



# Newsletter from African protected areas

#140, April 2020 — [www.papaco.org](http://www.papaco.org)



## Editorial

Geoffroy Mauvais,  
PAPACO Coordinator

### THE KING OF THE WORLD

Is it possible these days to have a conversation about anything but COVID-19, the virus who reached world fame faster than Greta Thunberg, and is now more feared than the worst “World Leaders” with their big atomic time-bombs? Perhaps, but only for those living in the middle of the woods, far far away from the rest of the world: and even then, only if they wash their hands carefully!

Otherwise, we need to cope with the virus and accept that it has managed to seize all our conversational space. Three options are now on the table. The responsible reaction: caring for one’s hygiene and prudently abiding by social distancing until the virus, strained by the lack of hosts, disappears from our lives. The “pretending that nothing happened” reaction: with the risk to feed the invisible monster...not a very responsible approach. Or, last but not least, the panicked reaction: rushing to empty supermarket isles, snitching on neighbors, giving up on solidarity under any form... Unfortunately, it seems that this last option is often the preferred one. Thus, the king virus has taken over our world. Without a battle, without even a massacre: simply by revealing our worst tendencies and through the unchecked spread of irrational fears.

The pandemic will undoubtedly provoke immense consequences – let’s wait and see. Including impacts on the conservation of nature, seeing as entire chunks of our “nature valorization” models are crumbling. In Africa only, the International Tourism Organization estimates that

around 50 million jobs could be lost. A number of hotels, camps, and therefore of parks and reserves who depend on touristic incomes, will not reopen following these weeks, these months of confinement. Yet these touristic industries are essential to cover all the costs associated to managing wildlife, monitoring, poaching prevention, maintaining essential infrastructures (such as roads), research, local economic benefits, compensations following wildlife damage to human properties or lives... There is a risk that these areas will massively be converted to other uses: agriculture, livestock...because touristic revenues will be missing for too long.

In parallel, the de-growth imposed by the virus is having a positive impact on nature: pollution has vanished, the overconsumption of resources plummeted, the carbon emission reduction goals are over-reached (at least for a while). We can hope to exit the crisis with new lifestyle models, more environmentally-friendly, with a more localized economy, less predatory, more attuned to the diversity of cultures. But will we have time to adapt to all these changes before essential protected goods disappear? Nothing is less certain. We are learning day by day from this disaster. The time to draw lessons learned is not near, and we have to be patient, but why not try to imagine the best “after”-world right away, without waiting for this happily ever after to be decided abroad and without us?



# Our courses

## MOOCS

- Stay safe, do a MOOC -

MOOCs are courses that take entirely place online. Thereby, they are not directly affected by the worldwide health sanitary situation. Registrations are still open, so come along and join the +7000 students this session.

If you're done with a MOOC and wish to receive your certificate of completion, please send a request at [moocs@papaco.org](mailto:moocs@papaco.org).

Current session: 17 February to 19 July 2020.

Registrations close: 1 July 2020.

**REGISTRATIONS:** [mooc-conservation.org](http://mooc-conservation.org)



## ONSITE COURSES

University Diploma:  
*repatriation*

As you know, the pandemic is affecting more and more people. Our U.D. also suffered some of its consequences, as two weeks before the supposed end of classes, all students had to return to their respective countries in order to respect the measures taken by the countries involved. We've given the concerned students the means to finish their U.D. classes and exams from home. Good luck to them!

If you are a French speaker, note that calls for applications are published on social media and in our NAPAs. So make sure you follow us by filling-in the newsletter subscription form on [papaco.org/napa](http://papaco.org/napa).

### FIND PAPACO ONLINE

[facebook/IUCNpapaco](https://www.facebook.com/IUCNpapaco)

[MOOC Private Group \(English\)](#)

[@Papaco IUCN](#)

[Papaco.org](http://Papaco.org)

[GPAP newsletter \(IUCN Programme of PAs\)](#)





# MOOC ambassadors

## LOCAL MOOC MEET-UPS

The current global situation has led to the cancellation of several meetings organised by our ambassadors.

Above all else, we urge you to respect the measures taken by your respective governments, so for the time being, we will not publish any information regarding local meet-ups.

You are however welcome to get in touch with your ambassador if you encounter any MOOC-related difficulty.

