



Pupils take part in a conservation education session in Buea.



Practical camera-trap training with the Bio-Conservation Club.



Conserving Today, Protecting Tomorrow

2025 Annual Report

Bio-Conservation Club

Community conservation in Cameroon

Elephant coexistence, conservation education, mangrove restoration and wildlife monitoring across the Mount Cameroon landscape and the Tiko coast.

REPORTING YEAR

1 January to 31 December 2025



School outreach brought conservation learning into local classrooms.

Reading this report

The annual narrative covers support and activities reported for 2025. The EMA completion results relate to a project that continued into 2026 and are labelled accordingly. An editorial checklist at the end identifies the records that need confirmation before public release.

REPORT HIGHLIGHTS

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Bio-Conservation Club participants at a mangrove site. Archive photograph from the 2024 annual report.

Where we work

Buea and the Mount Cameroon landscape

Bakingili and neighbouring communities

The coastal mangrove area of Tiko

INTRODUCTION

About the organisation

Bio-Conservation Club is a youth-led conservation initiative working to protect biodiversity and restore degraded ecosystems in Cameroon. Our work brings local communities, schools and university students into practical conservation. We combine environmental education with field activities so that people can participate in protecting the places and wildlife around them.

The organisation's established focus includes ecosystem restoration, biodiversity conservation and community empowerment. In 2025, this work was organised around four connected programmes: elephant coexistence, school conservation education, mangrove restoration and wildlife monitoring.

Our approach

We work through local participation and partnerships. Schools provide a setting for conservation learning; community members contribute their experience of local landscapes; students develop field skills; and donors provide financial or equipment support that makes the work possible.

This report describes what those partnerships supported during 2025 and where stronger monitoring records are needed to demonstrate lasting results.



Anya Dabite Abeh, Founder and Team Lead. Portrait reproduced from the 2024 annual report.

ANYA DABITE ABEH

Founder and Team Lead

Letter from the founder

Dear partners and friends,

In 2025, we expanded the opportunities for people in our communities to take part in conservation. With support from the International Bird Conservation Partnership, our school programme reached approximately 1,000 primary pupils across four schools and 200 secondary students at GHS Muea. We also produced our own learning materials to help make conservation familiar and accessible.

A USD 2,500 grant from iEarth helped us continue community-based mangrove restoration in the Tiko coastal area and extend the programme to four additional sites. Equipment from IDEA WILD supported wildlife monitoring in Mount Cameroon and practical camera trap training for university students.

The Elephant Managers Association supported our work on human–elephant coexistence in Bakingili. That project continued into 2026. We therefore present its completion results separately, while recognising the importance of the support received in 2025.

These activities depend on teachers who welcome us into their schools, community members who share their knowledge, students willing to learn in the field, and partners who trust our work. I thank everyone who contributed their time, equipment and funding.

Our next task is to maintain this work and document its results more consistently. That means following up with schools, measuring restoration performance and keeping clear records of wildlife monitoring and community participation.

Anya Dabite Abeh

Founder and Team Lead



Community participants in the EMA-supported coexistence project. Project documentation covers August 2025–April 2026.

Community contributions

We thank participating farmers, community scouts, teachers, school leaders, pupils, university students and volunteers for their time and engagement.

OUR PARTNERS

Acknowledgements

Four supporters provided the grants and equipment described in this report.

Elephant Managers Association

EMA provided USD 3,000 for community-led human–elephant conflict prevention in the Mount Cameroon landscape. The project connected farmer education, community scouts and early warning arrangements.

International Bird Conservation Partnership

IBCP provided USD 1,000 for conservation education in primary and secondary schools across Buea, including the development of locally produced learning materials.

iEarth

iEarth provided USD 2,500 to continue community-based mangrove restoration in the Tiko coastal area and support extension to four additional sites.

IDEA WILD

IDEA WILD provided one GPS unit, one laptop and ten camera traps for wildlife monitoring and practical student training.

We also acknowledge our local partners such as Action for Conservation of Endangered Species, Mount Cameroon National Park personnel, the Bakingili Village Council and Quarter Heads for technical and community support.



Practical field learning connects students with conservation work.

Participation and local knowledge

Our programmes create practical roles for pupils, university students and community members. In elephant coexistence work, local knowledge helps identify concerns and shape responses.

