



Newsletter from African protected areas

#137, January 2020 — www.papaco.org



Editorial
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Coordonateur du Papaco

2020

2019 has been, in many ways, a unique year for the environment. A year marked by the sudden and brutal spreading of awareness on the current state of our world, sparking raw reactions commensurate with the newly aroused fears on the fate of our planet. The issues thus exposed had been simmering for a long time, but it seems that the time has come to give them, at least on social media, a new (and sometimes exaggerated) echo.

The ensuing environmental populism on the rise today is perhaps as dangerous as the cynical inaction of the past. Only the future will tell, but at least we can no longer say today: "We did not know."

A new year is starting and it would be better if it were appeased. The alarm has been raised, now comes the time for solutions. Carrying on shouting and crying will have little effect; now, action is necessary. This action must come from all of us, because everyone, at their own scale, can contribute part of the answer to our global problems. There are a thousand ways to save the world, and it is impossible that we run out of suggestions!

At our scale in PAPACO, 2020 will once again be a year spent trying to enhance the capacities of protected area managers and their partners in Africa. This commitment is a long-term one, far from the spotlight, but we think that it is in the long run that we will address challenges and fix our current mistakes. It is also essential that the most suitable solutions be identified by those who will be directly responsible for

their implementation on the ground. As this NAPA will show, over 35,000 people have already been trained on PA conservation over the past three years. This remains a modest figure, but it is already a start. And we now have the tools to do it even better and faster, so we are resolutely optimistic!

The World Conservation Congress will take place in June in Marseille. Obviously, we will be present, even if this type of gathering is a bit outdated today - but have we found a convincing alternative? It will be a platform for us to present the conservation capacity building initiatives that exist around the world, and which you will also find out more about by reading this NAPA.

NAPA readers are a special audience, and we know we can count on your commitment in this New Year to help us meet and exceed our goals. Do not hesitate to ask us for more, to share your ideas, to support us so that we are stronger, together.

We wish you a wonderful year 2020.

Our courses

Onsite courses

University Diploma
- Registrations closed -

French-speakers were able to apply for the next University Diploma in Protected Area Management. Applications are now closed, and the selected students will be contacted directly.

Online courses (MOOC)

- Registrations open -

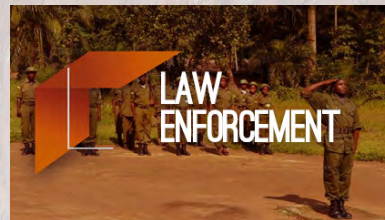
The September-December session is finished. You were more than 9000 to join us, and we thank each of you for your trust and support.

You are still able to request your certificate of completion (if you have an average score over 75%) by sending an email to moocs@papaco.org.

We are already working on the next session which will be a little longer than usual as it will last five months.

Session of the 1st quarter of 2020: 17 February to 19 July.

Registrations: mooc-conservation.org



In addition to PAPACO's page, join the 6,000 members on the Facebook group dedicated to MOOCs. All links and useful information are on papaco.org.

[@Papaco_IUCN](https://twitter.com/Papaco_IUCN)

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

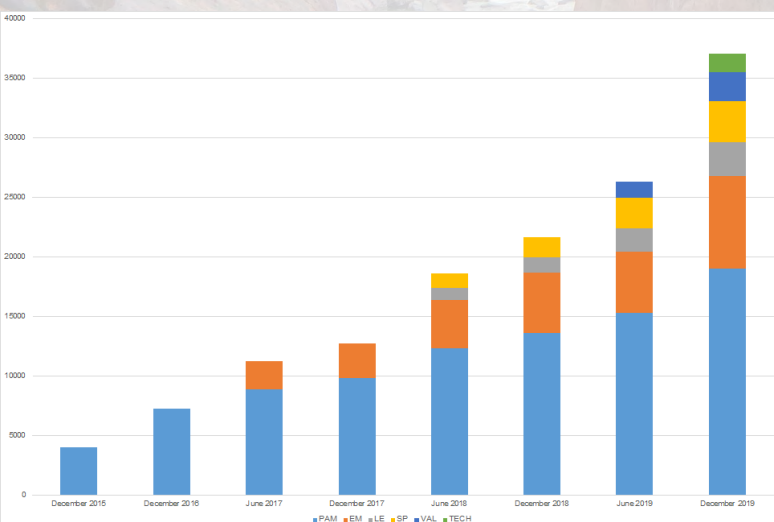
Also read the newsletter of the IUCN programme of protected areas (GPAP)