List of ambassadors (click on their name to send them an email):

- ➔ [Zambia, Chewe](#)
- ➔ [Kenya, James](#)
- ➔ [Rwanda, Leonard](#)
- ➔ [Benin, Kévin](#)
- ➔ [Burkina Faso, Valéry](#)
- ➔ [Burundi, Léonidas](#)
- ➔ [Comoros, Humblot](#)
- ➔ [Côte d'Ivoire, Mamadou](#)
- ➔ [Douala \(Cameroon\), Mathias](#)
- ➔ [Gabon, Brice](#)
- ➔ [Guinea \(Conakry\), Moussa](#)
- ➔ [Haïti, Talot](#)
- ➔ [Kara \(Togo\), Jean](#)
- ➔ [Kindu \(DRC\), Ohm](#)
- ➔ [Kinshasa \(DRC\), Emmanuel](#)
- ➔ [Kisangani \(DRC\), Richard](#)
- ➔ [Lomé \(Togo\), Samuel](#)
- ➔ [Lubumbashi \(DRC\), Albert](#)
- ➔ [Madagascar \(Tana\), Raymond](#)
- ➔ [Morocco, Rachid](#)
- ➔ [Mauritania, Fall](#)
- ➔ [Niger, Oumarou](#)
- ➔ [Pointe Noire, Charmand](#)
- ➔ [Senegal, Thiam](#)
- ➔ [Chad, Seid](#)
- ➔ [Tunisia, Moadh](#)
- ➔ [Yaoundé \(Cameroon\), Pascale](#)

### WORD FROM OUR AMBASSADORS:

#### MEET-UP IN YAOUNDÉ

On 7 March, our MOOC ambassador from Yaoundé (Cameroon) attended the launch of the Women Leadership Initiative in Cameroon (WLIC) and took the opportunity to organise a workshop on our MOOCs.

“I had the opportunity to share about Papaco's open and free conservation MOOCs. Given the fact that the entire event was organised in the context of International Women's rights day, we stressed the role of women in the field of conservation.”

Pascale MVOTO AKONO, Papaco ambassador in Yaoundé.



**AMBASSADOR?** They are Papaco MOOC students who agreed to help students in their own towns or regions.



# Featuring this month: CAP DEV



## ABOUT “PROTECTED AREA GOVERNANCE AND MANAGEMENT”

*Protected Area Governance and Management* presents a compendium of original text, case studies and examples from across the world, by drawing on the literature, and on the knowledge and experience of those involved in protected areas. The book synthesises current knowledge and cutting-edge thinking from the diverse branches of practice and learning relevant to protected area governance and management. It is intended as an investment in the skills and competencies of people and consequently, the effective governance and management of protected areas for which they are responsible, now and into the future.

The global success of the protected area concept lies in its shared vision to protect natural and cultural heritage for the long term, and organisations such as International Union for the Conservation of Nature are a unifying force in this regard. Nonetheless, protected areas are a socio-political phenomenon and the ways that nations understand, govern and manage them is always open to contest and debate. The book aims to enlighten, educate and above all to challenge readers to think deeply about protected areas—their future and their past, as well as their present.

The book has been compiled by 169 authors and deals with all aspects of protected area governance and management. It provides information to support capacity development training of protected area field officers, managers in charge and executive level managers.

*The entire book is freely accessible online in English on the Australian National University's website: <https://press.anu.edu.au/node/372/download>. The French translation is currently ongoing and only the first five chapters are currently online.*

### Introduction

Today's protected areas are becoming increasingly complex institutions that require a competent, motivated and adequately resourced workforce that has access to the most current ideas and best practices developed through decades of lesson learning around the world. Many protected area directors, managers and staff, however, lack the necessary range of competencies to ensure the effective and equitable management of these areas, and they have limited capacity for sustained and adaptive organisational management. Despite being responsible for the complex management of a significant proportion of the world's natural capital, protected area management is still not recognised in many countries as a distinct profession with its own standards, qualifications and career structure. In this chapter, we will discuss the need to move towards the professionalisation of protected area staff and how different approaches for

capacity development can lead to competence levels that allow for effective management.

