

BIODIVERSITE-ENVIRONNEMENT ET DEVELOPPEMENT DURABLE (BEDD)

Rufford Learning Event Cameroon 2026 Final Report

Elevating conservation impact: Capacity enhancement and strategic partnerships for improved project success in Cameroon

16–20 March 2026, Yaoundé, Cameroon



March 2026

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1. SECTION 1: ABOUT THE EVENT

1.1 Summary

This report presents the key highlights, outcomes, and lessons learned from the Rufford Learning Event held in Yaoundé, Cameroon, from 16 to 20 March 2026. The event was designed to strengthen the technical and professional capacity of Rufford grantees by fostering experience sharing, peer learning, collaboration, and practical skill development in conservation project design, fundraising, and partnership building.

The workshop brought together 23 participants from diverse conservation backgrounds across Cameroon, including 16 Rufford alumni (69.6%), 2 Rufford representatives (8.7%), 2 facilitators (8.7%), and 3 organisers (13.0%). The gender and disciplinary diversity contributed to rich exchanges and interdisciplinary learning.

Table 1. Event overview

Name of the event	Rufford Learning Event Cameroon
Date	March 16-20, 2026
Event venue	IRAD Nkolbisson
Participants	16 (07 females and 9 males)
Facilitators and organisers	5 (2 females and 3 males)
TRF delegate	Jo Cook (Grant officer) Peterson Stuart (CEO)
Event Host	BEDD Cameroon
Contact information	contact@bioedd.org / sergekamgang@gmail.com www.bioedd.org BEDD: Biodiversity-Environment & Sustainable-Development Facebook

The event was hosted at the Institute of Agricultural Research for Development (IRAD), a well-equipped research and training facility that provided an enabling environment for interactive sessions, group discussions, and networking. IRAD (<https://www.irad.cm>) is Cameroon's leading public institution dedicated to agricultural research and rural development, operating under the supervision of the Ministry of Scientific Research and Innovation.

The programme combined technical presentations (40% of time), practical group work (30%), peer learning and discussions (20%), and field visits (10%), ensuring a strong balance between theory and application. Activities were tailored based on participants' expectations collected through the pre-event survey, ensuring relevance to their needs.



Photo 1: *Opening session of the learning event by the deputy director of IRAD.*

1.2 Learning event structure

The five-day learning event (Appendix 1) was structured to balance technical training, practical exposure, and reflection. Days 1–3 (60% of the total time) focused on technical sessions and interactive learning. Day 4 (20%) was dedicated to field visits to conservation and forestry institutions, providing participants with hands-on experience. The final day (20%) focused on evaluation, certificate distribution, and the closing ceremony.

The event was built around four core pillars: strengthening project design and proposal writing skills, enhancing fundraising and budgeting capacity, promoting collaboration and networking among Rufford alumni, and supporting locally relevant conservation solutions. The programme followed a progressive and cumulative learning approach, as outlined in table 2.

Table 2. *Learning approach of the event*

Day	Focus area	Key topics
Day 1	Foundations	Communication, MEAL, and basics of proposal writing
Day 2	Accountability and budgeting	Accountability, learning systems, and budgeting (including practical exercises)
Day 3	Advanced skills and networking	Advanced proposal development, networking, and collaboration
Day 4	Experiential Learning	Field visits
Day 5	Reflection and closure	Reflection, evaluation, and closing session



Photo 2: *TRF presentation on creating detailed and effective project budgets*

2. SECTION 2: EVENT DETAILS

2.1 Days 1–3: Learning and exchange

The first three days of the workshop focused on capacity building, knowledge exchange, and practical skill development. Participants engaged in a series of technical sessions covering key topics such as communication for conservation impact, with an emphasis on behaviours change and stakeholder engagement; the MEAL (Monitoring, Evaluation, Accountability, and Learning) framework to strengthen project tracking and adaptive management; proposal writing techniques aligned with Rufford funding requirements; and budget development, particularly activity-based budgeting.

Interactive learning was central to the process, ensuring active participation and peer-to-peer exchange. All participants took part in group work on project design, fostering collaboration and practical application of newly acquired skills. In addition, over 70% of participants delivered poster presentations showcasing their ongoing Rufford projects, creating a platform for knowledge sharing and feedback. Each participant also benefited from at least one one-on-one consultation session with experts, allowing for tailored guidance on their specific projects.

By the end of Day 3, between 85% and 90% of participants reported increased confidence in proposal writing and project planning. Participants also demonstrated an improved ability to clearly link project objectives, activities, and budgets, reflecting a stronger grasp of integrated project design.



Photo 3: *Left - Group work session; Right - Poster presentation session*

2.2 Day 4: Field visits

Day 4 was dedicated to field visits, offering participants practical exposure to conservation and forestry initiatives in Cameroon.

The first visit took place at the Mbalmayo National Forestry School, a key institution in forestry education and research. With over 70 years of experience in forestry training, ENEF provides instruction at multiple levels, including assistant, technician, and senior technician. The institution also serves as the CITES Scientific Authority for Flora in Cameroon. Participants were introduced to the school's extensive forest resources, including approximately 1,000 hectares of research forest and 35,000 hectares of forest management units. They also visited a nursery dedicated to the production of timber and non-timber forest products. Interactions with students and faculty provided valuable opportunities to connect academic knowledge with practical conservation efforts, further enriching participants' understanding of sustainable forest management.



