of my life and have been involved with environmental programs like boy scouts, eco schools and other environmental learning programs. As I work in the Nature Conservation field, I constantly strive to improve my knowledge and understanding of this very broad field.

I have chosen to study most of the course and diplomas online as I am living in a remote area with no Universities or colleges nearby. I find the MOOCs very relevant with updated information. The video's and reading provided is a huge help and the environment is like a class room with forums discussions and F&Q. You can go back to these to refresh your mind before attempting the assignments and exams.

I think that MOOCs are great for people working in remote areas not having access to schools and learning programs. This helps improve willing staff working at protected areas not being able to afford to go to university and higher learning institutions.

Germán T., Canary Islands

My name is Germán T. and I'm from the Canary Islands, just about 100 Km off the west African coast. I've never set foot on African soil but since I was a child I always felt attracted to this continent's nature, especially through documentaries on the African fauna.

Last year, I finished a Master on Historic, Cultural and Natural Heritage at the University of Las Palmas de Gran Canaria and I was able to learn some things about protected areas management, but I felt the need to learn more about this subject and I found out about the MOOC on PA management and I had no doubt to sign in and go for it. Then I registered to the Ecological monitoring MOOC as well and I'm looking forward to starting the new coming MOOCs in January.

Eventually I was able to finish both MOOCs and learnt a great deal about nature conservation in Africa which is a good complement to what I studied at the university last year. I was really delighted with the teachers because they showed their mastery on the subject and knew how to convey all their practical knowledge based on years of experience on the ground, not just theory.

Being a Spanish speaker **I decided to take the courses in both English and French** because that way I would get familiar with the terminology in both languages and if there was something I didn't understand in one language I would switch to the other to make sure I got the ideas right. Another reason is that I was interested in getting the certificates in both English and French just in case I might need them when applying for a job.

All in all, the experience was very interesting and that's why I'll try to do the rest of the coming MOOCs. I recommend these courses to everyone interested in protected areas management. Congratulations on your work, you've done an excellent course. Thanks for everything and greetings from Gran Canaria.



3 – Feedback from some of the teachers involved in our new MOOCs (2018)

Lydia Slobodian, teacher in the MOOC on Law Enforcement

Capacity building is a big part of my job. At the IUCN Environmental Law Centre, where I work, we promote the idea that everyone working on conservation issues should have basic "legal literacy". I don't mean they have to be lawyers! But they should know how law works, where to look to find out what the law is, how to read and understand a legal document, and where to go for legal help. I think that law is one of the most powerful tools we have for conservation, as well as the basic framework for all government decisions and processes, and I think it's important that people understand it and have some idea how to use it. So when Papaco approached us with the idea of creating a legal module for the law enforcement MOOC, it seemed like a great opportunity to help a broad audience.

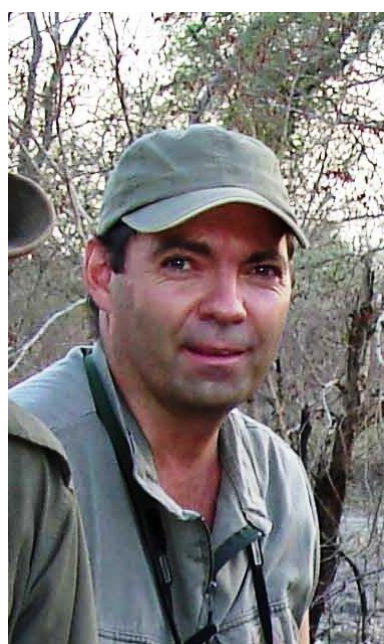
I enjoy teaching, because I find that the interaction with the students can help me think through interesting issues in environmental law. Preparing this MOOC has been very different, but also engaging in its own way. It was a chance to think about some of the fundamental legal concepts that we lawyers sometimes take for granted in our technical day-to-day work. It also provided an excuse to have discussions with some of my colleagues about what law is, what it means, and why it is important for conservation.

What I was not prepared for, was the challenge of making the recordings themselves. I've written and helped produce training videos in the past, but this was my first time in front of the camera. Reading lines from a prompter is very different from speaking directly to a room full of students. The words can go by quite fast, and I found myself thinking about how to pronounce everything clearly and quickly, instead of the meaning I was trying to convey. To get around this, I pretended I was explaining the content of the MOOC to the people there in the room -- two audio-visual technicians -- and this allowed me to focus. And who knows -- maybe the technicians learned something about conservation law!



