Editorial

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LIVE FROM MARSEILLE

The World Conservation Congress in Marseille is coming to an end, at least its exhibition is. During four days, around 4000 participants had the opportunity to share about current and future environmental conservation issues. Protected areas were, of course, at the centre of discussions. After nearly two years of stagnation and despite our masks, it is clear that the highlight of the event was simply the possibility of coming together, face to face and in good spirit.

This year and the ones to come will be crucial in reversing negative conservation trends. We talked about "post 2020" to assess the last decade and more importantly about the 2030 agenda to prepare the decade that is to come. The goal to protect 30% of the planet by 2030 (30*30) is naturally the focal point, even though its practical execution remains vague. In terms of capacity development, this goal raises many questions.

Increasing conserved surfaces while striving for efficiency implies the skills to do this will be available or developed. In light of the considerable needs already present today, we can objectively anticipate that meeting this goal will require a lot of effort. The territories making up the 30% must be defined as soon as possible, as well as the targets that need training. What are their needs and what resources are available? Do we have the capacity to meet all the demands or will we have to prioritise to improve efficiency? For example, should we consider all protected areas, all conserved areas and include Other effective area-based conservation measures (OECM)? What methods will help us assess results and impacts? How not to lose what works today? How to adapt to new contexts and improve the scale of replication, and of course, correct shortcomings? These questions and so many more have kept us busy over the past couple of days…

Over the coming months, several international meetings will help organise the next steps. Solving every question will not be easy, but simple and clear decisions will certainly help take on the work that will not stop evolving as we move towards 2030. ●

MOOC Conservation

MOOCS

Session starting. The new MOOC session has started, and all MOOCs are available. If you are already enrolled, you simply need to resume the course - exams were reset. If you aren't enrolled yet, simply create an account, and enrol in the courses you're interested in.

Ongoing session: 1 Sept. - 19 Dec. 2021 (midnight).

**MOOC registrations:** mooc-conservation.org.
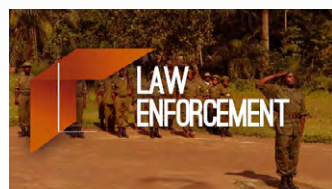
THE ESSENTIALS

Exams reset. Every MOOC session we reset Essential scores. So you can have another go at trying to obtain the attestation of participation.

What are they? They are short courses geared to a specific profile of protected area conservation actors.

Four options are possible: Rangers, Managers (involved in Research R or in Law enforcement L) and Leaders.

The Essentials are open throughout the year.

Inscriptions : mooc-conservation.org
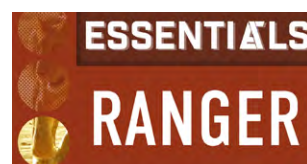
RANGER ESSENTIAL
For protected area (PA) professionals who apply decisions and ensure the implementation of activities inside the PA.

MANAGER ESSENTIAL
For protected area professionals who need to plan, manage and assed the work carried out by field agents.

➜ **MANAGER LAW**: focuses on law enforcement and the valorisation of the PA and its natural resources.

➜ **MANAGER RESEARCH:** focuses on research activities, monitoring-evaluation and ecological monitoring.

LEADER ESSENTIAL
For actors who are influencing the protected area context at a larger scale, without necessarily working directly inside a protected area.

FIND PAPACO ONLINE
facebook/IUCNpapaco
MOOC Private Group (English)
@moocconservation (Instagram)
@Papaco IUCN (Twitter)
Papaco.org
GPAP newsletter (IUCN Programme of PAs)

Ambassadors etc.

END OF SESSION GATHERING:
VALENTIN (LOMÉ, TOGO)

Valentin organised a meeting with students from the Urban studies Masters' students from Lomé University.

AMBASSADOR? An ambassador is a designated Papaco MOOC student who volunteered to help students in his/her city or region. Website with all ambassadors: here.