OUR PRIORITY

Conservation with local participation

Protect wildlife and support coexistence

We aim to strengthen people's ability to live and work safely in landscapes shared with wildlife. The Bakingili initiative focuses on preparedness, communication and non-lethal responses to human–elephant conflict.

Make conservation education accessible

We use school outreach and locally developed materials to introduce conservation to children and young people. Practical university training extends this learning into field methods and monitoring.

Continue community restoration

Our mangrove programme links work in coastal sites with local participation. Continued follow-up is necessary to determine how restored areas develop and where maintenance is needed.

Build evidence for future decisions

Camera traps and GPS equipment support the collection of field information. Consistent records are essential for understanding where activities take place, what effort is invested and what changes over time.

These priorities relate most directly to SDGs 4, 13, 14 and 15. Community participation also connects with the organisation's wider 2024 emphasis on SDGs 6 and 11. This alignment describes programme relevance, not measured progress against UN indicators.



Secondary students join an outdoor conservation education session in Buea.

USD 6,500

Cash grants reported received in 2025 across three supporters

IDEA WILD equipment is additional in-kind support; no cash value has been assigned.

KEY HIGHLIGHTS

2025 at a glance

Programme	Reported 2025 activity or support
School conservation education	Approximately 1,000 primary pupils across four schools and 200 secondary students at GHS Muea
Learning materials	Locally produced conservation materials, including a bird-focused resource
Mangrove restoration	USD 2,500 from iEarth; programme extended to four additional sites in the Tiko coastal area
Wildlife monitoring	One GPS, one laptop and ten camera traps received from IDEA WILD and used in monitoring and training
Elephant coexistence	USD 3,000 from EMA for the project beginning in August 2025 and continuing into April 2026

Approximately 1,200 learners were reported to have been reached through the IBCP-supported school programme. EMA-linked education is presented separately and has not been added to this total because participant overlap has not been checked.



A community training discussion documented in the EMA final report. The project spans August 2025–April 2026.

USD 3,000

EMA grant for community-led human–elephant conflict prevention

PROGRAMME ONE

Elephant conservation

The EMA-supported project in Bakingili placed community preparedness and early warning at the centre of human–elephant coexistence work.

Bio-Conservation Club implemented the initiative in partnership with Action for Conservation of Endangered Species, with support from Mount Cameroon National Park personnel and local leadership. Its reported implementation period began in August 2025 and ended in April 2026.

Farmer education and practical support

The project report describes workshops on elephant behaviour, warning signs and safer responses. Illustrated materials in English and Pidgin English were designed to make the information accessible, including for participants with limited literacy. Follow-up visits supported discussion of non-lethal deterrents and implementation difficulties.

Community scouts and early warning

The initiative trained local scouts in tracking, GPS mapping, safe observation and communication. The reported alert arrangements combined WhatsApp messages with local whistle signals, with loudspeakers also used where needed. This combination responded to unreliable mobile coverage in parts of the project area.

Results from the EMA project

The final project report records the following outputs across August 2025–April 2026.

Area of work	Output recorded in the final report	Period and interpretation
Community workshops	Three workshops involving 35 farmers, alongside community leaders and other stakeholders	Whole project period; the 2025 share is not specified
Scout network	12 scouts trained, including three women; two cohorts of seven and five participants	Whole project period; do not treat all trainees as a 2025 total
Community learning materials	Illustrated materials in English and Pidgin English	Production and distribution totals were provided
School outreach	More than 200 pupils across Government Primary School Bakingili, Baptist Primary School Bakingili and Limbe Road Primary School	Whole project period; possible overlap with other school outreach needs checking
Field communication	WhatsApp reporting combined with whistle alerts and local loudspeakers	Described operational arrangements; an annual alert log is needed
Project expenditure	USD 3,000 reported spent across the full grant	Project expenditure spans 2025–2026 and is not a 2025 organisation-wide expense figure

The report also describes improved knowledge and fewer surprise encounters. The underlying counts, assessment dates and denominators need reconciliation before percentage changes are published as verified results. The publication checklist identifies these specific checks.

Source: EMA Final Project Report, executive summary, achievements and financial report, pages 1–5. Figures are reported project outputs and have not been independently audited.



Primary pupils take part in a conservation lesson delivered by Bio-Conservation Club.

Approximately 1,000

Primary pupils reached across four schools in Buea

PROGRAMME TWO

Conservation education in primary schools

A USD 1,000 grant from IBCP supported conservation education for primary and secondary learners across Buea.

