

NEWS FROM PROTECTED AREAS IN AFRICA

NAPA 181

Conserving nature in Africa



Breeding cattle is possible in certain protected areas... see our special feature this month!

THIS MONTH IN THE NAPA

THE TIME FOR CHANGE IS NOW!

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Today's children will play a pivotal role in saving Africa's biodiversity by fostering sustainable practices, ensuring resilience, and responsible stewardship for the continent's diverse ecosystems...

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MOOCs, TUTOS AND ESSENTIALS

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A review of the different ways in which the natural resources in protected areas are used, according to their management category... Read more in this NAPA!

FEATURE OF THE MONTH



THE TIME FOR CHANGE IS NOW!

Geoffroy MAUVAIS
Papaco Coordinator

»»» After a not-so-good 2023 for the environment, it is undoubtedly time to get down to serious business in 2024.

As we all know, there are still significant challenges facing conservation of nature, generally, and wildlife particularly, in Africa. Several factors contribute to this, and it is essential to understand these issues to address them effectively. We already know the key factors and they include illegal and often legal hunting, driven by growing demand for wildlife products. Overexploitation has a devastating effect on animals and plants, pushing some species to the brink of extinction and this is unlikely to change with the expected human population growth! Other human activities, including agriculture, logging, mining and infrastructure development, lead to the destruction and fragmentation of natural habitats that threatens the survival of many species, disrupting ecosystems and migration routes. Evidently, changes in climate patterns affect ecosystems and the availability of resources for wildlife. This includes shifts in temperature and precipitations, and the frequency of extreme weather events. This too helps invasive species to settle, another major threats for wildlife populations, which are also susceptible to diseases, some of which transmitted by domestic animals or humans.

The response is insufficient. By far. Many countries face challenges in allocating enough resources for effective wildlife conservation and for protected areas good management and governance. It requires a multifaceted approach involving conservation efforts, sustainable development practices, community engagement, and international collaboration. We know that for long.

EDITO

Habitat conservation definitely requires establishing and expanding protected areas' networks to (better) preserve critical habitats and supporting sustainable land-use planning to minimize habitat destruction. This is the spirit of the 30*30 approach, which we must implement immediately.

The community engagement means involving local communities in conservation efforts and decision-making processes, with community-based conservation programs that provide economic incentives for protecting nature. It needs to move from speeches to actual implementation.

As well as taking action to limit the causes of climate change of course, we have to strengthen the resilience of ecosystems and to implement measures to mitigate the impacts of these changes on wildlife. It is a long-term commitment that needs to work hard on the ground and talk less in conferences.

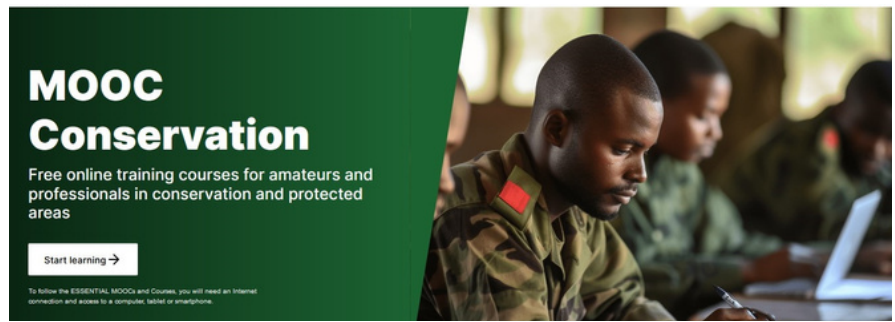
All this comes with radical changes of corporate and consumers' responsibility, the changes that we still not see despite all what we say. It is time to impose sustainable consumption habits to reduce demand for wildlife products and to encourage responsible business practices among companies operating in or sourcing from Africa.

This will require education and awareness raising. The generation at the helm will most probably not make the expected changes, so we must hope that our children will be more intelligent and, above all, more active. Today's children will play a pivotal role in saving Africa's biodiversity by fostering sustainable practices, ensuring a legacy of conservation, resilience, and responsible stewardship for the continent's diverse ecosystems. For this to happen, we definitely need to raise kids' consciousness about the importance of nature conservation. Just for the sake of saving their own future.