Photo 4: *Group photo at the Mbalmayo National Forestry School*



*Photo 5: Visit to the ebony (*Diospyros crassiflora*) forest plot in Mbalmayo NFS*

The second visit was to the Mefou Wildlife Sanctuary and Ape Action Africa (<https://apeactionafrica.org>), where participants gained hands-on insights into wildlife conservation and rehabilitation practices. Upon arrival, sanctuary staff instructed us to remain inside the vehicle, as one chimpanzee had escaped its enclosure during feeding and veterinary staff were in the process of safely recapturing it. The group was asked to move back to a safe distance and wait for further instructions. Although the situation was quite unsettling, after approximately 30 to 45 minutes, we were given clearance to return and proceed with the visit as planned.

Spanning approximately 800 hectares, the sanctuary hosts around 300 primates, including chimpanzees (*Pan troglodytes*), gorillas (*Gorilla gorilla*), and various monkey species. Through guided tours and discussions with conservation staff, participants learned about the rescue and rehabilitation of trafficked wildlife, as well as the ongoing challenges posed by poaching and illegal wildlife trade. The visit also highlighted the complexities of long-term management of rescued animals and protected areas. Overall, this experience reinforced the importance of integrating field realities into the design and implementation of conservation projects.



Photo 6: *Participant briefing before the primate visit at Mefou Sanctuary*

2.3 Day 5: Closing session

The final day of the learning event was dedicated to reflection, evaluation, and closure. All participants (100%) received certificates of participation in recognition of their engagement throughout the training.



Photo 7: *Certificate ceremony*

The session also provided an opportunity for participants to share key takeaways and express their commitments to applying the knowledge and skills gained in their future conservation work.

The event concluded with a group photo, symbolizing the strengthened relationships, collaboration, and sense of community built among participants over the course of the learning event week. Informal networking and exchanges continued afterward, allowing participants to consolidate connections before their departure.



Photo 8: Final group photo of participants holding their certificates

3. SECTION 3: SURVEY RESULTS (PRE AND POST EVENT)

Pre- and post-event surveys were administered to all participants, achieving a 100% response rate. The surveys were designed to assess participants' expectations and learning needs, measure improvements in skills and knowledge, and gather overall satisfaction and feedback on the event.

3.1 Key findings

Expectations and objectives

Prior to the event, 90% of participants selected "all of the above" when identifying the workshop's objectives, indicating a broad and high level of expectation. The most frequently

cited expectations included proposal writing and fundraising (85%), project design (80%), and networking (75%). These responses demonstrate strong alignment between participants' expectations and the design of the event.

Skills development

Following the event, 90% of participants rated their skills as intermediate or advanced, compared to approximately 40% before the training. This reflects a 50% increase in perceived skill level. Notable improvements were reported in proposal writing confidence (+55%), budgeting skills (+50%), and clarity in project design (+60%), highlighting the effectiveness of the training sessions.

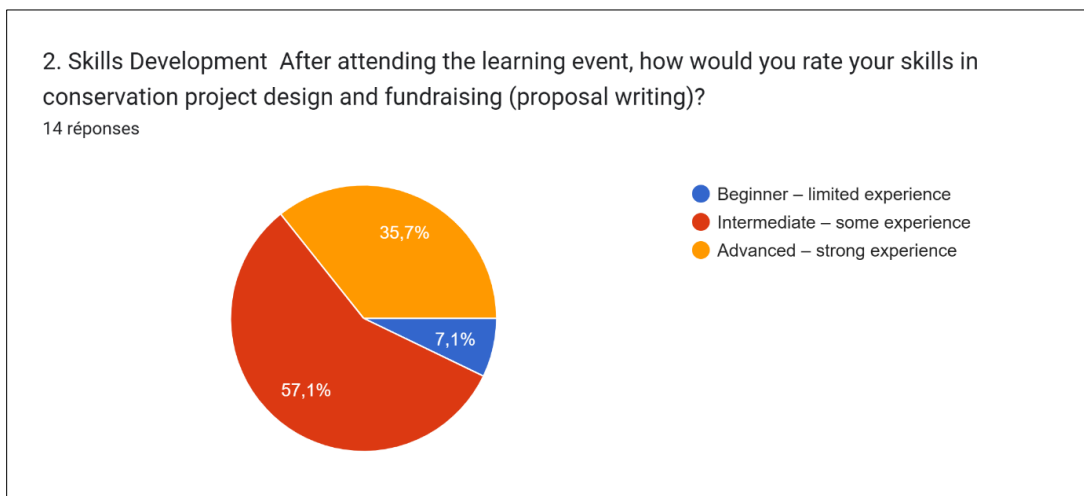


Chart 1: Skills improvement of participants

Language confidence

Participants' confidence in using English also improved significantly. The proportion of those reporting being "comfortable" or "very comfortable" increased from 60% before the event to 85% afterward. This gain can be attributed to active participation in group discussions and presentations throughout the workshop.

Satisfaction levels

Overall satisfaction with the event was very high. Sixty percent of participants reported being fully satisfied, 30% mostly satisfied, and 10% partially satisfied, with no participants expressing dissatisfaction. Facilitators were also highly rated, with 70% of participants rating them as excellent and 30% as good.