Understanding capacity development as the development of knowledge, skills and attitudes in individuals, organisations, institutions and society to set and achieve their own objectives, we will discuss knowledge management, skills development and the role that attitude plays to ensure competence. Also discussed are recent developments that are geared towards a shift of educational paradigms, where competence-based learning and the use of online educational alternatives are rapidly changing the way we deliver capacity development throughout the world.

This chapter will be useful for anyone interested in capacity development in protected areas though it is mainly intended for professionals responsible for developing capacity in protected areas and protected area systems—from planning to implementation and evaluation. The discussion of the

most relevant concepts and methods will make it easier to select the best programs for specific capacity development tasks at the protected area level or within a system. Academic institutions can also benefit and incorporate new approaches to training or education.

### Capacity development in protected area systems

The achievement of conservation goals and the future provisioning of these services depend on the capacity of individuals to make the correct decisions but also on the institutional capacity and enabling environment to allow for effective action. The decisions taken by protected area staff must be based on knowledge, experience and skills. The ways in which decisions are implemented are dependent on the attitude of staff at all levels. Institutional capacity is composed of many factors, including funding, legal and policy backing, the number of staff, public awareness, and many others. Nevertheless, achieving institutional capacity also boils down to the capacity of the individuals within the institution to build it up and run it effectively. The role of capacity development in protected areas is increasingly recognised at all levels, including in Goal 3.2 of the Convention on Biological Diversity (CBD) Programme of Work on Protected Areas (PoWPA) (CBD 2014a). The Aichi Targets, especially Target 11, set the stage for action until the end of 2020. Within each target, we can identify the capacity that has to be developed at individual, institutional, national and global levels.

There are large variations in job structures within protected area systems depending on many factors such as resource availability, especially funding; whether the country is developing or developed; years of establishment; social and political recognition; governance type at site level; and many others. In well-staffed and trained systems, we can find specific job descriptions, whereas in some countries, the small number of staff assigned to an area (in some cases only one person) requires them to fulfil a large set of activities. Nevertheless, we can establish at least three basic levels of staff—system management (including policy and planning), site management, and operational or field level (park rangers, wardens, and so on)—and in some cases, we still have a further level comprising lower-skilled workers. The domains of these levels can be very similar but the competencies for each vary. For a system manager,

site planning will probably entail a national scope wherein conservation gaps and long-term land-use planning might be the area of focus, while the site manager is concerned with zoning, buffer and connectivity areas, and threat analysis or community development. The operational level will be more involved with on-the-ground enforcement, visitor management and protection. These differences require specificities in the capacity development strategies for each of these levels.

### Competency

Competencies are also being used for protected area training and learning. Appleton et al. (2003) developed competence standards for protected area jobs in South-East Asia. These are recommendations for skills and knowledge required for 24 key jobs in protected areas, divided into 17 categories and five levels. During 2013 and 2014, a new effort, led by Appleton as part of the World Commission on Protected Areas (WCPA) Education and Learning Task Force, was undertaken to define global competencies for protected area jobs. Another initiative in Africa developed competencies tailored to marine protected areas with means for assessing performance leading to certification (Squillante et al. 2010), and this is discussed later in this chapter.

### Learning

A person learns more easily if he or she can identify with clarity what is the use of what is learnt in their day-to-day job or personal performance. This is something that often was previously not taken sufficiently into account in protected area training, especially when cooperation projects had built-in training components that were designed by the education provider, with little or no participation from the protected area staff in the design process.

### Vocational training or learning

In protected areas, it is often employed at the operational or ranger level, especially for learning to use new tools or techniques such as a global positioning system (GPS), trail construction or wildlife monitoring.

### Formal education

In many protected area systems, having a formal degree is a prerequisite for higher positions within an institution and is normally accompanied by better salaries.

Formal education specifically designed for protected areas



## BOX 9.1 A summary of key capacity development concepts

### Capacity

Capacity is more than just the knowledge and skills of individuals. There are also capacities of organisations and institutions to perform, though people are central to making anything work. Capacity is also about individuals' motivation and leadership in line with the organisation and societal actors. To achieve management effectiveness of protected areas, there must be combined performance from individuals and organisations working together. This is often best achieved in society through professionalising the field.