If we can, it will be our top priority in 2024!

Find the PAPACO online
[facebook/IUCNpapaco](https://www.facebook.com/IUCNpapaco)
Groupe FB MOOC (English)
[@mooconconservation \(Instagram\)](https://www.instagram.com/mooconconservation)
[@Papaco IUCN \(X\)](https://www.x.com/Papaco_IUCN)
[Website of the Papaco](https://www.papaco.org)

OUR ONLINE COURSES: MOOCS AND ESSENTIALS



MOOC Conservation is the platform that hosts IUCN-Papaco's online training courses, developed in partnership with the Senghor University, in Alexandria. **Our brand new platform will be online mid-January** and all courses start on **Monday January the 29th**.



OUR MOOCS THEME-BASED TRAINING

Registration will open mid-January

Registrations will open mid-January!

OUR ESSENTIALS PROFILE-BASED TRAINING



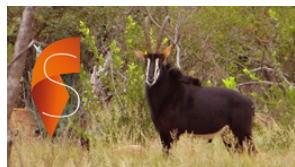
MOOC PA management
Goal: understand the essence and goals of protected areas. Through this MOOC, students will be able to grasp the importance of protected areas, their role and the different management aspects.



MOOC Ecological monitoring
Goal: understand the different techniques used in protected areas to assess the impact of management by monitoring the ecosystem.



MOOC Law enforcement
Goal: understand the different legal contexts in Africa, their strengths and weaknesses as well as the techniques used to effectively enforce rules in parks.



MOOC Species conservation
Goal: understand the techniques developed to conserve species in PAs, in situ and ex situ. The MOOC covers the main threats, as well as solutions that can help face these threats.



MOOC Valorisation of resources
Goal: knowing how the valorisation of different protected area resources can take place, and understanding protected area valorisation through tourism.



MOOC New technologies
Goal: knowing the context of new technologies applied to conservation, existing techniques, prerequisites for their implementation, their opportunities and limitations, their uses in the field...



MOOC Marine protected areas
Goal: understanding as the design and creation of MPA networks, governance, ecological monitoring, but also surrounding economic activities, and how to include all this to MPA management.

RANGER Essential
For protected area (PA) professionals who apply decisions and ensure the implementation of activities inside or around the PA.

MANAGER Essential
These two courses are 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 managers working in central management of parks or large NGOs, they elaborate national and regional policies, they proceed to cross-sectoral coordination and manage complex plans and programmes. This course focuses on more general skills to enable a better understanding of the stakes of biodiversity conservation, all for better decision-making.

All our courses are available for free on

MOOC-CONSERVATION.ORG



ALL COURSES WILL BE OPEN ON THE 29TH OF JANUARY

YOUTH CONSERVATION: **DISCOVER, UNDERSTAND AND ACT FOR THE PLANET**

IUCN-Papaco has developed, in November 2022, online and free of charge educational resources to discover, understand and act for the survival of the planet. The youth-conservation.org platform provides young people aged 6 to 17 and their trainers with permanent, unlimited and free resources allowing them to understand and expose in a simple way:

1. The concept of nature;
2. Why it is important;
3. What to do to preserve it.

The themes covered for the moment are: **terrestrial biodiversity, marine biodiversity, climate change, threats to nature, the relationship between nature and our health** and finally **the future of nature conservation**. Other subjects will gradually enrich this set.

The subjects are treated in several stages and **interactively**: at the start of each module, a video presents the theme and serves as an introduction then the user follows a logical progression to discover what we are talking about, understand what is happening and finally think how to act. Designed primarily for smartphones, the site is fun and easy to use for young people.

Papaco has not forgotten the trainers; the youth-conservation.org platform offers additional resources for trainers (teacher, parent, environment club manager, NGO, etc.) to help them lead discussions with young people. Thus, for each module, a poster summarizing the key lessons is offered (it can be downloaded and printed), as well as a detailed guide with useful resources to go further in the lessons and facilitate learning. The guides also clearly present ideas for actions in favour of preserving the environment that the trainer can implement with the kids he/she supervises on this particular theme.



➤➤➤ 2023 REVIEW

Let's continue to sow the seeds of eco-citizenship in children's hearts every day!