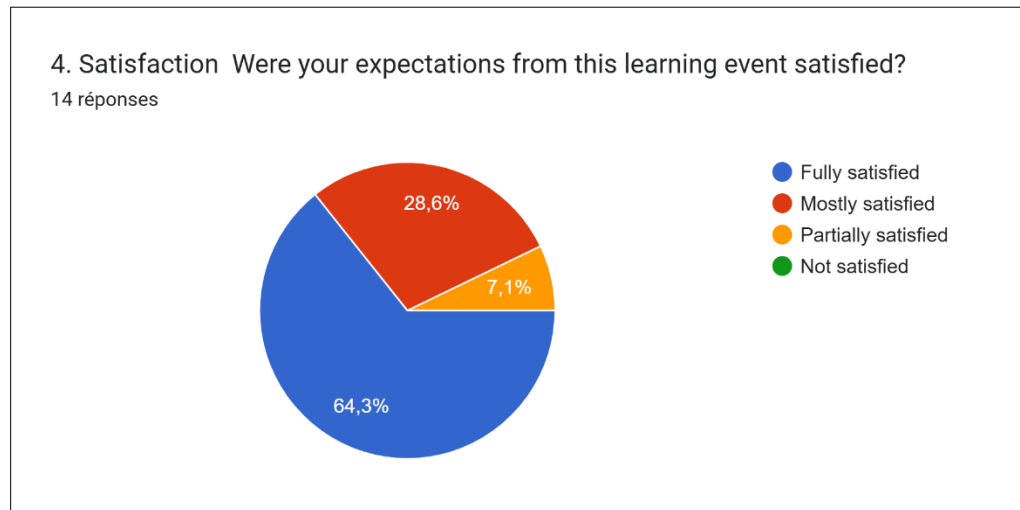


Chart 2: Satisfaction levels

 *Most useful sessions*

Participants identified proposal writing (30%) and budgeting (25%) as the most useful sessions, followed by MEAL (20%), networking and partnerships (15%), and poster sessions (10%). This ranking reflects a strong preference for practical, skills-oriented components of the training.

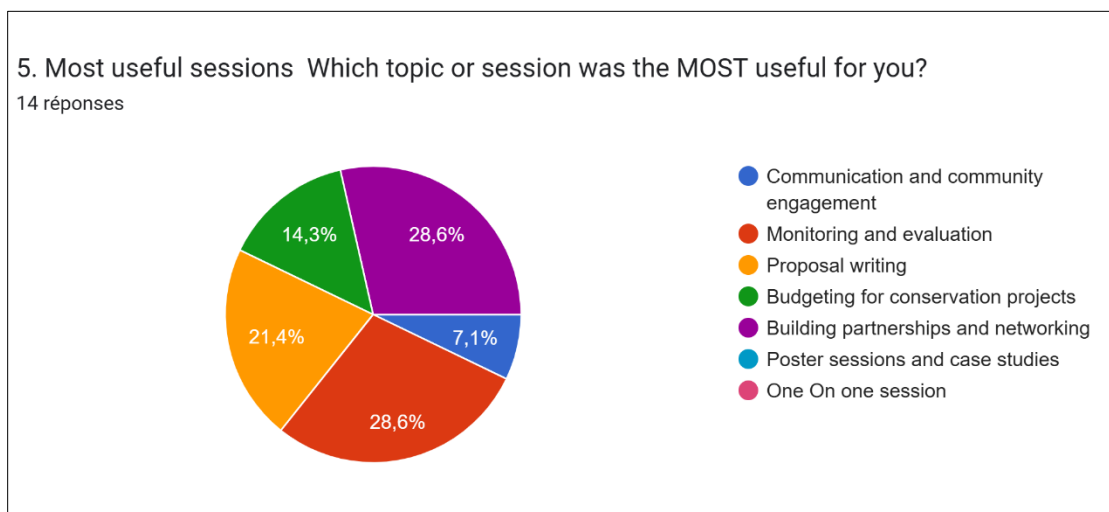


Chart 3: Most useful sessions

Challenges identified

Despite the overall positive feedback, some challenges were noted. Most participants (65%) indicated that more time was needed for discussions, while 55% expressed a desire for additional practical exercises. Additionally, 40% felt that some sessions were too short to fully explore the topics covered.

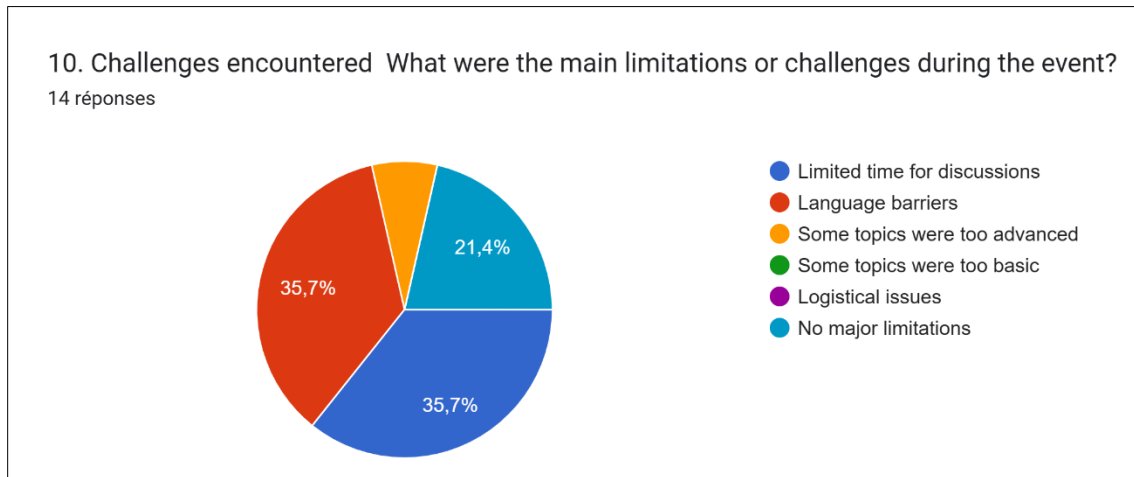


Chart 4: Challenges identified

Overall, the survey results indicate (Appendix 2) that the event met or exceeded the expectations of over 90% of participants. There was a clear and significant increase in both technical capacity and confidence, particularly in proposal development, budgeting, and project design. Furthermore, the workshop successfully fostered peer learning, collaboration, and knowledge exchange among participants.

