

# NAPPA #171

NEWS FROM AFRICAN PROTECTED AREAS FEBRUARY 2023



EDITORIAL **100 000**

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# Editorial



FINALLY, IT WORKS...

# 100 000

*100 000* registrations for our MOOCs since the launch of the course on PA management in 2016.

More than *170* participating countries.

*78%* of our learners are in Africa.

*25%* are women and a majority is under 40 years old.

*56* volunteer ambassadors help us to publicize the MOOCs, in *36* countries.

*8581* certificates of achievement were issued to those who passed the exams.

*134* online university degrees were awarded since 2021 for those who have successfully passed 7 MOOCs and have taken the additional online exam.

Needless to say much more, the numbers speak for themselves. If you still think that one can't train online to progress in nature conservation, read some testimonials from our learners in this NAPA and... enrol now! •

## PAPACO ONLINE

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

[MOOC FB Group \(English\)](https://www.facebook.com/groups/mooconline)

[@mooconline \(Instagram\)](https://www.instagram.com/mooconline)

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

[Papaco.org](https://www.papaco.org)

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# MOOC-CONSERVATION.ORG

## SELF-PACED MOOCS

**New session is up.** MOOCs are open until 18 June 2023. All grades have been reset and exams were changed. You can therefore try the exams again if you failed or did not finish in the past.

**Current session:** 23 January to 18 June 2023

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



## ESSENTIALS

**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.



### 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 assess 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.

# MOOC-CONSERVATION.ORG: NEW DATA

Since the launch of the MOOC GAP at the end of 2015, we've launched even more courses on [mooc-conservation.org](http://mooc-conservation.org):

- PAM (GAP): Protected area management
- EM (SE): Ecological monitoring
- LE: Law enforcement
- SP: Species conservation
- VAL: Valorisation of resources and sustainable tourism
- TECH: New technologies
- MPA (AMP): Marine protected areas

All MOOCs are accessible free of charge, they are open twice a year for a total of 9 months. They are available in French and English.

## A NEW MILESTONE

MOOC Conservation has just reached an important milestone: 100,000 registrations are announced in the editorial, but as we are writing this NAPA, the exact figure is actually of 103,127 enrolments in our various MOOCs.

*103 127*

If the current session follows the usual trend, we can expect around 8 or 9,000 additional new enrolments by June. This ever-growing community of learners is proof of one thing: the need for training in the field of nature conservation remains a reality, everywhere but especially in Africa. And this is not about to change!

### Mahenintsoa Styvana RASAMIMANANA - Madagascar



I am a second year Masters' student at the Faculty of Sciences at the University of Antananarivo.

I heard about MOOC conservation on Facebook. I found the courses interesting and enrolled straight away.

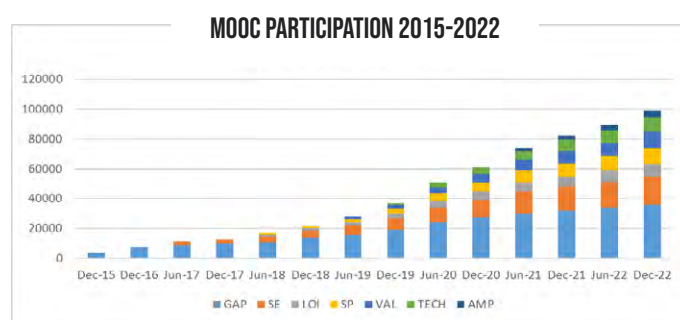
I followed the MOOC on Species conservation and the one on New technologies for protected areas.

We do not have an internet connection at home.

## MOOC POPULARITY

Cumulated enrolments:

According to the table of cumulative registrations between the end of 2015 (launch of the first edition of the MOOC GAP) and December 2022, the MOOC PAM remains the most popular. It is followed by the Ecological Monitoring MOOC, and the MOOCs on the Valorisation of resources and New Technologies are basically tied for third place.