The end of the year was an opportunity to do a review of Youth Conservation and its activities. Here are a few figures that illustrate a very positive and encouraging start for the future.

- **A 100% free website with educational resources** for children and their carers;
- **Six courses for discovering, understanding and taking action for the planet**;
- **59 nature conservation education certificates** issued since May 2023 to teachers and trainers throughout French-speaking Africa and Haiti;
- **More than 100 schools and NGOs working alongside us** in the field to educate people about nature conservation;
- **180 participants** in our monthly webinars;
- **More than 11,000 visitors** to the website since its launch at the end of 2022.

Behind these figures, much remains to be done. The pressing global environmental crisis requires an urgent collective response. Every eco-citizen can play an important role in building a society that is aware of its impact on the environment and committed to taking action to preserve the planet. That role is his or her own: however small, multiplied by eight billion, it can become a major achievement!

So **eco-citizenship** is crucial today because it offers a proactive approach to tackling environmental challenges. Let's cultivate a love of the Earth from a very early age, sow the seeds of environmental awareness, relentlessly cultivate this precious link with nature, and be the creators of tomorrow's responsible and committed citizens. Let's not forget that the Earth is a heritage that we must pass on, with care, to future generations!

We have great ambitions for 2024 and are counting on you to use our resources, share them widely and continue to pass on your knowledge to children with passion and enthusiasm!

YOUTH CONSERVATION: 2024 MAIN PROJECTS

TRAINING OF EDUCATORS

- Following the example of the online training courses available on the mooc-conservation.org website, we will be putting a **tutorial** entitled "**Nature Conservation Education**" online to meet the training needs of supervisors and strengthen their skills. This tutorial will be made up of 7 courses: the attitude of a good teacher, useful methodologies and teaching methods, teaching resources and tools, project teaching, evaluation and training in eco-citizenship. The course will culminate in an **Environmental Education Aptitude Certificate**. A big thank you to all the teachers and trainers who helped us prepare this tutorial and reviewed the various courses!

Scheduled to open in February 2024 on mooc-conservation.org

- We will be continuing our **monthly webinars**. We bring together committed teachers and trainers working in schools for 1 hour online to develop a particular theme and illustrate it through their experience in the field regarding environmental education.

The next webinar is scheduled for Thursday 25 January 2024.

- We want to offer our resources in **podcast** format: to facilitate distribution, access and learning, we are going to transcribe all six courses into 18 audio episodes. This will make it easier to consider translation into different languages later in the year.

Launch in the first quarter of 2024.

NEW WEBSITE & ENGLISH TRANSLATION

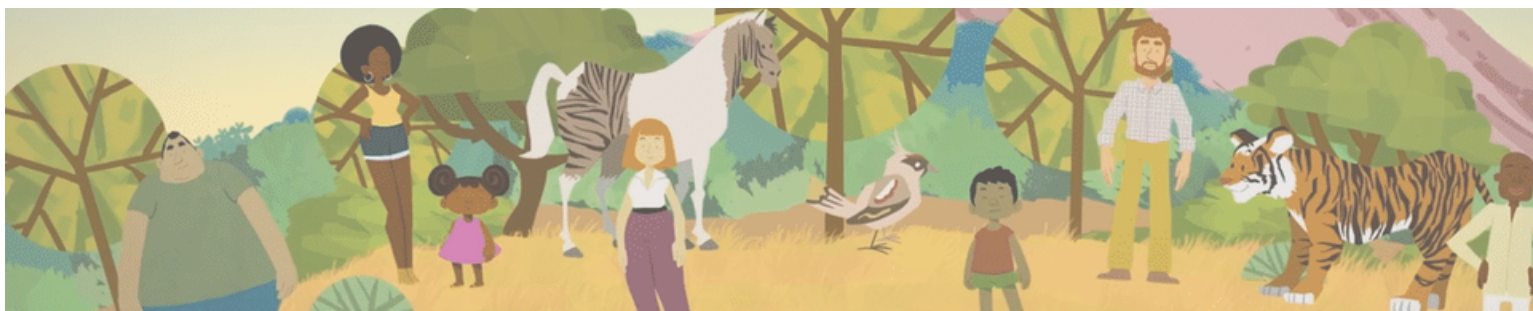
- The Youth Conservation website has a new look! The **new design and simplified navigation** make it easier for young people to use. Visit www.youth-conservation.org in January 2024.
- With half of the African continent speaking English, we felt it was essential to have an English version of the resources! The Youth Conservation website will therefore be available in a bilingual version, with **all additional resources (posters, activity guides, etc.) available in French and English, again free of charge.**

The new bilingual site is due to go online in **February 2024.**



HOW TO JOIN US?