Featuring this month

IUCN-Papaco's MOOCs on protected areas: data analysis from 2015-2019

Since the launch of its first course in 2015, IUCN-Papaco has been collecting participation data on all of its courses, in order to better understand the profiles and needs of participants and graduate, and thereby adapt courses and communication strategies accordingly. The data below was collected over 10 sessions (2015, 2016, three sessions in 2017, three in 2018 and two in 2019) from MOOC platforms (Coursera, edX and Courseware) as well as from forms filled out by participants and graduates of IUCN-Papaco online courses: Protected areas management (PAM), Ecological monitoring (EM), Law enforcement (LE), Species conservation (SP), Valorisation of resources (VAL) and New technologies (TECH).

Participation



In four years, IUCN-Papaco's MOOCs on protected areas have reached over 37,000 registrations, the highest numbers usually going to the MOOC on protected area management in Africa.

Participation per MOOC

With 19,000+ participants, the MOOC-PAM is by far the most important MOOC of the selection. Of course, as it is the first course to be launched, it had more sessions and time to accumulate students, but even now, it remains the most popular MOOC in terms of number of participants per session (1755) and monthly participation (462).

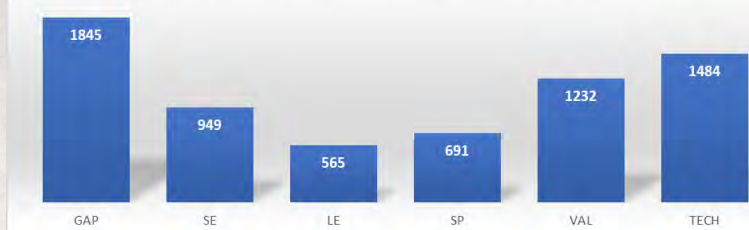
Length of sessions and choice of platforms have a strong impact on participation. It is therefore relevant to look at participation rates of the different MOOCs after 2017 as, from this date on, all the sessions of all the MOOCs:

- have been hosted on Courseware and courseware.

mooc-conservation.org, and,

- have lasted around the same amount of time (3 months).

Average session participation per MOOC since 2018



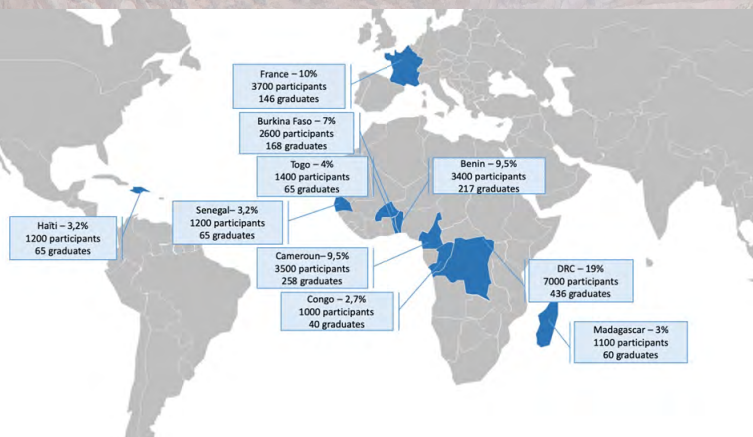
There again, the MOOC-PAM is the most popular with around 1,845 students per session, followed by the MOOC-TECH (1,484), the MOOC-VAL (1232), the MOOC-EM (949), the MOOC-SP (691) and finally, the MOOC-LE (565).