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

→ **Benin,** Kévin

→ **Bouaké,** Bernadette

→ **Burkina Faso,** Valéry

→ **Burundi,** Léonidas

→ **Comoros,** Humblot

→ **Côte d'Ivoire,** Mamadou

→ **Douala (Cameroon),** Mathias

→ **Gabon,** Brice

→ **Guinea (Conakry),** Moussa

→ **Haïti,** Talot

→ **Kara (Togo),** Yenhame

→ **Kenya,** James

→ **Kindu (DRC),** Ohm

→ **Kinshasa (DRC),** Emmanuel

→ **Kisangani (DRC),** Richard

→ **Mali,** Seydou

→ **Lomé (Togo),** Valentin

→ **Lubumbashi (DRC),** Albert

→ **Madagascar (Tana),** Raymond

→ **Morocco,** Rachid

→ **Mauritania,** Fall

→ **Niger,** Oumarou

→ **Nigeria,** Michael

→ **Pointe Noire,** Charmand

→ **Rwanda,** Leonard

→ **Senegal,** Thiam

→ **Chad,** Seid

→ **Tunisia,** Moadh

→ **Yaoundé (Cameroon),** Pascale

→ **Zambia,** Chewe

→ **Zimbabwe/South Africa,** Fanuel

→ **Diffa (Niger),** Omar

→ **Sierra Leone,** James

→ **Dossa (Niger),** Hama

MOOC Practical team work

MOOC-TPE: ASSESSING THE BETA PHASE — MARCH TO JUNE 2021

Why this MOOC on Practical team work?

Since we launched the very first MOOC late 2015 on Protected area management in Africa, we have recorded 74,000 registrations and over 13,000 attestations have been granted. In 2020, COTA agency audited the MOOCs (read the summary in October 2020's NAPA 145). Participant data (15% of learners, 30% attested learners under 25 years old, 15% of learners and 26% of attested learners are looking for employment and 34% of participants and 37% of attested learners are still students) as well as frequent interaction with students has revealed many are looking for an "internship" to complete their online course.

To meet this demande, a beta phase of a new MOOC "Practical Team Work" (Travaux pratiques d'équipe in French, hence the TPE acronym) was organised from 22 March to 15 June 2021.

The goal of this MOOC TPE is to build on the theoretical skills (hard skills) students have acquired by following the MOOCs on mooc-conservation.org, by developing their soft skills, as an internship would usually do. Some learning-blocks include:

- Developing leadership
- Learning to work as a team and the value of cooperation
- Developing a professional network: between protected areas, generations, countries etc.
- Learning about project development, grant applications, monitoring implementation, document analysis, bibliography
- Discovering other projects, working cultures, other protected areas etc.

Participants et organisation

For this beta-phase, 30 volunteers who had already completed at least three MOOCs (mooc-conservation.org) were invited to participate. All participants were be from Africa: Benin (5), Côte d'Ivoire (5), Congo (4), Burkina Faso (4), RDC (2), Senegal (2), Burundi, Gabon, Madagascar, Malawi and Morocco.

The course was hosted on the same platform as all the other MOOCs, but as opposed to the other courses, the MOOC-TPE only had one video explaining the goals of the course and how it would work. Students were invited to use the platform to consult a couple of documents and links to other course materials, but also to use the discussion board.

On the discussion board, 26 participants of the beta-phase introduced themselves and name topics they were interested in, in order to form coherent groups and select a representative. Once the groups were formed, the representative posted a brief presentation of the topic, the goal being that members from other groups as well as the MOOC Conservation team would comment and provide feedback before they start developing and writing.

Content of the papers produced

Two options should be authorised in the MOOC-TPE. The first one is a research project related to protected area management, at the end of which students submit an analytical report. For the second option, the goal of the exercise is to develop a project proposition related to protected areas.

For this beta-phase, only the second option was available. The topics chosen by the groups were as follows:

Group 1: Sustainable ecosystem management and conservation project in the Saloum Delta.

**Group 2:** Using NTIC for protected area surveillance - Deux Balé National park in Burkina Faso.

Group 3: Contribution of cultural practices to biodiversity

conservation in Côte d'Ivoire.

Group 4: Resilience to local communities' food insecurity in the Oumé Vallée Biosphere reserve in Benin.