- Do you want to participate in the dissemination and popularization of youth-conservation.org and benefit in return from the network and visibility of IUCN-Papaco? Please contact us at info@youth-conservation.org with a short presentation of your project (school, club, NGO, etc.).
- A question? A comment? Contact us: info@youth-conservation.org or FB private group: click [here](#).
- If you are interested in receiving our quarterly newsletter please subscribe [here](#).



TESTIMONIALS FROM THE FIELD - BY OUR NGO PARTNERS

NGO RENEWED HOPE FOR THE FUTURE (DEMOCRATIC REPUBLIC OF CONGO) - BY MOISE BUMBA SYLVAIN, COORDINATOR

On Tuesday, 21 November 2023, we ran a training session for teachers and set up an environmental education club at LURHONDA primary school, Kabare (Democratic Republic of Congo).

We are convinced that by providing environmental education from an early age, we can instil in children a strong sense of responsibility towards the planet, and inspire them to become leaders in environmental protection. With environmental problems on the rise, it is crucial to educate future generations about the importance of sustainability and preserving our planet.

Within this club, children will have the opportunity to learn about environmental issues. **Under the Youth Conservation model, they will also be able to take part in practical projects, such as setting up ecological gardens, planting trees and raising community awareness of environmental issues.**

We have witnessed a strong sense of commitment and responsibility from the pupils and teachers who will be supporting the programme. We look forward to seeing the children get involved and feeling the positive impact they will have on our community and the planet as a whole.

Well done to the NGO Renewed Hope for the Future for their commitment and energy on the ground!

If you would like to find out more and/or support the NGO, please contact them directly: renewedhopeinfuture@gmail.com



NGO ESADEVCI (IVORY COAST) - BY YVES AMANY, TEACHER AND ONG MEMBER

On Wednesday 29 November, a presentation of the Youth Conservation platform was given to pupils in the 2nd year of the Lycée d'Enseignement Artistique de Cocody in Abidjan. The students were asked to draw pictures of endangered animals. The most beautiful drawings were selected. The NGO's facilitators then presented the Youth Conservation platform, how it works and its resources (in particular the posters for the 6 modules). Following this activity, the NGO Esadevci planned to launch a quiz for learners on Youth Conservation's resources, particularly concerning terrestrial biodiversity.

Well done to the pupils for their magnificent drawings which have been published on our PAPACO FB page, and to the NGO ESADEVCI for organising this artistic activity. The artistic approach is always a highly relevant way of supporting learning and making children aware of their responsibilities.

If you would like to find out more and/or support the NGO, please contact Yves Amany directly: yesamany220@gmail.com



THE WEAVING OF PLASTIC BAGS BY YOUNG DISABLED PEOPLE (BURKINA FASO) - BY NIKIENTA OLIVIER TUINA, CEO

In Burkina Faso, environmental education activities are multiplying everyday for the benefit of the population and various target groups. Civil society organisations are initiating a wide range of activities to educate people about the environment. The aim is to create citizens who are aware, responsible and respectful of others and their environment, and who are able to take part in collective action and decision-making. Among the beneficiaries of these environmental education activities, the involvement of disabled people is rare. Yet there is a need to involve all strata, status and social backgrounds of the entire population. There is a tendency to believe that disabled people don't need to benefit from environmental education. The association Jeunes Volontaires pour l'Environnement du Burkina Faso (Young Volunteers for the Environment in Burkina Faso) is breaking new ground by bringing disabled people from the national centre for people with motor disabilities into play. **It is initiating an activity to learn how to weave plastic bags into ropes/threads to make other objects of economic value.**

Burkina Faso has a National Centre for People with Motor Disabilities which brings together people with different kinds of disabilities. It is mostly a training and craft production centre for people with motor disabilities. Many sectors of activity are covered: screen printing, welding, leather goods, design and knitting.