4. SECTION 4: NETWORKING AND WAY FORWARD

4.1 Networking and collaboration

To ensure continued engagement beyond the workshop, a WhatsApp group was established during the event, bringing together all participants and facilitators (100%). This platform serves as a space for continuous knowledge exchange, a channel for sharing funding opportunities and relevant resources, and a support system to foster peer learning and collaboration.

Early indicators of engagement have been highly encouraging. More than 80% of participants remained active in discussions after the event, and several participants have already initiated ideas for collaborative projects, demonstrating sustained interest and momentum.

The learning event yielded several key outcomes. Participants reported improved capacity in project design, MEAL, and fundraising. The event also contributed to strengthening a national network of Rufford alumni, while enhancing collaboration and knowledge sharing among participants. Notably, 85% of participants expressed increased motivation to apply for future grants.

4.2 Way forward

Building on these achievements, several next steps have been identified.

- A Rufford alumni working group will be formalized to sustain engagement and coordination,
- Participants will be encouraged to submit new project proposals and to develop joint conservation initiatives,
- In addition, continued mentorship and follow-up activities will be implemented to support participants in applying the skills acquired during the training.

For future events, participants recommended increasing the time allocated to practical exercises and discussions, expanding field-based learning components, and introducing structured post-event follow-up sessions to reinforce learning and track progress. In addition, it is recommended to further strengthen The Rufford Foundation learning event strategy by integrating more long-term capacity-building approaches, such as structured mentorship programs, periodic alumni check-ins, and targeted thematic workshops that respond to emerging conservation needs.

5. APPENDICES

Appendix 1. Learning event agenda (Yaoundé, Cameroon - March 16-20, 2026)

Day	Time	Activity	Details	Facilitator
Day 1 March 16, 2026	9:00 am - 9:30 am	Registration, welcome and opening remark	Participant check-in and overview of workshop objectives	Serge, Jo, Harry and Eric
	9:30 am - 10:00 am	Ice breakers and networking activity	Interactive activities to foster initial connections	Adelaide
	10:00 am - 10:30 am	Evaluation survey – pre-event and Introduction to TRF and RSG	Overview of grant-making processes and funding sources	Serge, Stuart and Jo
	10:30 am - 11:00 am	Coffee break and networking	Opportunity for informal networking	All
	11:00 am - 1.00 pm	Talk 1 Communication and community engagement	Experience sharing, assigning participants to thematic groups, and developing a case study based on their own projects.	Rowina, Adelaide and Eric
	1.00 pm – 2.00 pm	Lunch Break		
	2.00 pm - 3:00 pm	Talk 2 Monitoring and Evaluation	Setting up robust evaluation frameworks	Pascaline
	3:00 pm - 3:30 pm	Coffee Break		
	3:30 pm - 5:00 pm	Talk 3 Writing persuasive proposals. <i>Designing case study based on participants project</i>	Tips and strategies for writing clear and compelling proposals. Creating actionable and fundable project ideas	Serge
	5:00 pm - 5:30 pm	End of day reflection	Recap of the day and Q&A session	All
Day 2 March 17, 2026	9:00 am - 9:30 am	Welcome and Recap of day 1	Review of key takeaways from Day 1	Group 1 Participants
	9:30 am - 11:00 am	Talk 4 Accountability and learning	Effective evaluation design	Pascaline
	10:30 am - 11:00 am	Coffee break		
	11:30 am - 1:00 pm	Talk 5 Budgeting for conservation projects	Interactive training on interpreting and applying proposal guidelines and developing effective project budgets. <i>Two interactive activities, which they can do in their groups:</i> 1. Spot the mistakes in the budget	Stuart

			2. Activity-based budgeting – I would like participants (in their groups) to present back to everyone on this.	
	1:00 pm - 2:00 pm	Lunch Break		
	2:00 pm - 3:30 pm	Interactive discussion groups	Breakout sessions to discuss challenges and solutions	All
	3:30 pm - 4:00 pm	Coffee break & poster session :	First group of ~6 participants present and discuss their posters informally with others	Eric
	4:00 pm - 5:00 pm	One-on-One Consultations. <i>Participant groups rotate between facilitators</i>	Individual sessions with experts for personalized feedback.	Jo, Stuart, Serge, Rowina, Pascalín and Eric
5:00 pm - 5:30 pm	End of Day Reflection	Recap of the day and Q&A session	All	
Day 3 March 18, 2026	9:00 am - 9:30 am	Welcome and recap of day 2	Review of key takeaways from day 2	Group 2 Participants
	9:30 am - 11:00 am	Proposal writing techniques. <i>Presentation and discussion of participants' case studies</i>	In-depth workshop on advanced proposal writing strategies	Jo, Serge, Eric and Rowina
	10.30 am-11.00 am	Coffee Break		
	11:00 am - 1:00 pm	Building partnerships and networking (<i>Panel discussion</i>)	Strategies for developing and maintaining professional relationships	Rowina and Adelaide
	1:00 pm - 2:00 pm	Lunch Break		
	2:00 pm - 3:30 pm	Practical exercises and group work.	Hands-on exercises and collaborative projects approach	Pascalín
	3:30 pm - 4:00 pm	Coffee break & Poster session	Second group presents posters	All
	4:00 pm - 5:00 pm	One-on-One consultations and poster session. <i>Participant groups rotate between facilitators</i> and Final group presents posters	Continued individual sessions with experts for tailored advice	Jo, Stuart, Serge, Rowina, Pascalín and Eric
	5:00 pm - 5:30 pm	End of day reflection	Recap of the day and Q&A session	All
Day 4 March 19, 2026	9:00 am - 9:30 am	Welcome and recap of Day 3	Overview of the day's agenda	Group 3 Participants
	9:30 am - 10:00 am	Breakfast at Hotel	Collective feedback and discussion	All