### Methods

Methods to develop capacity are expanding, though the most critical advancement is the codifying of competencies that drive individual and organisational capacity development. The methods used to build competencies are increasing due to new technologies and the limitations of financial resources. There is a renewed focus on going beyond short-term training courses and traditional formal degrees, which remain effective in selected contexts. Online learning, internal mentoring and apprenticeships managed through an organisation's knowledge management system can be very effective. Additionally, the focus is moving to an approach to training that tailors the process around the needs of the individual learner and takes a holistic perspective to solving real work issues. All methods, when linked together as a system for capacity development, are appropriate for selected situations.

### Individual capacity development

Individual capacity development according to job function in protected areas can be grouped into three core levels: policy and planning, site management and field operations. A diversity of competencies is required to be a protected area professional at any level, including in traditional areas of conservation science and enforcement as well as policy development, compliance strategies, communications, wider ecosystem services, financing/budgeting, consensus building, leadership and ethics.

### Organisational capacity development

The capacity of individuals/staff is of minimal value if the organisation is not structured, responsive and working in partnership with communities and other actors. Professionalising the field of protected area management will also influence organisational capacity and performance.

### Professionalising protected area governance and management

A profession serves as a framework to tie together all elements of capacity development—from individuals to organisations and to institutions of interrelated actors. Professions focus on competencies required to perform at minimum standards, to create a common language and formal and informal means to learn competencies, to promote leadership and to identify ethics for the professional community. Currently, there are many competency programs established in protected area systems and some innovative certification programs to complete the system.

is still scarce throughout the globe. In part, this could be due to the lack of recognition in the past of the need to professionalise protected area management, but other constraints can be easily identified. University degree programs in protected areas are difficult to run as there are few new job openings and most potential students are in fact current protected area staff who cannot leave their areas to sit in classrooms. Long-term sustainability is not easy to achieve, especially in smaller countries, where the total staff who can be potentially trained is limited to a few

hundred, taking into account that not all staff want to or can go through a degree program (often protected area staff do not have the requirements for higher education, and many times they have not even finished secondary education).

Finding adequate teachers who have the required academic background in protected areas, teaching/learning skills and real-world experience in protected areas is difficult. The Latin American School for Protected Areas at the University for International Cooperation has tried to overcome some of these limitations by offering online and blended-learning

alternatives that reach out to protected area systems in many countries. Online education (which is discussed later in this chapter) allows for the involvement of students and teachers from many countries, but it does not solve the issue of limited funds for degree education within protected area systems and the inability of protected area staff to pay for their own studies due to low income. This situation compromises the long-term financial sustainability of such delivery. Many efforts to set up protected area management schools have ended when the international grants that started them terminated.

## Capacity development

Capacity development at the protected area level can be challenging since the person or group of persons defining any capacity development program have to be able to clearly answer 'capacity for what' and 'capacity for whom', and focus on specific capacities required to accomplish clearly defined goals under particular circumstances (technical, environmental, political and financial) in which these goals must be reached. Rapid changes due, for example, to climate change require permanent analysis of the main factors of change, which must be identified, quantified and monitored, requiring a permanent process of capacity development. We must identify the capacity that already exists but we must be able to determine if it effectively enables both individuals and their organisations to perform and achieve the goals they want to achieve. Under this premise, capacity development is about closing the gap between actual and desired performance (Walters 2007).

At the protected area systems level, the planners' or policy-level perspective of capacity development will benefit from more holistic approaches to capacity. The European Centre for Development Policy Management, in a study report by Baser and Morgan (2008) and Capacity Development in Practice (Ubels et al. 2010), identify five core capabilities that are required to achieve organisational capacity (although they also apply to individual capacity).

If we try to relate these to existing protected area systems and their functioning, we might be able to identify more effectively where capacity development must be enhanced.

### 1) Commit and engage

This core capability is often not recognised. It has to do with

the importance of ownership and motivation, and is what allows organisations to empower themselves and have intrinsic capabilities for long-term capacity development. This capability is very closely tied to the essential components of competencies, which are attitude and self-perception, the human side of which often is what makes people motivated, have the energy to act and achieve their goals, leading to higher self-esteem and improved competencies overall (Baser and Morgan 2008).

### 2) Technical, service delivery and logistical tasks

This core capability is most commonly associated with traditional capacity-building processes and is focused on performance and results (Baser and Morgan 2008). Within protected area systems, this is often attended by hiring consultants or companies that deliver supply-driven short courses.