Recording session with Robert Dancker, (Dancker Media Consulting and Services) who conducted the recording in Germany

Photo by dancker-media-services.de



Bertrand Chardonnet, teacher in the MOOC on species conservation

I've been working as a vet and in the field of conservation in Africa for over 35 years. There are only African 5 countries I haven't worked in yet! Since 2009, I've been an independent consultant in protected area and wildlife management, and work namely on the creation of policies and strategies for species conservation. I also used to be vice-president of the IUCN Antelopes Specialists group, and recently joined the African Lion Working Group.

My current focus is to improve the set-up of protected areas, by considering ecological needs, governance, valorization, the current degradation of buffer zones and neighboring areas (including hunting zones). My other hobby is African wildlife photography, with a little preference for the leopard and that's why there are a few of them in the MOOC!



Benoît Koutoua Amon, teacher in the MOOC on Law Enforcement

I am AMON Koutoua Benoît, Forest and water conservation coordinator in Côte d'Ivoire. My love for nature has led me to participate in the conservation of my country's natural environment, and since 1999, I've been coordinating the surveillance of certain protected areas. I have thereby acquired extensive experience in the field.

I am sharing my expertise in the MOOC on Law Enforcement, specifically in module 5 on PA Surveillance.

I remember when, after my engineering studies, I realized I really wanted to work in protected area management.

One night, laying on the floor after a long day's patrols in an Ivorian park, in the stillness of night, where every single sound from the forest came to us as if its point of origin was right next to us, I asked myself why I made the choice of conservation. The answer is, I chose to do what I loved. At the beginning, I was guided by agents with good field experience. Since then, I've been teaching my colleagues to improve the know-how that was passed on to me. Over time I have acquired knowledge and skills which I can today share with others through my job. So my early-day colleagues are the first people I would like to honor as I take part in this MOOC on Law Enforcement.



4 – A quick feedback from some of those involved in actually developing the MOOCs!

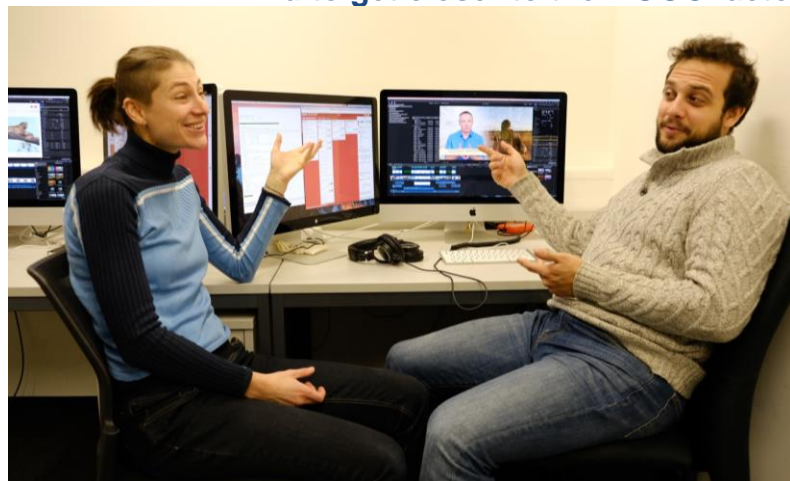
Madeleine Coetzer, IUCN-Papaco

I am Madeleine Coetzer, part of the Papaco team and I live in South Africa. I have mainly been working on translating content, and have specially been involved in the development of the new MOOC on species conservation.

Part of my job for this project consisted in looking for experts and specialists to speak on the different topics, and to follow the development of the modules. The greatest perk of this job is the constant learning associated to it, whether it's when translating materials, or by communicating with the different specialists and team members. In fact, the dynamic within the Papaco is very positive, and it's a pleasure to participate in the development of the MOOC projects in such an environment.



And to get closer to the MOOC factory...



Magali Croci and Thibault Viglino – EPFL (Center for Digital Education - CEDE)

For two years now, Magali Croci has been working as a video editor and studio operator for the MOOCs at the EPFL. Thibault Viglino is finishing his Masters' degree in Data Science at the EPFL, and for the past 5 years he has been involved in editing the MOOCs as an assistant.