	10:00 am - 1:00 pm	Field Trip to Mefou Wildlife Sanctuary ¹ and ENEF Mabalmayo	Visit to local conservation site and guided tour	Eric
	1:00 pm - 2:00 pm	Lunch break	Packed lunch	
	2:00 pm - 3:00 pm	Field Trip to Mefou and Wildlife Sanctuary and ENEF Mabalmayo	Visit to local conservation site and guided tour	Adelaïde
	3:00 pm - 4:00 pm	Field trip debrief and Q&A	Discussion on observations and lessons learned during the field trip	All
	4:00 pm - 4:30 pm	Closing remarks and next steps. <i>Participant send-off at 7:00 pm</i>	Summary of key takeaways and information on follow-up actions	Eric
Day 5 March 20, 2026	Departure	Departure	Participants depart from the venue	

¹ Fieldtrip to Mefou Wildlife Sanctuary located 45 minutes from the international airport of Yaoundé. It is a primate sanctuary in the [forested area](#) of [Cameroon](#) and used as a shelter for [primates](#) that are affected by illegal pet and [bushmeat](#) trades in the country. Here you can see how the magnificent great apes of Cameroon are being conserved in a forest setting: [monkeys](#), [chimpanzees](#), and [gorillas](#). The guided tour takes about 1.5 hours.

Appendix 2. Survey questionnaires

RSG Learning Event Pre-survey

[Formulaire sans titre - Google Forms](#)

Please tick the appropriate box for each question.

1. What is your first language?

- English
- French
- Both English and French
- Other (please specify): _____

2. How comfortable are you using English in professional discussions and training sessions?

- Very comfortable
- Comfortable
- Moderately comfortable
- Not very comfortable

3. What is your highest level of education?

- Bachelor's degree
- Master's degree
- PhD
- Other (please specify): _____

4. Which of the following best describes the objective of this learning event in your opinion?

- Strengthen project design and proposal writing skills
- Improve fundraising and grant application skills
- Promote collaboration and networking among Rufford alumni
- Share experiences from conservation projects
- All of the above

5. What are your main expectations from this learning event? (Select up to three)

- Improve proposal writing and fundraising skills
- Strengthen conservation project design skills
- Improve monitoring and evaluation skills
- Expand professional/scientific network
- Receive feedback on my conservation project
- Learn about new funding opportunities

RSG Learning Event Post-survey

[Formulaire sans titre - Google Forms](#)

Please tick the appropriate boxes and provide comments where needed.

1. Language confidence

After the workshop, how comfortable do you feel using English in professional discussions and training sessions?

- Very comfortable
- Comfortable
- Moderately comfortable
- Not very comfortable

2. Skills development

After attending the learning event, how would you rate your skills in conservation project design and fundraising (proposal writing)?

- Beginner – limited experience
- Intermediate – some experience
- Advanced – strong experience

3. Understanding of objectives

Which of the following best describes the objective of this learning event?

- Strengthen project design and proposal writing skills
- Improve fundraising and grant application skills
- Promote collaboration and networking among Rufford alumni
- Share experiences from conservation projects
- All of the above

4. Satisfaction

Were your expectations from this learning event satisfied?

- Fully satisfied
- Mostly satisfied
- Partially satisfied
- Not satisfied

5. Most useful sessions

Which topic or session was the MOST useful for you?

- Communication and community engagement
- Monitoring and evaluation
- Proposal writing
- Budgeting for conservation projects
- Building partnerships and networking
- Poster sessions and case studies

6. Facilitators

How would you rate the facilitators?

- Excellent Good Average Poor

Were the facilitators clear, engaging, and supportive?

- Yes No

Comments/suggestions on facilitators:

.....

.....

.....

7. Organization & TRF staff

How would you rate the overall organization of the event?

Excellent Good Average Poor

How would you rate the support from TRF staff?

Excellent Good Average Poor

Comments on organization and TRF staff:

.....
.....
.....
.....

8. Logistics (Venue, Accommodation, Food)

How would you rate the following:

- Venue (comfort, facilities, accessibility):
 Excellent Good Average Poor
- Accommodation (if applicable):
 Excellent Good Average Poor N/A
- Food and catering:
 Excellent Good Average Poor

Comments on logistics:

.....
.....
.....

9. Areas for improvement

What aspects of the learning event need improvement? (Select all that apply)

- Training content
- Time allocated for discussions
- Practical exercises
- Logistics (venue, meals, accommodation)
- Field trip organization
- Communication before the event
- Facilitation approach

10. Challenges encountered

What were the main limitations or challenges during the event?

- Limited time for discussions
- Language barriers
- Some topics were too advanced
- Some topics were too basic
- Logistical issues
- No major limitations

11. Additional topics

What other topic(s) should have been included?

.....
.....
.....

12. Suggestions for improvement

Additional comments or suggestions to improve future Rufford learning events:

.....
.....
.....

13. Barometer of humour 😊

How would you rate the overall atmosphere and level of humor during the workshop?

- Very enjoyable and engaging
- Pleasant and balanced
- Neutral
- Too serious
- Not enjoyable

14. Overall satisfaction

Overall, how satisfied are you with the learning event?

- Very satisfied
- Satisfied
- Neutral
- Unsatisfied
- Very unsatisfied

Would you recommend similar workshops to others?