## Percentage of enrolments per MOOC:

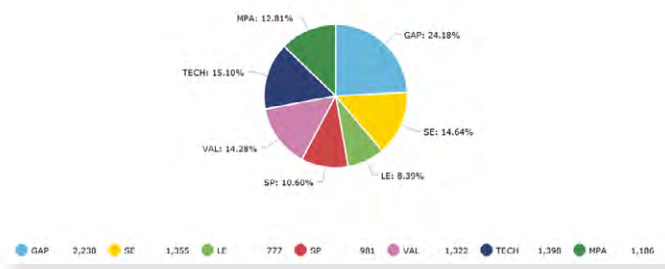
Cumulative registrations do not give an accurate representation of the MOOCs' order of popularity. To have a better idea, let's look at the average participation per MOOC and per session, since 2015:

I went to the cyber café at the beginning and end of each chapter to download my courses and to take the exams online.

The trainers approach the themes in a simple and explicit way. The MOOC allowed me to acquire new points of view in the field of conservation. I was able to discover reliable websites and databases that can be consulted on the internet, free of charge.

The information was useful to me in my research, such as the different notions of species and the interactions between them. It was a great and very instructive experience. I plan to participate again this year.

### PERCENTAGE OF ENROLMENTS PER MOOC 2015-2022



As we can see, the MOOC PAM (GAP on the graph), which serves as a fairly general introduction to our series, is the most popular. TECH, EM (SE) and VAL MOOCs are neck and neck. When it was launched, the MOOC MPA (AMP) was quite successful. This can be explained by a strong communications campaign around the event. During the two sessions that followed, enrollments lost a little momentum but picked up again during the second session for the second half of 2022 (September to December). It is true that the audience for this MOOC is probably smaller and yet the conservation of the seas and oceans is essential and at the heart of the objectives of the current decade.

SP and LE MOOCs are less popular. One can wonder what explains this lower participation rate. Less communication? Lack of interest in subjects? Content to review? Narrower target audience? These are questions that we ask ourselves, and if you have specific feedback regarding these MOOCs, please let us know.

#### Number of attestations

Our seven MOOCs are part of a selection of courses dedicated to protected area professionals. If a learner

obtains an exam average score equal or above 75% , they get an attestation of success which can be downloaded immediately.

*Note that this average is considered too high by some, but it is this requirement that adds value to the certificate. It is difficult to validate a MOOC by chance, you have to have worked to succeed!*

The graph below shows the average number of attestations awarded, per MOOC and per session. Regarding the percentage of enrolments per MOOC, we are talking about average, as if all the MOOCs had been launched at the same time with the same number of past sessions.

### PERCENTAGE OF ATTESTATIONS PER MOOC 2015-2022



The MOOC TECH is in a leading position, followed by the PAM then the VAL. The MOOC MPA is hanging in there with the SP not too far away, and at the bottom we find the MOOC LE, and EM. We know our learners find the latter fairly difficult, especially due to the chapter on statistics.

While the MOOC LE attracts fewer people, it is also the least successful. Is this due to lack of motivation or is the content too difficult to understand? The fact remains that

### Daouda Barry - Guinea



I am a conservationist from Guinea.

The training on mooc-conservation.org has allowed me to acquire a broader vision of the management of the protected areas in which I work, in particular the Forestry Center of N'zérékoré.

Thus, NGOs which evolve with the Bafing-Falémé Integrated Landscape Management Project such as "AVDD" (Visible Actions for Sustainable Development), "OGEV" (Guinean

Organisation for a Green Environment), now call on me each time they have a contract related to the management of the PA "Bafing-Falémé".

These MOOCs also helped me during the exams for the Masters' in Management of Protected Areas and Biodiversity organised by Senghor University of Alexandria (2021-2023), and during the 18th edition of the University Diploma in Burkina Faso.

I congratulate and strongly encourage all those who work for the smooth running of these MOOCs. They effectively contribute to Nature Conservation.

it is a key topic in PA management in Africa, and this MOOC will soon be supplemented by a MOOC on Governance to shed more light on law-enforcement related issues, in particular human rights.

For better perspective, it seemed relevant to us to read this data in light of users' opinion, more particularly what they think about the level of difficulty of each MOOC. At the beginning and end of the course, learners fill out a form in which they give their opinion on the MOOC they are going to start or have just finished.