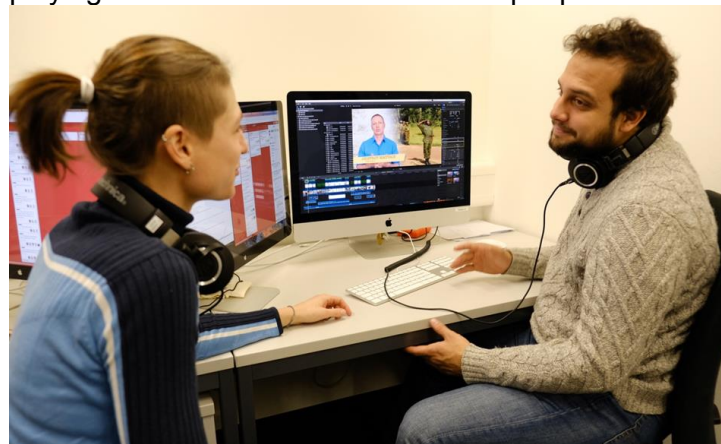
Magali and Thibault prepared a dialogue based on a typical conversation that would take place in the EPFL studio...

Magali: Hi Thibault, I've just finished setting Geoffroy up in the studio.

Thibault: Hello Magali, how's it going? Is he shooting a lot of videos today?

M.: We're finishing the 3rd module of the MOOC on Species Conservation in French and in English, but we need to film a couple of videos for the Law Enforcement as well. Geoffroy booked the EPFL studio for the whole week.

T.: Wow, that's gonna be a lot of videos again! Fortunately he usually comes well prepared and doesn't need a lot of re-takes [note: Geoffroy will have to buy them a beer next time he goes to Switzerland for these kind words!]. Especially since when that's done, we still need to edit the videos and fix possible problems, correct the mishaps, hesitations, and add the illustrations and videos to the background. Also, when there are mistakes, playing around to fix the transitions so people won't realise we cut the video can be very time consuming.



M.: True, a 10-minute long video with lots of pictures and nice effects can easily take up to 3 hours to edit. And since we always receive such great wildlife photos or films, we have much more creative room to edit our videos. We try to find the best way to use these elements and add something special to the MOOCs.

T.: By the way, do you think someone noticed the pictures we hid here and there in the second MOOC, the one on Ecological Monitoring?

M.: Like the little mermaid I hid in a transition? [note: if you followed the MOOC on ecological monitoring and found the little mermaid, send us the screenshot and you'll win a free registration to all our MOOCs] I don't know, but we need to choose the ones to hide in the MOOCs currently under preparation!

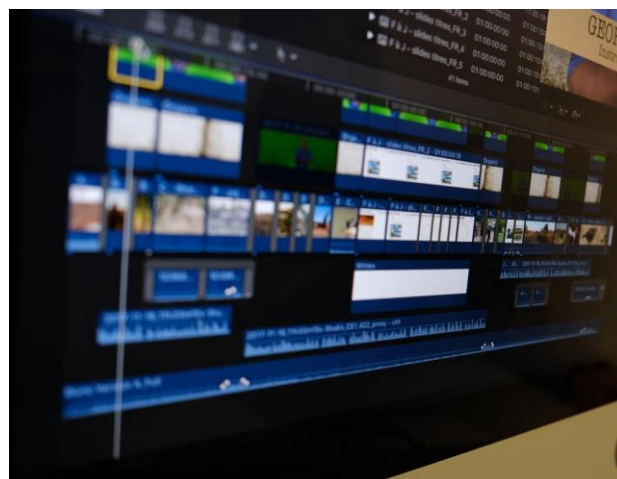
T.: Speaking of funny things, I showed you the intro of this week's class with Philippe (Gitz) and Geoffroy didn't I? Due to a technical mishap, the shooting wasn't recorded. The two of them had to come back to the studio at separate occasions and record the sequence individually all over again and pretend they were sitting next to each other. I edited them actually sitting next to each other, I think you won't even notice...

M.: [laughs] It's true that with this MOOC, we had a bunch of speakers, and very few of them live in Switzerland or close. It's not always easy to have them come over to the studio. It requires good planning to have everybody come over here or to record where they do actually live...

T.: By the way, how does it work for videos filmed in the field?

M.: We asked the different specialists to film themselves and to present their field of expertise directly from where they live, or even better, in the natural environment of the species they are talking about. This helps having very realistic and interactive modules. Then, they send us the footage so we can finalise the videos.

T.: We still need to maintain a certain level of visual consistency with other videos filmed in studio. Especially since for each of the 2 MOOCs, we have more than 40 videos in French, and the same number in English!





M.: Fortunately, the team at Papaco is there to help us manage all this and to send us all the background pictures and slides we need.