- Yes No

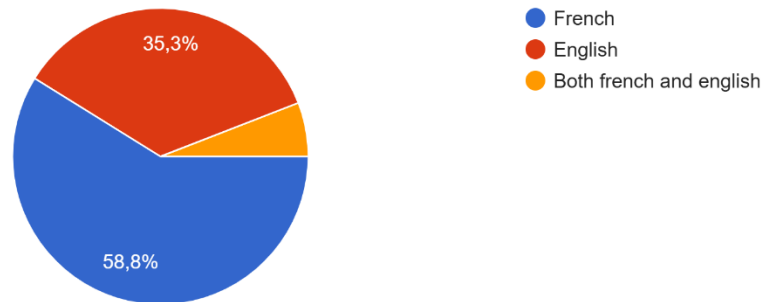
Thank you for your valuable feedback!

Appendix 3. Participant responses

Pre-survey

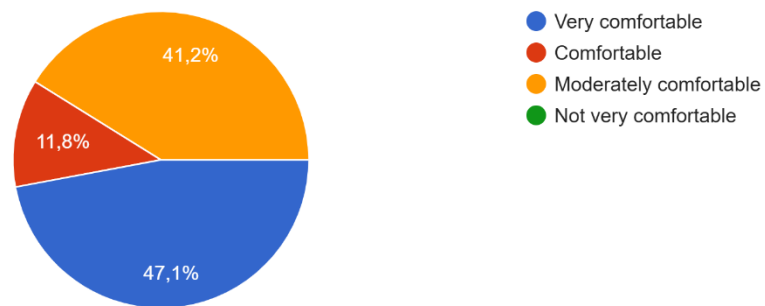
What is your first language?

17 réponses



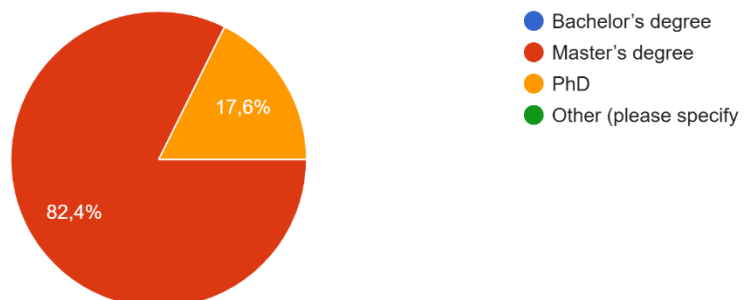
How comfortable are you using English in professional discussions and training sessions?

17 réponses



What is your highest level of education?

17 réponses



Organization / Department 15 responses

AMCO

ACTION FOR CONSERVATION AND ENVIRONMENTAL SUSTAINABILITY

AMCO African Marine Conservation Organisation

University of Buea,

Department of Plant Sciences, University of Bamenda

Institute of Agricultural Research for Development

University of Bamenda

Zoology Lab

Institute of Agricultural Research for Development (IRAD)

IRAD

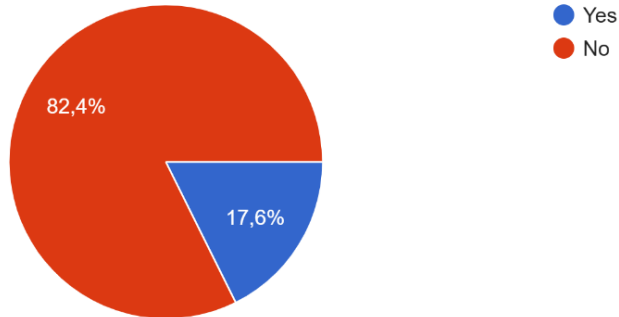
Laboratory of Biology and Physiology of Animal Organisms, University of Douala

Center for Tropical Research Cameroon

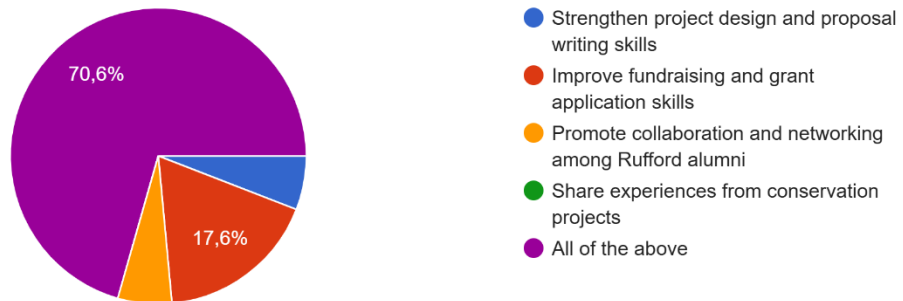
ACTION FOR CONSERVATION AND ENVIRONMENTAL SUSTAINABILITY

University of Yaoundé 1

Have you attended similar training before
17 réponses



Which of the following best describes the objective of this learning event in your opinion?
17 réponses



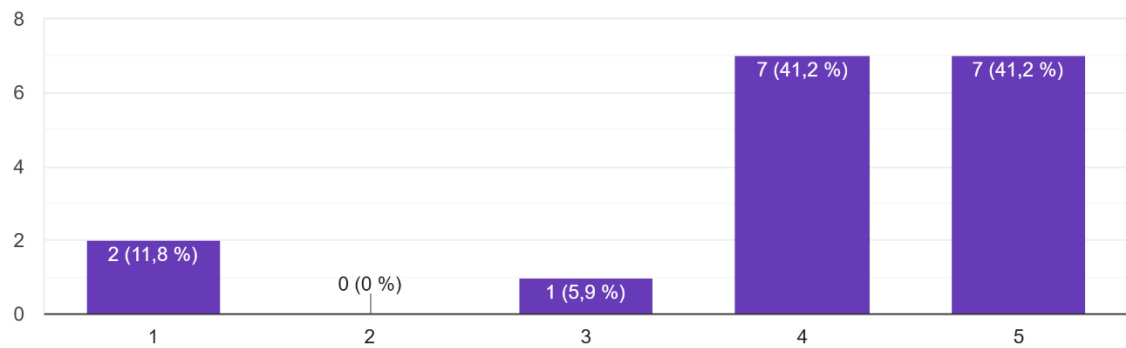
What are your main expectations from this learning event? (Select up to three)

17 réponses



How confident are you in applying this topic in your work?