Bag weaving is a new learning channel with great potential for contributing to the economic emancipation of disabled people. Given the vulnerability of disabled people to environmental problems, it is important to equip them to develop income-generating craft activities. At the national centre for people with motor disabilities, only welding generates income. The other sectors are still struggling economically.

The idea of weaving plastic bags comes in response to the problems of managing plastic waste in our towns. Plastic bags are woven into ropes after use. These ropes are then used to make objects such as plant protectors, which are useful when planting trees. The ropes also serve other economic purposes: they are tangible and rigid and can be used to attach things, or to make baskets, chairs, tables with other wooden or iron supports. The aim is to reduce the amount of plastic bags flying around in towns and cities, while weaving these bags and using the ropes to make saleable, low-cost objects. The involvement of disabled people in environmental education activities is more than necessary. There are many ways to do this. **But the ideal is always to reach out to them with an activity they can carry out to solve an environmental problem in their living environment, while at the same time making a profit to meet the month end.**

JVE has been operating in Burkina Faso since 2009. It is part of the international network of young volunteers for the environment, which operates in more than twenty African countries. Its mission is to develop young people's leadership skills and eco-citizenship, with a view to getting them involved in promoting sustainable community development.

If you would like to find out more and/or support the NGO, please contact: jve.bf@gmail.com (226) 02 50 10 10



Protected Area Governance and Management

Chapter 25: managing resource use and development

Ashish Kothari and Rosie Cooney

THIS MONTH IN THE NAPA



Protected Area Governance and Management

Editors: Graeme L. Worboys, Michael Lockwood, Ashish Kothari,
Sue Feary and Ian Pulsford



WCPCP
BIO-PAMA

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, based on the knowledge and experience of those involved in protected areas. The book synthesizes current knowledge and cutting-edge thinking from the diverse branches of practice and learning relevant to protected area governance and management.

This NAPA provides a summary of the chapter 25.

»» Resource use in and around protected areas

Across the world, protected areas have, for the most part, been traditionally inhabited or used by humans. Resident, mobile or seasonal uses of lands, waters and wild species within such areas are both age-old and widespread.

Comprehensive assessments at a global level are not available, but extrapolations based on indicative studies from various regions and countries cited below suggest that a very large proportion, if not a majority, of protected areas are likely to be inhabited and/or under resource use by people.



Available figures from a few regions or countries suggest that the number of people who currently use resources within protected areas is at least several tens of millions. A global analysis of the situation at the end of the 1990s found that around 70 per cent of the more than 30 000 (then) sites on the United Nations’ list of protected areas permitted some local use of natural resources.

If one includes the ‘new’ governance types of protected areas that are not necessarily part of the formal system, such as Indigenous Peoples’ and Community Conserved Territories and Areas (ICCAs) and Private Protected Areas (PPAs), there is an even greater share of areas that are inhabited or used, and the number of people involved increases several-fold. No comprehensive figures exist, however, for these types of protected areas.

Resource use and IUCN categories of protected areas

Types of protected area vary widely in terms of what level of use of wild resources they allow; while Category Ia (Strict Nature Reserve) generally precludes resource extraction and use, such use at some level is probably compatible with all other categories. For example, Category Ib (Wilderness Area) is defined as including the objective of enabling indigenous people to follow traditional lifestyles, including using resources in ways compatible with conservation objectives. They are also promoted for their tourism values, particularly ecotourism. Likewise, Category II protected areas (National Park) may aim to take into account the needs of indigenous and local people in terms of sustainable resource use for subsistence purposes. Category IV (Habitat/Species Management Area) will sometimes rely on traditional patterns of resource use (for example, grazing) to maintain the desired conservation values, whereas maintaining the patterns of interaction between humans and the landscape/seascape through traditional practices is among the major aims of Category V (Protected Landscape/Seascape). Finally, sustainable use is the focus of Category VI protected areas (Protected Area with Sustainable Use of Natural Resources). Such areas now cover 32 per cent of the global area of assigned IUCN protected area categories (the single largest), and are shown to have similar levels of naturalness or human influence as Category II (National Park) areas.