It is hard to estimate the success of the VAL and TECH MOOCs after only two and one session(s) respectively. However, all recent sessions seem to indicate a very clear trend: the MOOC-PAM performs very well every session, the MOOC-EM (and maybe VAL, tbc) rather well and the MOOC SP and LE have significantly less participants (in particular the MOOC-LE).

This could be explained by many factors, including the need for said courses, the interest in these topics or types of content, the countries where they are popular as well as the involvement of the professors in their promotion.

Geographical origin of participants

With more than 1,000 students each, Benin, Burkina Faso, Cameroun, Congo, France, Haiti, Madagascar, DRC, Senegal and Togo cumulate more than 26,000 participants (70% of participants).



With 200-1,000 participants, the Comoros, Côte d'Ivoire, Gabon, Mali, Morocco, Mauritania, Niger, Rwanda, South Africa, Spain, Switzerland, Tunisia, the UK and the USA account for 18% of the participants of all MOOCs.

Overall, graduates come from over 80 countries, which, in addition to the above-mentioned 24 countries include:

Algeria, Australia, Austria, Belgium, Bhutan, Brazil, Bulgaria, Burundi, Canada, Central African Republic, Chad, Chile, China, Colombia, Croatia, Denmark, Egypt, El Salvador, Ethiopia, Georgia, Germany, Ghana, Greece, Guatemala, Guinea, Guinea-Bissau, Guyana, Hungary, India, Ireland, Italy, Kenya, Lebanon, Malaysia, Mauritius, Mexico, Mozambique, New Zealand, Nigeria, Oman, Peru, Portugal, Qatar, Dominican Republic, Russia, Saudi Arabia, Seychelles, Sri Lanka, Sweden, Tanzania, the Netherlands, Uganda, Ukraine, Vanuatu, Zambia and Zimbabwe.

Changes in geographical origin

The first change that we observe in terms of participants' geographical origins was the rise of the number of participants from Latin America with the launch of the MOOC-VAL, which has had a positive impact on the diversity of participants and graduates.

The most drastic change that has occurred started with the launch of the 2019_T1 session when students were informed that by sponsoring other students, they could be invited to join Papaco's team at IUCN's WCC in Marseille. Some students felt very involved and this has led to a major increase in participation in some countries, the best examples being DRC where the number of graduates jumped from around 20 to 210, and Niger where it went from almost no graduates to 81 in only one session. This

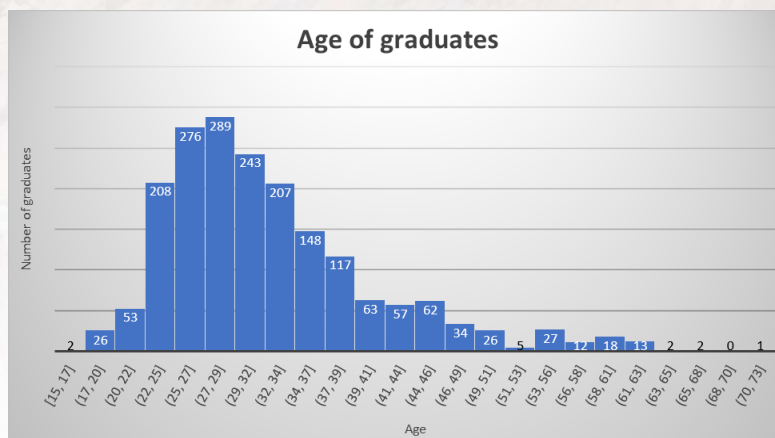


project has had some effect in other countries such as Benin, Burkina Faso, Comoros, Congo and Madagascar, but surprisingly, very little to no effect in other countries such as Senegal and Gabon.