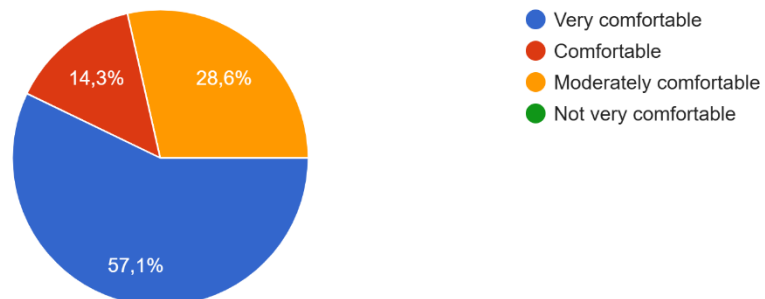
17 réponses



Post survey

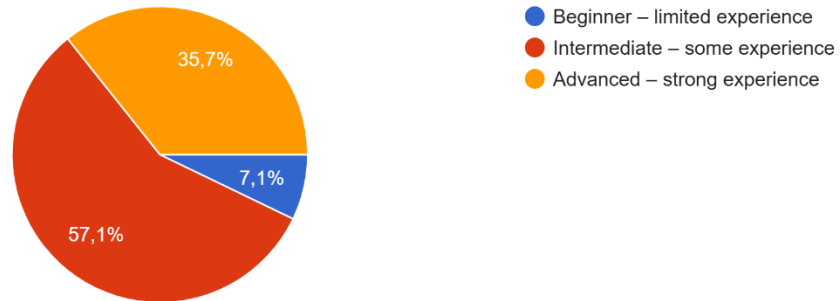
1. Language Confidence After the workshop, how comfortable do you feel using English in professional discussions and training sessions?

14 réponses



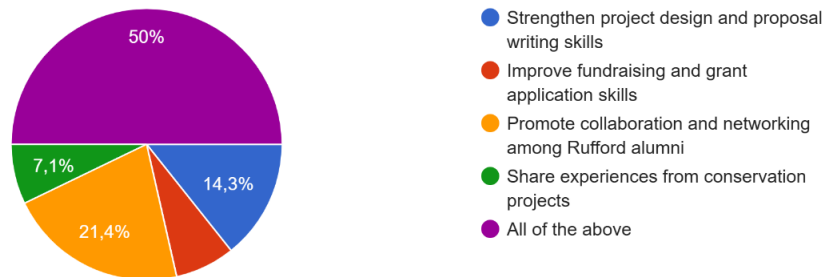
2. Skills Development After attending the learning event, how would you rate your skills in conservation project design and fundraising (proposal writing)?

14 réponses



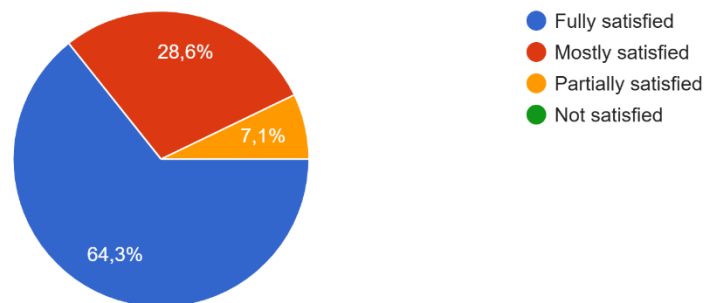
3. Understanding of objectives Which of the following best describes the objective of this learning event?

14 réponses



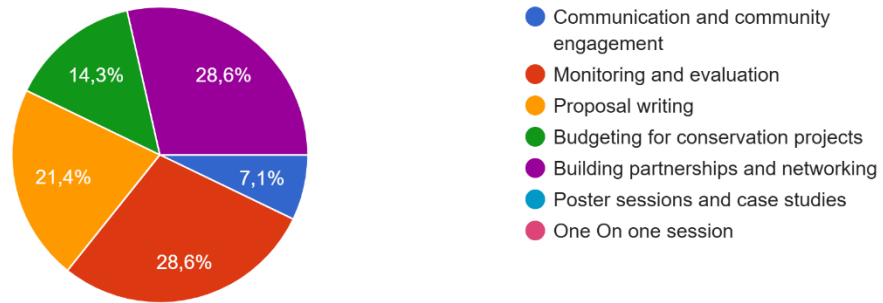
4. Satisfaction Were your expectations from this learning event satisfied?