Group 5: Development and marketing of sustainable tourism in Ifrane National Park (Morocco)

If you read French, the groups' papers can be consulted by clicking on the links below.
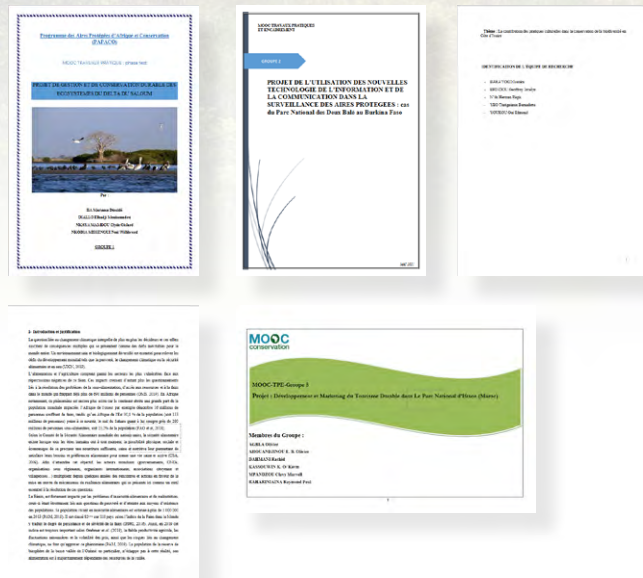
Assessing the papers

The assessment took place in three phases.

First, a peer-review seven weeks after the start of the session. Groups had to grade other groups' papers (based on a precise list of criteria, see Box 1) and share feedback with assessed groups so they could improve their papers.

Three weeks later, an assessment by the teaching team counting for 50% of the grade took place.

A final assessment within groups of group members took place where a minimal individual score was required to pass. Thereby, a student which team would have a good grade could be eliminated by team members if they would decide to give him a grade under 3/10. This means the contribution of the student was minimal or non-existent, and that he did not deserve to pass.

At the end of the test-phase, all the participants have successfully completed the MOOC-TPE and received their attestation of success.

What to take from this test-phase?

We can draw a couple of conclusions from the test-phase, based on interactions with students, the impressions of the teaching team, and especially thanks to student feedback obtained through an online form. The latter was filled-out by 22 students of the group at the end of the session.

General impressions

Globalement, qu'avez-vous pensé de l'intérêt de ce MOOC dans votre parcours personnel/ professionnel ?
22 réponses

- Très utile — 63,6%
- Utile — 36,4%
- Peu utile
- Complètement inutile
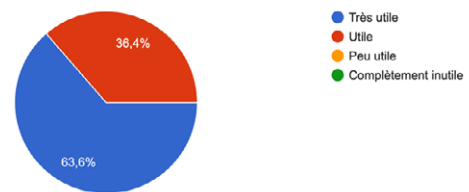
First, in general, the MOOC-TPE responded to the participant needs (for all except one). Participants deem the MOOC was «very useful» (64%) or «useful» (36%) to careers.

Contributions within groups in particular has had a positive impact on participants who frequently brought this up in their responses:

«It's my first time working with people without being in direct contact with them. This has helped me test my skills in writing up projects for PAs. The experience's been real for me, especially the team work.»

"Discussions were fruitful"

"We worked as group with other participants, ideas coming from all sides have taught me a lot."

"It contributed to capitalising on knowledge, to develop skills with our team members and in fine to boost the network of PA management actors."

"I found the composition of the groups interesting. Groups were multidisciplinary and each person had their own personal experience in terms of PA management, the groups were really actively involved in the project."

"I've worked with people I'd never met before, and despite this, we worked well together and I learned a lot about team work."

This MOOC as helped me exchange with a dynamic and motivated team. We were able to share our different experiences and thus to learn so much. I discovered specificities of a protected area I had no idea existed."

"*I enjoyed the exchanges between other team members. We've become a family.*"

Some also brought up the use in working on the development of a project and how much thei learnt as they worked as team to write the final paper:

"*This MOOC has helped me increase knowlege in developing a nature and biodiversity conservation project.*"

"*This MOOC has somehow helped us assess our skills around the development of conservation projects.*"

"*I've learnt even more by putting my MOOC knowledge into practice through theh design of a field project.*"

Platform

Responses to platform features and organisation were not as positive, even though 82% judged it to be acceptable or very good. Here are two relevant comments:

"*See how to create a more interactive platform where each group could connect to, and thereby enable the team to better monitor members' level of involvement in the implementation of different projects.*"
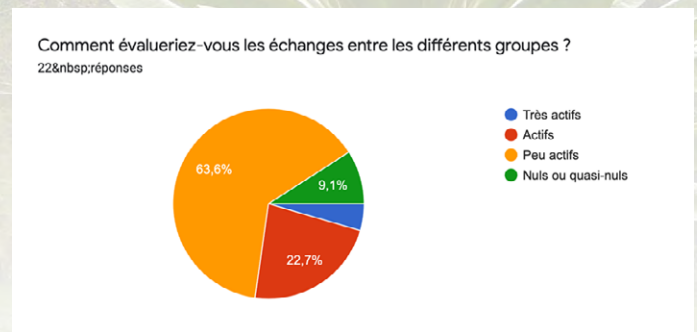
"*A website or tab on the MOOC-TPE platform should be created for each group, so that the teaching team can closely monitor participation and contribution from all group members, instead of receiving the final works from the representative.*"

These results are not worrying or surprising as almost no platform feature was developed for the beta-phase. If the course were launched massively, adequate features and tools must be developed for the platform.

Among the issues mentioned, internet connection is a recurring one. This matter is frequently brought up in the context of all our MOOCs, and the MOOC Conservation

team cannot do much to solve it.

Interactions between groups

Comment évalueriez-vous les échanges entre les différents groupes ?
22 réponses

- Très actifs
- Actifs
- Peu actifs
- Nuls ou quasi-nuls

63,6% 22,7% 9,1%

Some students complain about a lack of interaction between groups.

For this beta-phase, only 6 groups took part in the exercice, and three of them were not very active on the forum. This problem may resolve itself when MOOC will be launched massively with dozens of groups, which would imply more activity on the forum.

Other solutions can be considered such as using Facebook. Or as suggested by one of the TPE students, "Zoom meetings with all participants". These types of optional meetings could help students getting to know each other more informally to form groups, and even to present their work to each other.

Peer-reviews

Few students mentioned this aspect, but one student expressed the weakness of peer-reviewing in the following comment:

"*Peer-reviewing failed. We give people the possibility to grade their peers while they do not really understand everything they had to do. Note the difference between peer grades and the grades from the teaching team. The group with the best grade from the teaching team had a very bad grade from peers.*"

The fact that only one student complained of this irregularity, doesn't make it less of a reality. However, one must note that the essence of this MOOC-TPE is to promote interaction between groups, and it is therefore key to keep the peer-review. Furthermore, even though some groups got better grades than others, the grades do not appear on attestation

Box 1: grading criteria for peer-review and grading by the teaching team

Theme (/5)
The topic is relevant: 2 points
It responds to current issues: 2 points
It is innovative: 1 point

Presentation (/10)
General presentation is clear and understandable: 3 points
Spelling and grammar rules are respected: 2 points
The document is visually appealing: 2 points
Group presentation is interactive and original: 3 points

Presentation of the context and analysis (/18)
The context is clearly presented and information is correct: 5 points
Information is relevant: 3 points
…and properly analysed: 3 points
Sources used are listed and verifiable: 3 points
The issues presented are real: 4 points

Needs for implementation (/12)
The list of needs is exhaustive and realistic: 6 points
The budget is justified, detailed and realistic: 6 points

Relevance of the project (/30)
The project responds to current and real needs: 6 points
Proposed actions are realistic and relevant,: 5 points
…they will effectively contribute to proper protected area management,: 5 points
…sustainably.: 5 points
They are socially acceptable,: 3 points
…they are coherent with the legal and political contexts of the area in question,: 3 points
…as well as with priorities set by the international community.: 3 points

Project efficiency (/20)
The proposed measures are best to suited to answer the problems listed by the group: 10 points
The expected impact is coherent compared with the budget necessary to its implementation: 10 points

Monitoring and impact assessment (/5)
Project monitoring and assessment measures are relevant: 5 points

Bonus (/2)
If funding the project would depend on you, would you grant it the request amount?: 2 points

– to successfully complete the MOOC-TPE, the grades simply need to be above a certain threshold.

Finally, the detailed list grading criteria and multiple grading inputs (by several student group AND several members of the teaching team) helps to make sure the final grade is relatively fair. Grading transparency is, by the way, much appreciated by learners.