Number of graduates	2016		2017		2018		2019		Grand Total	
	T1	T2	T1	T2	T1	T2	T1	T2		
Benin	8,0		2,0	2,0	15,0	19,0	24,0	58,0	88,0	217,0
Burkina Faso	10,0	6,0	2,0	2,0	15,0	4,0	11,0	59,0	59,0	168,0
Cameroun	14,0	9,0	6,0	7,0	17,0	26,0	16,0	39,0	124,0	258,0
Cameroun									2,0	2,0
Chine			2,0		3,0	2,0		6,0		9,0
Comores					1,0	1,0		6,0	19,0	27,0
Congo					7,0	5,0		12,0	25,0	49,0
Côte d'Ivoire		5,0	1,0	3,0	9,0	8,0	3,0	14,0	13,0	56,0
Egypte					5,0		1,0	2,0	1,0	9,0
Egypte									1,0	1,0
Espagne				2,0		3,0	3,0	3,0	5,0	16,0
France	17,0	10,0	6,0	7,0	24,0	16,0	16,0	31,0	19,0	146,0
France									2,0	2,0
Gabon			1,0		4,0	8,0	3,0	1,0	2,0	19,0
Guinée						1,0	1,0	1,0	20,0	23,0
Haiti	10,0		1,0	1,0	6,0	1,0		13,0	32,0	64,0
India		1,0			4,0		4,0	1,0		10,0
Italy					5,0	4,0			3,0	12,0
Kenya					2,0	6,0	1,0		10,0	19,0
Madagascar	4,0	3,0	1,0	4,0	7,0	7,0	5,0	21,0	8,0	60,0
Mali	2,0						1,0	1,0	2,0	6,0
Mauritanie	4,0			2,0				1,0	1,0	8,0
Niger						2,0	1,0	81,0	9,0	93,0
République Démocratique du Congo	10,0	2,0	4,0	18,0	17,0	62,0	37,0	218,0	69,0	437,0
Rwanda	2,0			2,0	2,0			12,0	3,0	21,0
Sénégal	8,0	4,0	2,0	3,0	9,0	1,0	1,0	6,0	31,0	65,0
South Africa	2,0			1,0	3,0	4,0	3,0	1,0		14,0
Suisse		5,0	1,0	2,0	1,0	1,0		1,0	1,0	12,0
Tchad				1,0				1,0	10,0	12,0
Togo	8,0				8,0	8,0	17,0	27,0		60,0

Age

The median (30.4) and average (32.5) ages of graduates are relatively high for MOOCs. The majority (57%) of participants are between 22 and 32 years old and it is worth noting that a surprisingly large proportion is over 40 (16%) and even 50 (5%).



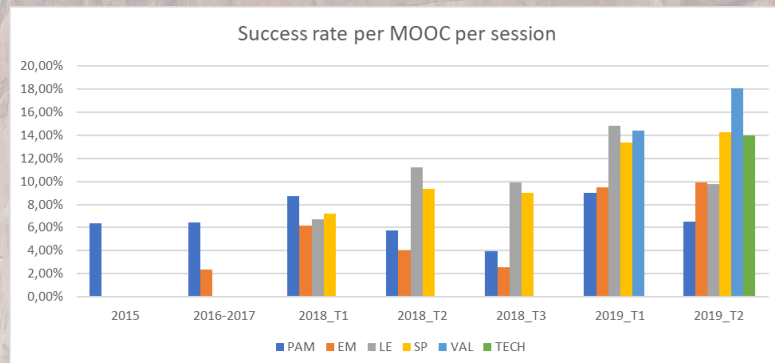
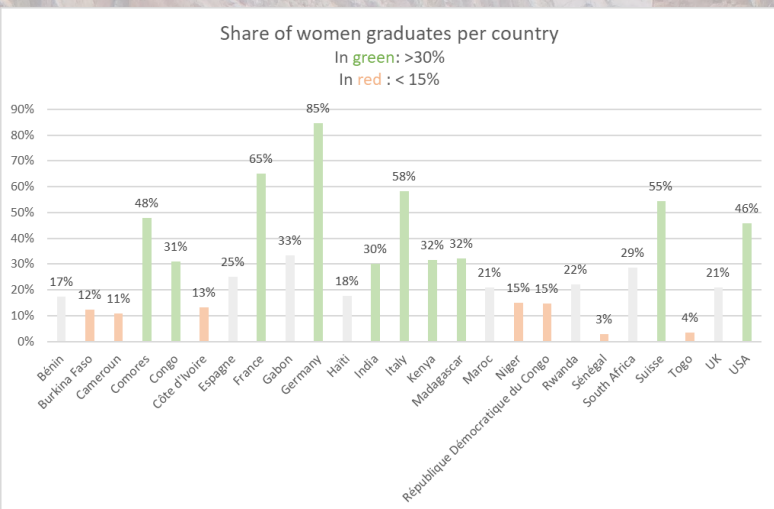
Gender