The primary school component reached approximately 1,000 pupils in four schools within Buea Cameroon. It introduced conservation through teaching materials produced by Bio-Conservation Club, including a bird-focused resource described as “Birds Are Our Neighbours”.

Developing our own materials allowed the programme to present conservation in a form suited to its school audience. The supplied photographs document classroom teaching, group participation and pupils responding during lessons.

A foundation for continued learning

School outreach gives conservation a place within children’s everyday learning. The immediate achievement was access to lessons and materials for a substantial group of pupils. The available records establish reported reach; they do not yet show how much knowledge was retained or whether behaviour changed after the sessions.

Strengthening the next round

A school-by-school register and short follow-up assessments would help distinguish the number of individual pupils reached from repeat participation. Copies of the materials and teachers’ feedback would also support improvements to future sessions.



Secondary students participate in an outdoor conservation session. The supplied photograph set documents the Buea education programme.

200

Secondary students reached at GHS Muea

CONSERVATION EDUCATION CONTINUED

Secondary learning and teaching materials

At GHS Muea, the IBCP-supported programme reached 200 secondary school students. This extended the education work to an older group of learners alongside the four participating primary schools.

The supplied photographs show group discussions outdoors as well as classroom activities across the wider education programme. These different settings provide opportunities to connect a conservation lesson with observations and questions about the surrounding environment.

Materials produced by the organisation

Bio-Conservation Club developed its own study materials, including the bird-focused resource used in the programme and other conservation learning resources. The production of these materials is an output in its own right and creates content that can be reviewed and used again in later outreach.

Final titles, print quantities, distribution records and copies of the materials should be retained with the programme records. These would make it possible to report both the number of learners reached and the resources delivered to each school.

Understanding programme reaches

The primary and secondary figures together give an approximate reach of 1,200 learners for the IBCP-supported work. This total does not include the separate EMA school figures. Consolidating attendance records will help avoid counting the same learner twice across programmes.



Community mangrove work from the 2024 annual report. This archive photograph provides programme context and does not document 2025 planting.



CATFISH FARM

PROGRAMME THREE

Community mangrove restoration

A USD 2,500 grant from iEarth supported the continuation of community-based mangrove restoration in the Tiko coastal area. During 2025, the programme extended to four additional sites. This continued an established area of Bio-Conservation Club's work and broadened the locations involved in its coastal restoration effort.