### 3) Capability to relate and to attract resources and support

This core capability is related to true and demonstrated achievements resulting from the development of key relationships required for organisational survival. It relates to earning the trust of others through credibility and legitimacy, including internal and external relationships (Baser and Morgan 2008). This is highly required, both at the protected area level involving local communities and stakeholders and at the system level, where, for example, a good communication strategy with the minister of finance might be able to solve a lack of government recognition of the role of protected areas in the national accounting and thus solve many of the problems related to lack of funding or political support. Achieving capacity at this level requires the correct attitude and skills and will be strongly enhanced through experience and personal ability.

### 4) Adapt and self-renew

This core capability is fundamental for long-term sustainability, especially in times of rapid change. It requires a collective awareness of the state, intrinsic capabilities, leadership, a critical need for foresight, continuous discussions and brainstorming and an understanding of the importance of adapting to change (Baser and Morgan 2008). Spaces for collective interaction that allow this are usually not found within protected area systems. Additionally, the biggest



challenge is to overcome the resistance to change of individuals and organisational structures—often related to power issues.

## 5) Balancing diversity and coherence

This core capability is about finding a balance between the diversity of thoughts, perspectives, beliefs and ways of doing things and developing the coherence needed to avoid fragmentation in order not to lose focus or break apart (Baser and Morgan 2008). This can be especially challenging for system and protected area management, due to the diversity and complexity of fields and very diverse individual backgrounds that have to be integrated.

Defining core capabilities can be challenging for protected area systems since it must contemplate the institutional structure, which is often complex, depending on centralised or decentralised decision-making, very diverse thematic or program areas, territorial distribution, and effective institutional communication channels. In many protected area systems, there is a lack of staff with high-level managerial, administrative or project management training or education, often due to the fact that staff has been promoted from the field to central offices based on their on-the-ground performance, which might not always suffice for higher-level strategic management. • [Click here to read the entire chapter.](#)



# Announcements

## PANORAMA

SOLUTIONS FOR A HEALTHY PLANET

### Enhancing local community resilience and livelihood improvement around Gishwati National Park, Rwanda

To ensure the protection of the Gishwati forest, Forest of Hope Association (FHA) launched the « Community Forest Protection Initiative », a new approach aimed at helping local communities to play an active role in its protection. Six Community Agents and 6 community committees, each composed of three people, are active and together function as community and forest guardians. The role of these agents and committees, is to patrol the forest and educate local people about its importance and its biodiversity. The active contribution from local community and the support of other stakeholders including local leaders is a critical element to the success of FHA's effort to protect Gishwati forest, together with a clear perspective on each players' responsibilities and duties. Also, this successfully influenced the government to upgrade this forest to a national park. FHA is still willing to strengthen the collaboration with local community in Gishwati protection to sustain its achievement.



The Gishwati forest protection Team  
© Forest of hope

Full article: [here](#).

More info on Panorama: [here](#).

## SCHOLARSHIP OPPORTUNITIES

### DOCTORAL SCHOLARSHIP:

Call for application for two (02) doctoral research projects on translocation and ex-situ conservation of wildlife in West Africa : [click here to learn more](#).

### MASTER SCHOLARSHIP:

Call for application for ten (10) Master's Scholarships: [click here to learn more](#).



### Community Conservation and Livelihoods

**Where?** Bamingui-Bangoran National Park,  
Central African Republic

**Applications deadline:** 30 April 2020

[>> Click here to access full job description <<](#)

## CONTACTS - PAPACO

<a href="mailto:geoffroy.mauvais@iucn.org">geoffroy.mauvais@iucn.org</a>	// Programme on African Protected Areas & Conservation - PAPACO
<a href="mailto:beatrice.chataigner@iucn.org">beatrice.chataigner@iucn.org</a>	// PAPACO Programme officer - Green List
<a href="mailto:marion.langrand@papaco.org">marion.langrand@papaco.org</a>	// PAPACO Programme officer - MOOCs
<a href="mailto:youssouph.diedhiou@iucn.org">youssouph.diedhiou@iucn.org</a>	// PAPACO Programme officer - Green List and World Heritage
<a href="mailto:madeleine.coetzer@iucn.org">madeleine.coetzer@iucn.org</a>	// PAPACO Programme officer - Communications