Of nearly 2,000 respondents over the past two years:

- 75.8% think the level is "Just right"
- 17.4% rated the level as "Too difficult" and 3.9% rated the level as "Much too difficult"
- And we note that 2.7% believe that the level is "Too easy"

If we only look at the MOOC EM, 33% consider the level of

difficulty too high, this rate is 22% for the MOOC LE. Does this justify an adaptation of the exams for these MOOCs? Many of you would probably say yes – this option is not to be ruled out!

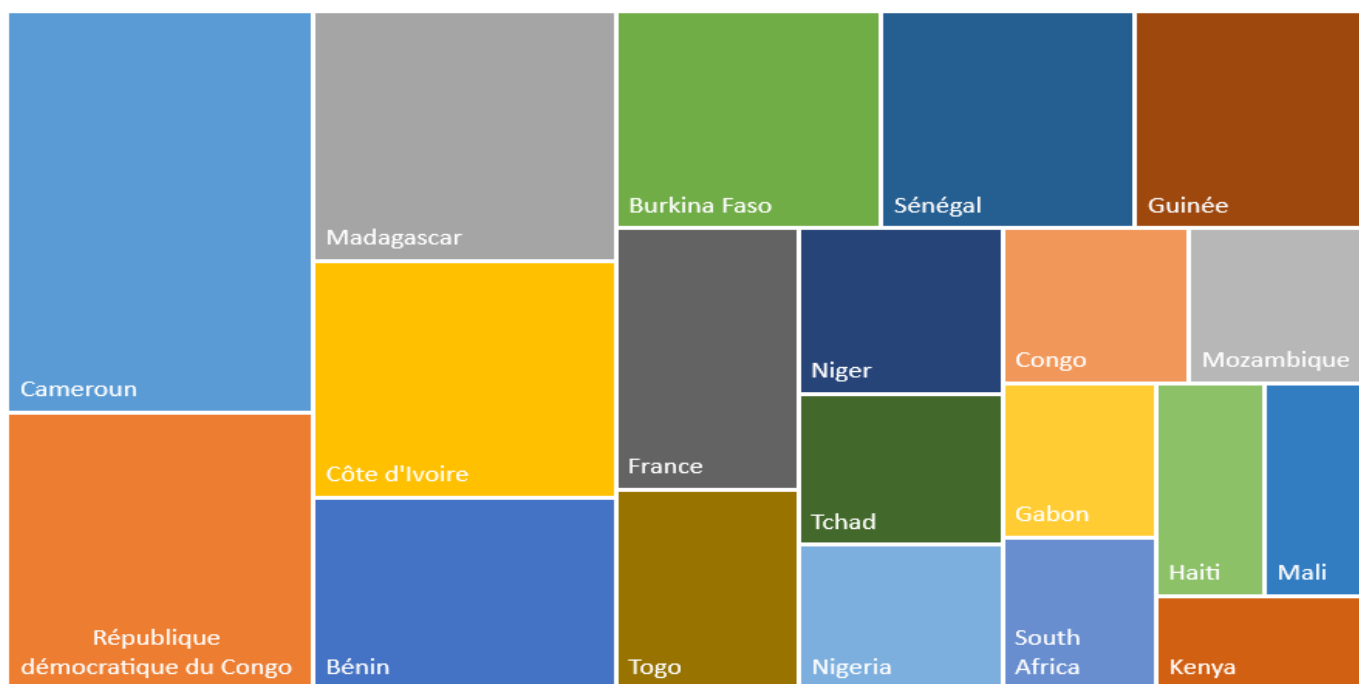
It should be noted that the quality of the courses (videos, sound, content, etc.) is considered to be good or excellent by more than 97% of learners.

### Countries represented

While we particularly target Africa, the very nature of MOOCs means that anyone can register. Thus, Africa remains very well represented but we have learners around the world from more than 170 countries including islands such as Vanuatu, Saint Vincent and the Grenadines, Trinidad and Tobago etc.

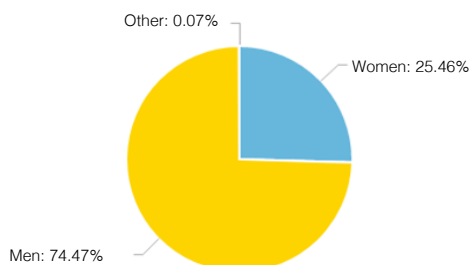
The distribution of the 20 most represented countries over the past two years is shown in the graph below.