Only 25% of all graduates are women. This is easily explained by the fact that many state protected areas of Western and Central Africa are managed by para-military organisations.

Furthermore, the proportion of women graduates varies between countries; as illustrated in the graph below, some developed countries tend to have a higher female participation – France, Italy, Switzerland, South Africa, the USA, etc. This is also the case for some African developing countries such as Comoros, Congo, Gabon and Madagascar.

On the other hand, women participation is very low in Burkina Faso, Cameroun, Côte d'Ivoire and DRC, and extremely low in Togo and Senegal.

Success rate



Please note: Success rate of ongoing sessions should not be considered as students usually ask for their certificates at the end of the session

Success rates between MOOCs varies significantly because of their differences in terms of public, difficulty (of the course and exams) and length.

The MOOC-PAM is a general course and has systematically been advertised as the first course every student should follow. This creates a selection bias, as many students who enrol in the other MOOCs already successfully passed one course and are therefore more likely to successfully take another one. We can therefore expect higher success rates in other MOOCs, as generally, students who have successfully completed the MOOC-PAM move on to complete another MOOC.

With 1200+ certificates awarded, the MOOC-PAM is by far the course with the most graduates. On average, 6.8% of participants finish the MOOC, slightly more in the past session.

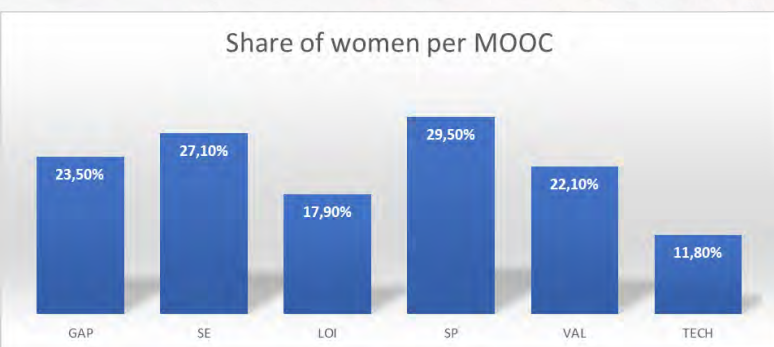
Be it on average or within the same session, the MOOC-EM has the lowest success rate with 7.3% of participants reaching scores of 75/100 or more. We already simplified the exams of the course and the success rate seems to have reached an acceptable success rate of almost 9.5% in 2019.

Finally, over the past few sessions, the MOOCs LE, SP, VAL and Tech have reached excellent rates between 10 and 18% of their participants passing all exams in 2019.

- Registrations for the next session are open- : mooc-conservation.org.

The integration of women in the world of conservation is a relatively recent development, which is also reflected in the average age of men and women participants: 30.9 for women and 32.9 for men.

The share of women graduates in the six different MOOCs varies significantly. No conclusion can be drawn at this point on the MOOC-TECH but the share of women between the other 5 MOOCs goes from 17.9 for the MOOC-LE to 29.5 for the MOOC-SP. This can be largely be explained by geographical origin of the candidates as well as topics (more female graduates in Europe where the MOOC-SP is particularly popular, fewer women working in law enforcement, etc.).



While increasing the shares of women participants is an important goal, this should not happen by increasing the number of participants from developed countries, but rather by encouraging women from countries where they are underrepresented to participate, as well as by targeting young professionals.