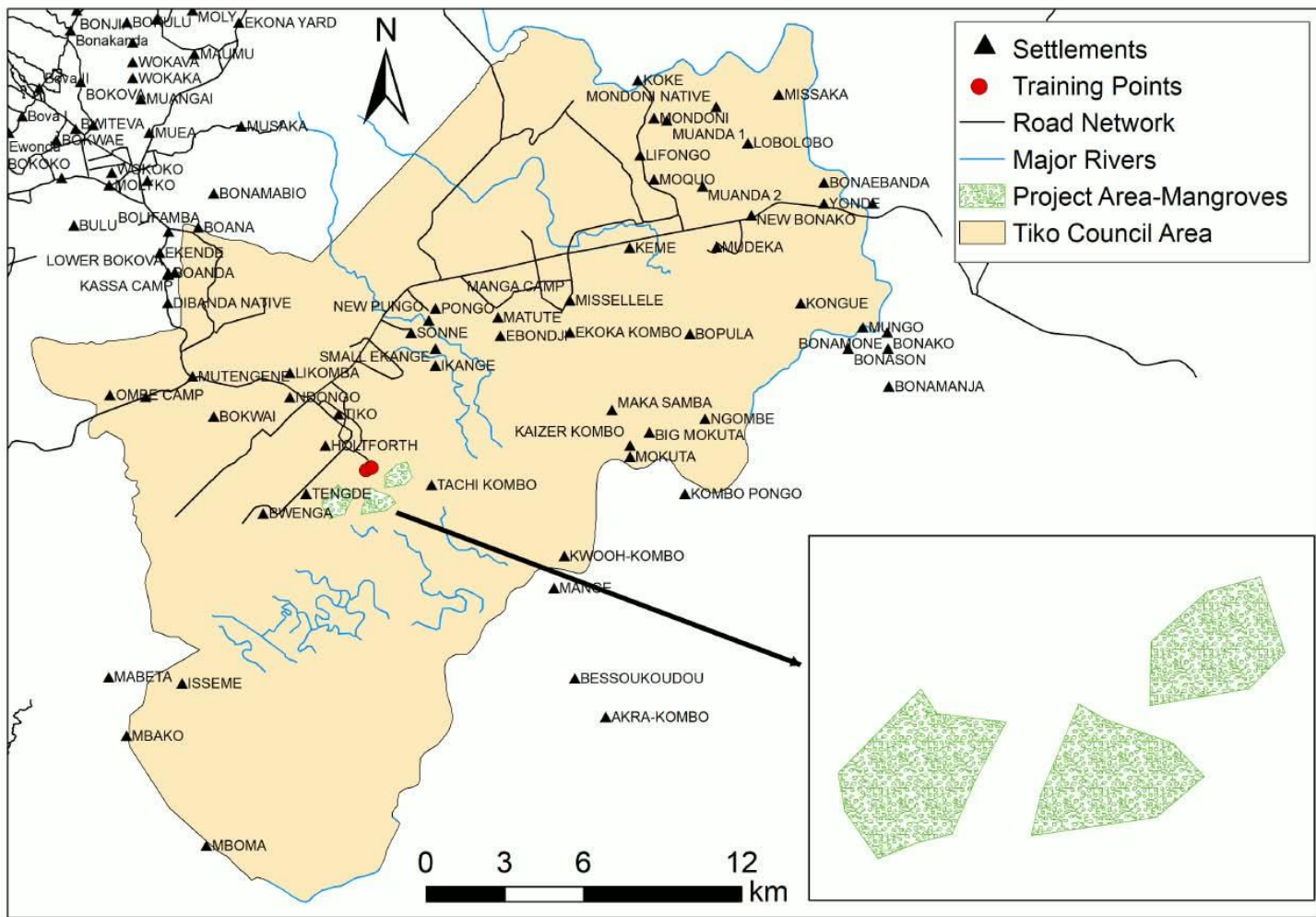
Work within the Tiko coastal landscape

The accompanying map places the mangrove project areas within the Tiko Council area. It shows their relationship to nearby settlements, the road network and major rivers, while red markers identify training points. This geographic context connects the restoration programme with the communities and field activities around it.

During the reporting period, our team successfully planted over 1,000 mangroves across new designated areas and conducted extensive replanting of seedlings that did not survive in the former restoration zone.

Additionally, we launched a fish farm pilot project raising mudfish and tilapia. Currently, 10 local community members are participating in this initiative. The project is designed to provide a sustainable, alternative livelihood for locals who depend on the mangrove ecosystem, helping to reduce economic pressure on the newly restored environment.

The map provides an overview of the programme landscape. The reported four-site extension is a 2025 activity figure; the map is not used to calculate site totals or restored area.



Map supplied by Bio-Conservation Club showing the Tiko Council area, mangrove project areas, settlements, roads, rivers and training points.

MANGROVE RESTORATION

The Tiko project area

Our mangrove programme is located in the coastal part of the Tiko Council area. The map shows the mangrove project zones within the wider landscape of settlements, roads and major rivers.

Mangrove areas and training points

Green patterned areas identify the mangrove project zones, which are enlarged in the inset. Red markers indicate training points. The map brings these locations together in one view of the programme area.

Community restoration in context

With iEarth support, the programme continued community-based restoration and extended its work to four additional sites in 2025. This map provides the geographic context for that work, rather than a measure of the area restored.



Field installation of a camera trap in Mount Cameroon, as identified in the supplied photo document.

10 camera traps

Received from IDEA WILD, together with one GPS unit and one laptop

PROGRAMME FOUR

Wildlife monitoring in Mount Cameroon

IDEA WILD equipment support strengthened the tools available for wildlife monitoring and practical training.

Bio-Conservation Club received ten camera traps, one GPS unit and one laptop. The equipment was used for monitoring wildlife within Mount Cameroon and for teaching university students how to set up and install camera traps.

Camera traps record animals that pass within their detection area. Their value for systematic monitoring depends on clear information about the location of each unit, deployment dates, operating periods and equipment condition. A photograph documents a detection; it does not by itself establish population size or a trend.

Field operations were strengthened through the receipt and utilization of essential equipment, notably in Mount Cameroon monitoring activities and practical training for students. Tools such as GPS units and laptops successfully supported field positioning and data management. To optimize future monitoring, establishing a consistent deployment register is recommended to systematically link captured images with specific devices, sites, and time periods.



A participant works with a camera trap during practical training identified in the photo document as involving University of Buea students.