Recognising the role of sustainable use in conservation

There is increasing recognition that sustainable resource use may often be quite compatible with and contribute to conservation objectives. Traditional human uses have been in some cases part of shaping the landscape or seascape in ways that conservationists consider important, or they may provide incentives for protection and conservation efforts, or generate much-needed revenue to finance protected areas.

General principles and approaches for resource use in protected areas

Rights to use and governance

Who holds rights to access and extract resources from a protected area (terrestrial or marine) and who has the right to be involved in management are important and sometimes controversial issues. Rights may arise out of indigenous, customary or traditional tenure and practices, or may be developed through policy and legislation. They may be communally or individually held, and may be permanently assigned or transferable by purchase. Management rights specify who is to be involved in protected area management decision-making: they may be held by governments, by indigenous peoples and local communities, or by some combination of the two (co-management). Use rights specify who may have access to a protected area or a resource (access rights) and how much activity (for example, the number of harvesters or fishing days) or extraction (for example, the volume of fuel wood or tonnes of catch) is allowed (withdrawal rights). Appropriate and equitable recognition of these resource use rights are increasingly viewed as critical in achieving effective sustainable resource use management.

Traditional and indigenous knowledge

Effective resource management needs to be based on good information, which may be either embedded in indigenous and traditional science or knowledge systems and cultural practices where they are still prevalent or derived by Western scientific methods, and ideally a combination of these. Indigenous/traditional and local knowledge can be of central importance in, for example, mapping habitat and resource use areas, establishing workable and socially acceptable resource use zones, strategies focused on landscape restoration, increasing resilience of ecosystems and better adapting to climate change. This is particularly important in marine protected areas, for example, where local resource users tend to have deep knowledge of resource distribution, abundance and environmental conditions, in a context where resources are mobile and monitoring is difficult.

Sustainable and equitable use

Managing use to achieve sustainability and equity is a critical priority for maintaining biodiversity values. The IUCN Policy Statement on Sustainable Use of Wild Living Resources (2000) recognises that sustainable use is an important conservation tool because it provides people with incentives for conservation in the form of social, cultural and economic benefits. This is most relevant to protected areas. It also highlights the importance of adaptive management, the biological limitations of species and ecosystems, governance structures, whether users have a formal or informal stake in the resources they are using and the removal of perverse incentives. The importance of clear and secure tenure over land and resources as a basis for motivating local users to achieve sustainable use has also been clearly demonstrated through an IUCN-led process of regional analyses and global case studies.

Under the Convention on Biological Diversity (CBD), principles for achieving sustainable use (one of the convention's three main objectives) have been elaborated in the Addis Ababa Principles and Guidelines (CBD 2004). These principles and associated documents provide an important framework for managing the use of resources in protected areas.

As with sustainability, socioeconomic equity is a crucial component of resource use. For instance, incorporating gender aspects into thinking, strategy and management of all forms of protected areas is critical, else women's access to and use of resources risks marginalisation. Similarly, inequities in access to resources, such as those between different ethnic groups, classes, castes and other social divisions, could seriously hamper the sustainable use of resources, and need to be dealt with sensitively.

Management of resource use in protected areas: approaches and examples

Management of resource use in protected areas needs to be highly context-sensitive and responsive to the form of use involved, the characteristics of the resource and the socioeconomic context.

Harvesting wild plant products (local use and trade)

Protected forests, wetlands, grasslands and marine environments are the source of a wide range of non-timber forest products (NTFPs), defined as all biological material other than industrial round wood and resulting products that are harvested from within and on the edges of natural, manipulated or disturbed forests. NTFPs are of major economic and livelihood value.

Hunting and fishing

A number of forms of hunting and fishing take place in some protected areas, legally and illegally, both for subsistence and for commercial purposes. Wild game has long been important for rural communities, and many protected areas permit limited subsistence hunting and fishing. Bushmeat is a term commonly used to describe meat gained from hunting wild animals, mostly in forest environments in countries where domestic livestock is not common. It is now an important subsistence and commercial activity in Africa and to a lesser extent in South America and Asia. It meets the majority of human needs for protein and fat in some areas, such as the Congo Basin. With little requirement for a capital outlay to engage in it, young men in poor communities can participate easily, and decentralised trade means a large proportion of the value of the goods goes to the primary producer (the hunter).