TOP 20 OF COUNTRIES WITH MOST ENROLMENTS



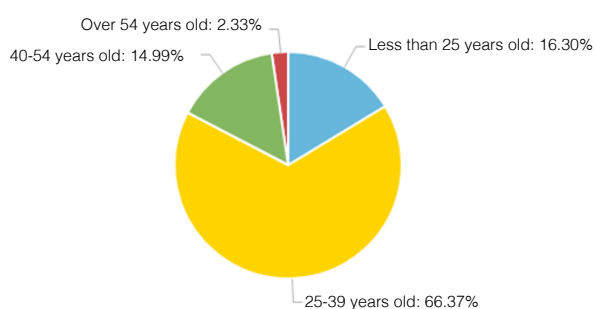
## Gender and age

Little by little, women are better and better represented among our learners, in a field of work where they are still relatively few in number. However, some hold important positions! We hope that these MOOCs will contribute to improving parity in this professional environment.



In terms of the age of the participants, it is no surprise that the majority of our audience falls under the 25-40 age group as it is mainly made up of people working in and around parks, or looking for a job in this sector. But MOOCs also reach middle school and high school students, and at the other end of the spectrum, retirees take pleasure in following us to continue to learn about what excites them!

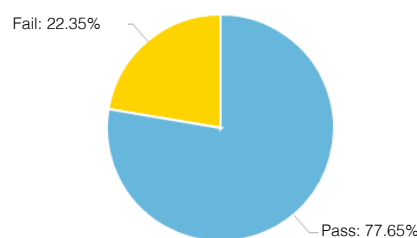
So, if we have learners under the age of 16, we also have those who have passed the age of 80!



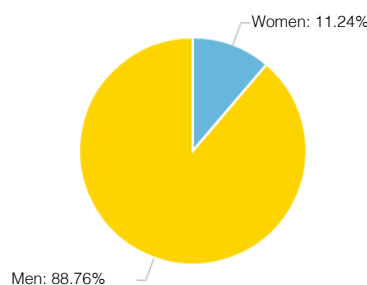
## Online certificate

In June 2020, we launched the Online Certificate in Protected Areas Conservation. Learners who have successfully completed all MOOCs can take an additional online exam and attempt to obtain the Certificate, an official diploma awarded by Senghor University of Alexandria.

170 candidates have already taken the exam and the pass rate is 77.65%.



Women not as well represented since they represent only 11% of the candidates, that said, those who do participate obtain excellent results and are almost always part of the top 3.



## Armand NATTA - Benin

At the Laboratory of Ecology, Botany and Plant Biology of the University of Parakou in Benin: "Not only is the MOOCs' success based on its availability to all learners, regardless of where they're from, it is also widely successful because of how much it is accepted by universities as it is fully integrated in curriculums as credits to be obtained. For example, MOOC certificates are taken into account by the various thesis committees for the validation of doctoral course credits."

## Junior Ngaba, Cameroon

I am a student in China, in a doctoral program at Fujian Agriculture and Forestry University (FAFU). I followed the MOOC-PAM which allowed me to better understand the main challenges and issues Africa is facing today for the conservation of its biodiversity. It also allowed me to acquire knowledge on management tools and techniques. Without however forgetting the most important part: it contributed to obtaining my scholarship for the PhD cycle that I am currently in China for!



At the moment, each candidate has a single attempt, for life. The next step for us will be to create an opportunity for students who did not pass the first time to take a resit exam.

Another step in the organisation of this exam is to translate it into English to allow our English-speaking learners to obtain the diploma.

### MOOCs post-2023

*Note that our in person training with Senghor University of Alexandria will of course continue: University Diploma and Master. They are the reference that allows us to feed online courses by keeping close and “real” contact with learners.*

Since the end of 2015, MOOCs have continued to gain in popularity, and the demand for new courses is also increasing. So what will the MOOC Conservation platform look like in the near future?

To start, we will add MOOCs to the selection, at least one per year by 2026. More and more MOOCs developed by partners will also be added to the platform as it gradually becomes a reference for finding, online, targeted PA training.