Participants practise positioning and securing equipment in the field.

WILDLIFE MONITORING CONTINUED

Practical training for university students

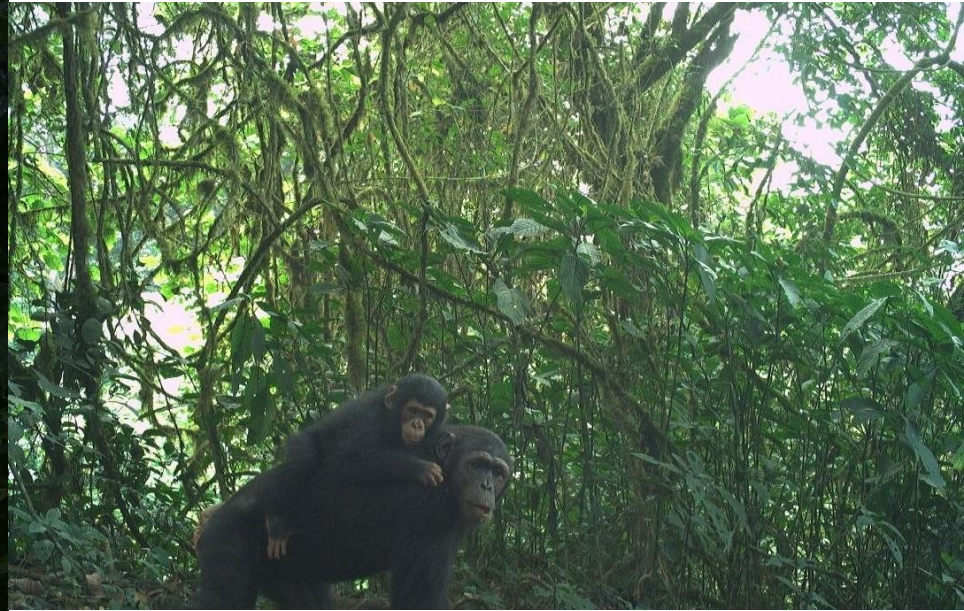
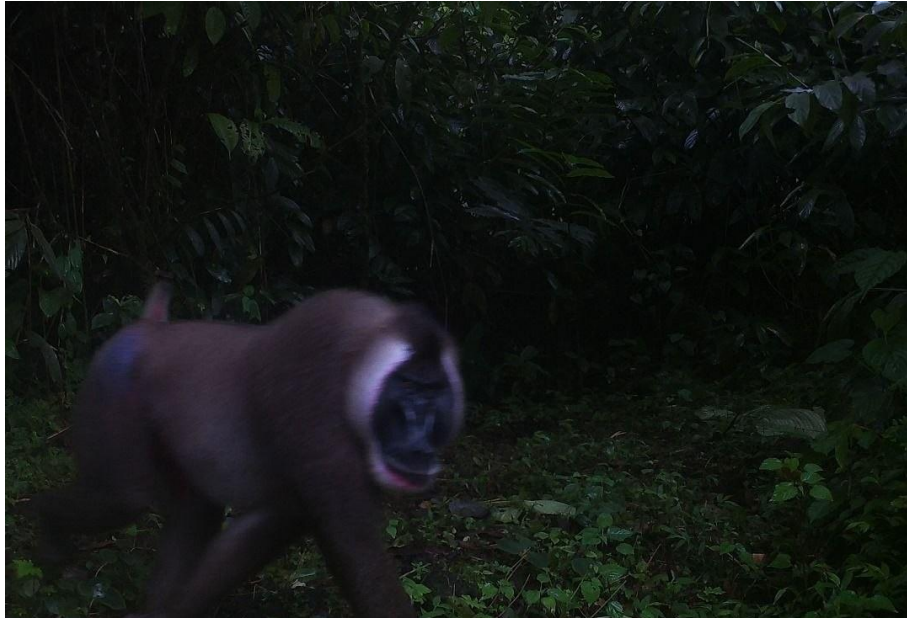
The monitoring equipment also served as a teaching resource for students learning field methods.

Bio-Conservation Club trained university students in camera trap setup and installation using IDEA WILD-supported equipment. The photo document identifies the participants as students from the University of Buea and shows practical handling, positioning and securing of cameras.