Field application

Finally, some participants would like for the projects they developed to go further:

"A very good experience of collaboration for me. I would like for the proposed projects by the different groups to be implemented to improve protected area management in Africa."

"The other point I'd like to mention is to give MOOC learners the opportunity who obtained the attestation to access to be given the opportunity to use their newly acquired knowledge in protected areas you have partnerships with."

"Help them materialise their projects."

Student experience in a few words

Finally, here are a couple of unfiltered answers from the 22 students to the following question «In a few words, how would you describe your experience during this beta-phase of the MOOC-TPE ?"

"I've learnt more by using my knowledge from other MOOCs in designing this field project."

"Very rewarding, I've learnt so much."

"The MOOC-TPE was a very rewarding experience. I think it could help me in my management activities."

"I am very satisfied with this experience, and hope you will improve the system so that this MOOC will form part of the PAPACO MOOC selection."

"I'd say it was a nice experience which helped me improve my skills level in terms of conservation project development, it helped me develop my thinking around ecology matters and management issues, but also around protected area valorisation. It also showed me that on this African continent, there are people aware of what is at stake ecologically and environmentally, but also in terms of development. This MOOC has also showed me online work has its limitations."

"This group work helped us improve our knowledge in terms of nature conservation project design. We did the work ourselves, and the teaching team only helped us in guiding some aspects throughout the project."

"A very good team working and learning experience for me. I would like for the different projects to be implemented to improve protected area management in Africa."

"It was very beneficial for me, as I knew how to work better as a team and from a distance."

"Very good project development experience, it also gave me the opportunity to share with people from other nationalities."

"Very interesting and enriching for my PA knowledge."

«In two word, very rewarding."

"Learning as a team with complete strangers at first was a very good experience."

«This experience and the skills it came with were in line with one of Papaco's goals to create networks of protected area management stakeholders at different levels in Africa, for better protected area management. Through this beta-phase, I was able to assess my ability to adapt and my flexibility to accept opinions from other team members, but above all to share experience between members of the same group.»

"My experience was most positive, in the sense that I was able to benefit from other participant's conservation and sustainable development knowledge. Above all, the fact that we were able to work with people coming from different places and to know we all want the same thing for our planet."

"I was very pleased to be part of this experience. Sure, some areas need improvement before it opens up massively, but I am satisfied. Thie MOOC-TPE is a new experience that adds to other more classic MOOCs from IUCN-Papaco. I hope to maximise my skills."

This MOOC-TPE has helped me acquire new skills in terms of protected area management. Beautiful experience, new friendships and possibilities to develop our project later on. This TPE has helped me develop a critical point of view on PAs. But also to better understand the importance of projects at the PA level."

"Very rewarding, this work was a good experience. Exchanges were dynamic and enriching, full of discovery."

"It was a very beautiful experience of improving skills. I've improved my team work through this beta-phase." ●

Announcements

PANORAMA
SOLUTIONS FOR A HEALTHY PLANET

Mafia Island Marine Park: a success story of inclusive governance

The Mafia Island Marine Park (MIMP) was established in 1995. It was the first of its kind in Tanzania mainland. The local community lives within the park and their livelihoods depend mostly on the park's marine resources. Before its creation, they observed increasing pressure on their fisheries resources due to migrant fishers using illegal blast and pull net fishing methods. Both the community and the government saw the need to mitigate the decline and took action. The Park adopted early on a collaborative management and inclusive governance system, as well as prioritized socio-economic benefits for the local inhabitants. MIMP is thriving, being a pristine place for fish sanctuary and high tourism hub.

Photo: © Mafia Island
For the full solution, click here.
For more information on Panorama, click here.

JOB OPPORTUNITIES

Operations Manager – Nouabalé-Ndoki National Park @ WCS

Where? Bomassa, Nouabale-Ndoki National Park HQ, Republic of Congo

Application deadlines:
31 July 2021
>> Click here to read more <<

Deputy Chief of Party (DCoP) Hearth Gorilla Coffee Alliance @ WCS

Where ? Bukavu, Democratic Republic of Congo

Application deadlines:
31 July 2021
>> Click here to read more <<

Regional NBS Specialist: East Africa @ WCS

Where ? Kigali, Rwanda preferred; Other African locations considered

Application deadlines:
15 July 2021
>> Click here to read more <<

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