A request that often accompanies MOOCs on forums and our networks is the practical application of knowledge in the field. As of this year, we will be developing an offering of internships in protected areas or conservation institutions in Africa or elsewhere. It is a real challenge,

but one that we are sure will pay off in the long term and will effectively reward our best learners!

Then comes the question of languages: we intend to open the online Certificate to English speakers, and subtitle the MOOCs in Portuguese for our friends from Mozambique, Angola and other Portuguese-speaking countries.

### MOOC Conservation hubs

Finally, we cannot talk about MOOCs without mentioning ambassadors. Little by little, this network is getting stronger and extended to other countries. It allows, in a way, to bring MOOCs closer to learners, it promotes the exchange of job and training opportunities, and represents for us an irreplaceable source of information to understand the realities experienced by our learners.

This network was launched in 2019 with 5 ambassadors, today there are more than 50 to help us.

To access the complete list, [click here](#). •

	<b>FACEBOOK</b>	+18K FOLLOWERS <a href="#">HERE</a> +13K MEMBRES <a href="#">HERE</a>
	<b>INSTAGRAM</b>	+1100 FOLLOWERS <a href="#">HERE</a>
	<b>LINKEDIN</b>	+1400 FOLLOWERS <a href="#">HERE</a>
	<b>TWITTER</b>	+1100 FOLLOWERS <a href="#">HERE</a>

### Tchadjaou Simliwa, Togo

After following this MOOC, I returned home. My village had changed a lot. It used to be a green village surrounded by forest, and a river used to cross it.

Today, the state of the village is such that it is impossible for new generations to even imagine its past natural wealth. Vegetation and medicinal plants have disappeared, the fish is dying and the river drying out. Bush fires and the exploitation of wood to produce charcoal are destroying what is left of the forest.

The MOOC-PAM enlightened me on the role and functions of protected areas and their actors. It made me want to work on raising awareness among young people in my village.

### Adama Mika Fall, Mauritania

I am an executive at the Ministry of Environment and Sustainable Development of Mauritania.

The MOOC PAM allowed me to acquire new knowledge and to understand certain notions that I had not understood during my training at the Garoua wildlife school.

It also added value to my CV, allowing me to apply to positions in the field of protected area management.

In my country, very often, the concept of conservation comes last. It is therefore essential to train young people for this to change and only training will succeed.



# ANNOUNCEMENTS



[Youth-conservation.org](https://youth-conservation.org) is our platform dedicated to young people aged 10 to 17 to make them aware of the importance of acting for the planet.

If you use the site in your classes, send us an email to share your experience.

Translation into English is planned for this year.



## MOOC ECONOMIC AND VALUE CHAIN ANALYSIS FOR PA TOURISM

A MOOC for our English speakers developed by Anna Spenceley of TAPAS, the IUCN Tourism and Protected Areas Specialist Group. The MOOC is hosted on [moo-conservation.org](https://moo-conservation.org). To access it, log in and click on "Explore Courses". This MOOC is in the list.

## 20TH UNIVERSITY DIPLOMA - FUNDING

Launched in 2011 with Senghor University of Alexandria, the University Diploma in Protected Areas Management (DU-GAP) enables the training of around twenty students from West Africa or South Africa for 7 weeks. Nature conservation is at its core. Nineteen editions have already been carried out, making it possible to train more than 350 students from 15 French-speaking African countries. We are looking for funding to conduct the 20th DU in 2023, in the form of individual scholarships or global training funding.

For more info, email: [geoffroy.mauvais@iucn.org](mailto:geoffroy.mauvais@iucn.org)

## JOB OPPORTUNITIES

**Assistant Project Manager @ Mouse free Marion**

**Where?** South Africa

**To apply:** [click here](#)

**Prospect Research and Philanthropy Assistant @ Mouse free Marion**

**Where?** South Africa

**To apply:** [click here](#)

**IBA/KBA OFFICER (Part-time) @ Birdlife**

**Where?** Kenya

**To apply:** [click here](#)

## CONTACTS - PAPACO

[geoffroy.mauvais@iucn.org](mailto:geoffroy.mauvais@iucn.org)

// Coordinator - PAPACO

[madeleine.coetzer@iucn.org](mailto:madeleine.coetzer@iucn.org)

// Programme officer - Communications