Agriculture

Both subsistence and market-oriented agriculture are widely practised in certain types of protected areas, especially (but not only) IUCN Category V. Crop–livestock systems are frequently supplemented by resources from natural ecosystems. Nearby forests and wetlands are used for a number of purposes including collection of leaf litter, pest control products, medicines, food, fodder and fuel.

Shifting cultivation, or swidden, is widely practised as a form of subsistence farming across the world, particularly in parts of Asia, Africa, the Pacific Islands and Central and South America. Typically under low population densities, and when practised by traditional swiddeners, shifting cultivation has minimal long-term impact on a tropical forest. Such a system is generally viewed as sustainable where the period the land lies fallow is between seven and 20 years. Several factors, including entry of market forces and increase in local populations, have in many places reduced the sustainability of swidden.

Livestock grazing and pastoralism

Studies have found that certain levels of grazing are sustainable, but also they can be essential to maintain certain highly diverse grasslands, with the removal of people and livestock leading to decreases in biodiversity in the protected area. In Africa and western Asia, nomadic pastoralists grazed cattle in some areas on a sustainable basis for centuries. Where traditional cultures were based on herding livestock, the systems they established over long periods have often shaped the landscape, with their use of it becoming integral to maintaining ecological processes and biodiversity.



Mobile peoples on migration through their ICCA, Iran

Source: CENESTA

Coastal and marine resource use

Coastal ecosystems in marine protected areas (MPAs) often have significant resource use, for both subsistence and commercial purposes. Harvests include edible resources such as finfish, shellfish, marine mammals and seaweeds; resources for construction such as mangrove poles, coral blocks, sand and lime; resources for ornamental use such as shells, pearls and coral; for scientific use, which includes a wide array of species; for industrial use, such as giant clams and species yielding pharmaceuticals; and for mariculture such as mussels and oysters. Increasingly, ecotourism and education are important components of the use of the marine environment.

Conclusion

A few concluding remarks are in order for both the aspects dealt with in this chapter: resource uses, and development projects.

Resource use can contribute in a number of ways to achieving conservation objectives, in ecological terms (for example, where biodiversity values are maintained by use), economic terms (for example, where allowing sustainable use generates revenue for park management) and in social terms (for example, where allowing local sustainable use builds or maintains local support and 'buy-in' for conservation). Conservation policy and practice need to be flexible to accommodate existing resource use by local communities, especially those crucial for survival and livelihoods, where they are or can be made compatible with conservation objectives (assuming these objectives have been set in democratic ways, using the best available knowledge and the 'good governance' principles and practices). This tends to often happen in the natural course of events in the case of ICCAs, and to some extent in co-managed protected areas, but may need special attention in many government-managed protected areas.

Where such resource use can in no situation be compatible with conservation objectives, action has been taken in many instances to place restrictions, and simultaneous provision or facilitation of alternatives. However, these alternatives may not always adequately compensate the losses, or may not be culturally appropriate and economically feasible. Such shortcomings are a key lesson from the ICDP initiatives in various parts of the world, and need to be specially considered in protected area management planning.

It is important to realise that every situation is unique; exactly what works to make resource use sustainable at one site may not work at another. Some commonalities between sites and situations can be drawn out, and lessons learnt that can be taken across sites, but for every site and situation, fresh assessment, study and monitoring based on local and external knowledge are necessary. Inter and intra-community conflicts, especially related to land tenure and holding, access to resources and distribution of the benefits of such uses, need to be resolved for the effective participation of the whole community in conservation.

Security of tenure, territorial rights, resource rights, the right to participate in decision-making and concomitant responsibilities towards conservation and fellow people are increasingly considered crucial for the involvement of local populations in all kinds of protected area governance types, as well as for the sake of clarity of roles and responsibilities of government agencies in the case of government-managed protected areas.



Local populations are heavily dependent on natural resources, including those found in protected areas.

Conclusion (*continued*)

Effective resource management needs to be based on good information, which may be either embedded in indigenous and traditional science, knowledge and cultural practices or derived by modern scientific methods. Indigenous/traditional and local knowledge can be of central importance in mapping habitat and resource use areas and establishing workable and socially acceptable resource use zones.