T.: Well, I'm done editing this video, I'm rendering it and will send it to our friends of the Papaco for approval. When this is done, we can ask Eloge here to order the subtitles and Gwenaël will be able to upload the final result on Courseware.

M.: Great! And I think Geoffroy is done recording his module in the studio, I'm going to see if everything went well and prepare the next one.

T.: Good job, see you later!

More on www.papaco.org



Securing land tenure for local communities to protect Cross River gorillas

<http://panorama.solutions/en/solution/securing-land-tenure-local-communities-protect-cross-river-gorillas>



Cross River Gorilla © WCS Nigeria program

In a process facilitated by the Wildlife Conservation Society, nine communities surrounding the Mbe Mountains in Nigeria formed a conservation association to safeguard local forests and watersheds – and Africa's most endangered ape, the Cross River gorilla. Strengthening traditional management rights for local people improved their sense of ownership and reduced levels of hunting. The association is working to limit forest loss and protect habitat corridors by improving sustainable agriculture.



Field trip for a local school © WCS Nigeria program

The solution has dramatically reduced levels of hunting in the Mbe Mountains, and hunting is now lower in Mbe than in surrounding government-managed protected areas.



Mbe ecoguards © WCS Nigeria program

In the long-term, reduced levels of hunting will have a positive impact on the status of Cross River gorillas. The solution has effectively engaged with nine different communities who are now represented by a single umbrella organization. Conservation of the forest has helped protect local watersheds and forest-based livelihoods, which represent a particularly important source of income for women.

More info on PANORAMA



Job Offer

**Douala - Edea Project
Manager (Full-Time / 1
Year Fixed-Term Contract)**

The Zoological Society of London (ZSL), a charity founded in 1826, is a world-renowned centre of excellence for conservation science and applied conservation. ZSL's mission is to promote and achieve the worldwide conservation of animals and their habitats. This is realised by carrying out field conservation and research in over 50 countries across the globe and through education and awareness-raising at our two zoos, ZSL London Zoo and ZSL Whipsnade Zoo, inspiring people to take conservation action.

Role Profile

ZSL's Cameroon programme is looking to recruit a dynamic individual for an exciting new position of Douala Edea Project Manager to support its programmatic activities in the Douala Edea Landscape. ZSL has been working in Douala Edea since 2012 supporting conservation efforts of the Ministry of Forestry and Fauna (MINFOF) and community-based conservation of forests, freshwater species, and fisheries. The post-holder will have experience with conservation, natural resource management, community development and working in engaging and challenging environments.

Main Duties and Responsibilities

This position will manage, in coordination with the Deputy Programme Manager, all aspects of ZSL activities in the DE Landscape. This will include:

- Effectively managing the team of staff, contractors, partners and other personnel responsible for

delivering project activities and providing technical oversight and input into all project activities

- Ensuring that a robust Monitoring and Evaluation plan is in place and working with the ZSL team and partners to ensure that the project is having intended conservation impact.
- Maintenance of existing, and development of new, relationships and partnerships with relevant stakeholders and communication and liaison with senior officials to communicate the aims and achievements of the programme and ZSL in a professional and engaging fashion to foster collaborations and funding opportunities.

Person Specification: Consult the [position online](#)

- Strong experience in the field of conservation/natural resource management or work experience in a relevant field.
- Experience in the design, planning, implementation and management of conservation, research and/or related donor funded aid projects.
- Proven experience of managing multiple people and teams with diverse backgrounds to deliver on objectives, meeting timelines and maintaining a high level or performance is essential.
- Have a track record of project development and writing successful fundraising proposals and securing funds from trusts, foundations and institutions.
- Experience of engaging with a wide range of stakeholders including international, national, governmental and non-governmental organisations, creating project related communication strategies and promotional material to a wide range of audiences.
- Fluent spoken and written French and English is essential and experience of living and working in developing countries is desirable.

The position is to start as soon as possible.

To Apply : Applicants will need to upload their CV and covering letter (detailing relevant experience and skills, stating why they want the position and including details of availability) and can do this by clicking the "**Apply for this job online**" button. If you have any queries regarding these positions or when applying through the system please contact Human Resources at hr@zsl.org.

Closing date for applications: Midnight Saturday 20th January 2018

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Program on African Protected Areas & Conservation
PAPACO – Program Officer – Green List
PAPACO – Program Officer - MOOCs
PAPACO – Program Officer – Green List and World Heritage
PAPACO – Program Officer - MOOCs

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