CAP DEV 2020

CAP DEV 2020 - Capacity building stand

In June 2020, the city of Marseille in France will be hosting thousands of visitors from across the world at the [World Conservation Congress](#). This event is key in IUCN, as this is where the Union's strategy for the next four years is defined, and its stance on different matters is reassessed.

The Congress takes place every four years, and for the first time, the « Exhibit » area will be open not only to members, but also to the public (from 12 to 15 June). Papaco has secured a stand: Cap Dev 2020.

Why Cap Dev?

Cap Dev for *Capacity Building*. We are not going to represent Papaco's work, but to present capacity-building opportunities in the field of conservation. Our MOOC will of course be part of the offer, but our wish is to showcase other work as well, and do our possible to give visitors the information that fit their needs.

Capacity development: definition

Capacity building is the act of providing the means, tools and infrastructures (physical or virtual ones), that enable the acquisition or the increase of **knowledge, hard skills and soft skills**.

The stand goals

Main goal: to be the information hub on capacity building programmes in the field of conservation.

Practical goals:

- Inform the public about courses that exist, matching the profile of the enquirer,
- Provide organisations working in the field of capacity building a platform, a place where they can share information and promote their activities,
- Enable meetings between possible learners and organisations offering training,
- Enable registrations for future learners to courses suited to their needs,
- Create a database with all the partners in this sector that wish to establish a network for information exchange after the Congress (the framework and organisation of said network will be discussed with actors involved),
- Brainstorm best practices of capacity building for conservation in the form of meetings and panel discussions,
- Introduce and compare capacity development projects around the work, so that these can grow, cooperate and adapt to different contexts.

NB: the CAP DEV 2020 stand is not a PAPACO stand, nor is it a stand about PAPACO's MOOCs. It is meant to promote all endeavours aiming at building capacities in the field of nature conservation.

For more information or to submit a request, please email: capdev2020@papaco.org.

To learn more: capdev2020.papaco.org.



Announcements

PANORAMA

SOLUTIONS FOR A HEALTHY PLANET

The Upper Tana-Nairobi Water Fund: Engaging business investment in Nature- based Solutions for water security

The Upper Tana River in Nairobi Kenya supplies 95 percent of the water for Nairobi's 4 million residents, and for another 5 million people living in the watershed. It also provides half of the country's hydropower output. Upstream, intensive farming practices of more than 300,000 small-scale farmers cause the soil to wash into the river downstream. Not only does this affect farm productivity and ecosystem health, but also causes costly damage to hydropower infrastructure and Nairobi's water supply.

To tackle the problem, the Nature Conservancy and its partners developed the Upper-Tana Nairobi Water Fund, four years ago. This financial and collaboration mechanism gathers public, private, and civil actors to fund, implement and monitor improvements for a sustainable watershed management. Upstream, TNC works with farmers to apply soil and water conservation techniques to prevent runoff and save water; the benefits are felt at the upstream and the downstream level.

Full article: [here](#).

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



A young woman picking tea leaves on a tea plantation in the Upper Tana Watershed, Kenya.
© The Nature Conservancy

The Earth Skills Network: Training and mentoring to support management effectiveness

African protected areas are invited to apply to be part of an innovative skill-sharing programme that builds business and management capacity.

The Earth Skills Network (ESN) can help to ensure effective operations at protected areas by training managers in essential business management skills. The ESN training is an opportunity for your organisation to attend a funded ten-day training programme led by a team of learning and business professionals.

Six African protected areas will each nominate three representatives who will benefit from the input of business planning guidance, personal skills development, and support for the duration of one year. We welcome applications from IUCN Natural Protected Areas, UNESCO World Heritage Sites (including sites on the tentative list), protected area agencies and management authorities. We are particularly interested in sites who are focusing on sustainable agriculture and fresh water conservation activities.

Application deadline: is January 31 2020 (extensions can be agreed).

To read on and find out more: [click here](#), or contact Seren Nelson (snelson@earthwatch.org.uk).



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