It is important to incorporate strategies to deal with various kinds of social and economic lack of privilege, including gender inequities, ethnic biases and inequalities, elite capture of benefits, and other factors that could distort the equitable distribution of decision-making powers and capacities, and of conservation benefits.

Lessons can be learnt across various governance types— for example, many ICCAs have worked out adaptive modes and institutional processes of figuring out levels and kinds of resource use that do not endanger the relevant ecosystems and species, from which government and others can learn. Many government-managed protected areas have evolved robust systems of management planning, from which ICCAs could learn. At national and subnational levels, platforms for such sharing and learning need to be created.

Ongoing and potential global factors, such as climate change, are likely to alter the situation of resource use within and around protected areas. Considerable resilience and flexibility, connectivity across large landscapes and seascapes, and collaboration amongst various rights-holders and stakeholders will be needed to adapt to such changes.

Development and infrastructure projects and processes that have an impact on protected areas and other conservation sites need to go through knowledge-based and democratic processes of screening and decision-making, in which the protected area authorities and local populations should have a central voice. Ideally, national policies should designate sites that are crucial for ecological and biodiversity conservation purposes as no go areas to large-scale activities that will have detrimental impacts; this should apply also to the 'catchment' or 'impact area' outside the protected area where such activities could have an impact on the protected area.

While such measures, or more global efforts such as the IUCN's advocacy for certain categories of protected areas to be off-limits for mining, are steps towards limiting the adverse impacts of development on protected areas, there is also increasing focus on the need to reorient the framework of development itself. Without this, widespread ecological damage by extractive industry, infrastructure and other such 'development' processes that are inherent to a model that places economic growth above all else will continue to undermine both biodiversity and communities, especially those most dependent on the natural environment. One strand of such reorientation is taking the pathway of 'sustainable development', in which environmental impacts are integrated more centrally into development planning, and the economy moves towards greener processes, technologies, accounting and other such measures.



Fishing can be allowed in some protected areas where local population rely on this resource.

[READ THE FULL ARTICLE](#)

QUOTE OF THE MONTH

“May the strength be given to me to endure what cannot be changed and the courage to change what can be changed, but also the wisdom to distinguish one from the other.”

Marc Aurèle

Find the PAPACO online
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[@Papaco_IUCN](https://www.x.com/Papaco_IUCN) (X)
Website of the Papaco

Some reading!

➤➤➤ IUCN BRIEF - ROLE OF PROTECTED AREAS IN CLIMATE CHANGE MITIGATION AND BIODIVERSITY CONSERVATION

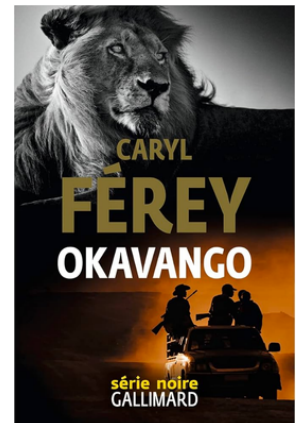
There is general consensus that biodiversity loss and climate change are twin crises requiring integrated, comprehensive and holistic approaches. As aptly articulated by António Guterres, Secretary-General of the United Nations, the twin global challenges of climate change and biodiversity loss have to be tackled in a more coordinated manner: “climate change threatens to undermine all efforts to conserve and sustainably manage biodiversity and [that] nature itself offers some of the most effective solutions to avert the worst impacts of a warming planet”.

Read more



➤➤➤ CRIME NOVEL : A POACHER MURDERED, THE ANIMALS OF A RESERVE DECIMATED, A BREATHTAKING INVESTIGATION IN NAMIBIA AT THE HEART OF THE WILD WORLD!

Solannah Betwase, a ranger who is fervently committed to the fight against poaching, is sadly accustomed to coming into contact with the corpses and mutilated bodies of animals. So when a young man is found dead in the heart of Wild Bunch, a game reserve on the Namibian border, she knows that her investigation is going to give her a hard time. A breathtaking, well-documented novel!



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Consider publishing in the NAPA (article, stories, pictures on protected areas in Africa, job offers, etc.), contact us at moocs@papaco.org.

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