Hands-on training allows students to connect classroom knowledge with the decisions involved in setting up a field device. The photographs show participants working directly with equipment alongside facilitators, rather than only observing a demonstration. We were able to train 10 university students within one month

Images captured with our cameras within monitoring period





MONEY AND EQUIPMENT RECEIVED

Grants and in-kind support

Cash grants reported received in 2025 total USD 6,500. Equipment support is recorded separately.

Supporter	Type	Amount or equipment	Purpose and reporting treatment
Elephant Managers Association	Cash grant	USD 3,000	Community-led human–elephant conflict prevention. Project period August 2025–April 2026.
International Bird Conservation Partnership	Cash grant	USD 1,000	Conservation education in primary and secondary schools across Buea and locally produced learning materials.
iEarth	Cash grant	USD 2,500	Continued community-based mangrove restoration and extension to four additional sites in the Tiko coastal area.
Cash grant total	Cash	USD 6,500	Sum of the three grants reported for 2025; not an audited statement of annual income or expenditure.
IDEA WILD	In kind	1 GPS unit 1 laptop 10 camera traps	Wildlife monitoring in Mount Cameroon and practical university student training. Valuation not supplied; excluded from cash total.

EMA PROJECT EXPENDITURE

Use of the EMA grant

The final project report records full expenditure of the USD 3,000 grant over August 2025–April 2026.

Category	Budget USD	Actual USD
Community scout training and tools	1,500	1,485
Workshop materials	750	750
Chili fence supplies	200	208
Educational booklets	550	557
Total	3,000	3,000

Source: EMA final report, page 5. This is a project-period expenditure statement, not the organisation’s expenditure for calendar year 2025.

ADAPTIVE MANAGEMENT

Learning from implementation

Responding to changing field conditions

The EMA report describes rainfall-related changes in elephant movement routes. The project responded with reconnaissance and adjustments to scout deployment areas. This experience supports keeping field arrangements responsive to observations.

Maintaining communication

Unreliable network coverage sometimes delayed mobile alerts. Combining phone-based reporting with local acoustic signals provided additional ways to communicate when connectivity was poor.

Listening to community concerns

Some communities prioritised compensation and questioned the value of deterrents. The project report describes participatory demonstrations and follow-up support as responses. This underlines the importance of discussing expectations openly before implementation.



Students and facilitators practise using camera equipment during field training.

Priorities for the next reporting cycle

The following priorities build on the work described in this report. They are proposed areas for follow-up, subject to resources and partner agreement.

NEXT STEPS IN PROGRAMME PROGRESS

Maintaining work and strengthening evidence

Continue school engagement

Consolidate the list of participating schools, retain copies of teaching resources and introduce a short follow-up assessment. Teacher feedback can help identify which materials should be revised and which activities should be repeated.

Follow the progress of restoration sites

Confirm the four additional Tiko locations, complete the map and maintain a site record for each. Report intervention effort separately from survival and other evidence of ecological development.

Support safe community coexistence

Review the EMA project with community participants and technical partners. Confirm which scout and communication arrangements remain active, and reconcile the incident and training records before setting new outcome targets.

Maintain equipment and monitoring records

Track the location and condition of donated equipment, record camera operating periods and verify timestamps. Document practical training attendance and skills so that future reports can explain both monitoring effort and capacity developed.

Complete annual financial reporting

Bring donor receipts, expenditure records and asset records into a consistent reporting system. This will help distinguish project budgets, calendar-year expenditure and equipment contributions.



Participants in field activity documented by the EMA project. Project period August 2025–April 2026.

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CONCLUSION

Our team and the work ahead

In 2025, Bio-Conservation Club continued its community conservation work through school education, mangrove restoration, wildlife monitoring and support for human–elephant coexistence. Three cash grants and an equipment donation provided resources for this programme.

The clearest reported achievements are the reach of school education, the extension of mangrove work to four additional sites, and the use of donated monitoring equipment for fieldwork and student training. The EMA project adds a longer account of community-based coexistence work spanning 2025 and 2026.

Maintaining these activities will require continued participation and reliable records. Stronger follow-up will allow future reports to show what pupils retain, how restoration sites develop, how equipment performs and how community responses to elephant encounters change over time.

Leadership and participation

Anya Dabite Abekh serves as Founder and Team Lead and is named as the EMA Project Leader. Delivery draws on the participation of community members and scouts, educators, university students and volunteers, with support from technical and funding partners.

We thank everyone who contributed to this work and look forward to building the next phase with clear priorities and evidence that partners can use