14 réponses



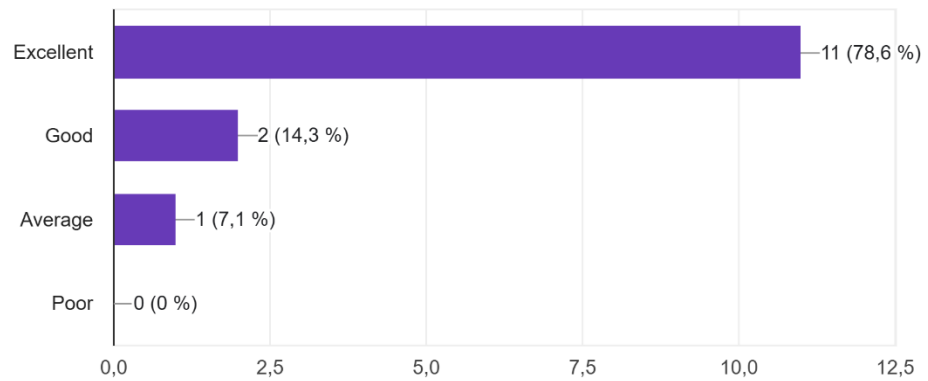
5. Most useful sessions Which topic or session was the MOST useful for you?

14 réponses



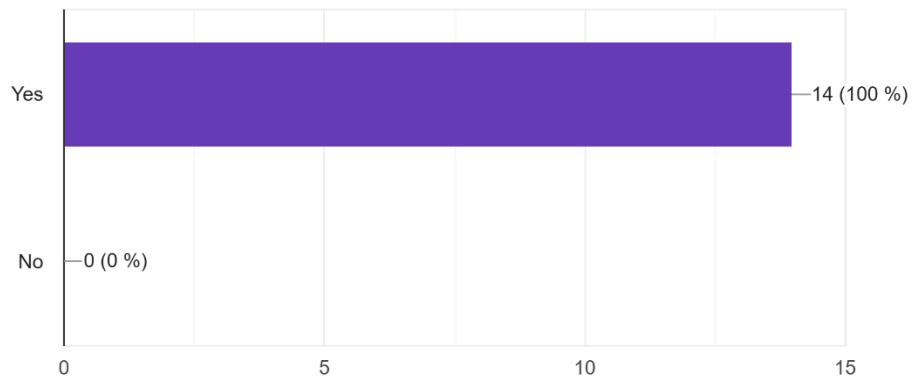
6. Facilitators a) How would you rate the facilitators?

14 réponses



b) Were the facilitators clear, engaging, and supportive?

14 réponses



c) Comments/suggestions on facilitators:

10 réponses

Thank you very much for this useful event and keep going on.

It is good if they can also express themselves in English since they also have English speaking audiences. Also, the broad topics should be taught in shorter forms for better assimilation.

They were great.

The facilitation was excellent and the event was well put together

I just want to suggest that next time, it is good that all facilitators should be bilingual to engage all participants in all topics for comprehensive understanding

RAS

They should be more prepared and be bilingual

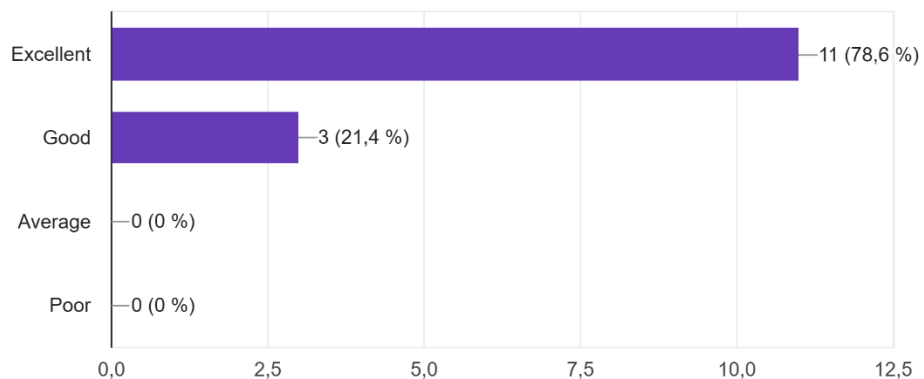
NA

They are very supportive and dynamic.

The facilitators were very clear in their explanations and made the sessions engaging and easy to understand. For future trainings, it would be helpful to place more emphasis on case studies by focusing on a single practical example and allowing participants to work through it together. This would enhance understanding and also help save time.

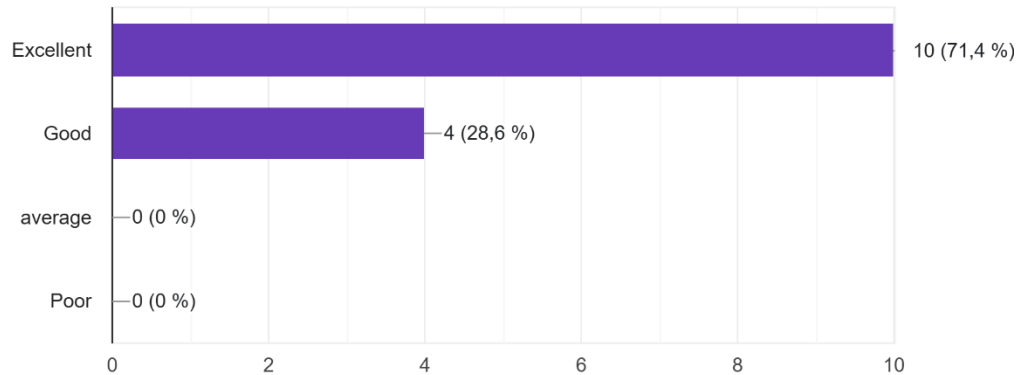
7. Organization & TRF Staff a) How would you rate the overall organization of the event ?

14 réponses



b) How would you rate the support from TRF staff?

14 réponses



c) Comments on organization and TRF staff:]

9 responses

I would like to thank the organisation and the TRF staff for giving me the opportunity to participate in this learning event. I really appreciated the experience and learnt a great deal during the week.

The organization did a great job in all aspects.

Thank you for the wonderful organization

It was just perfect

The staff is very open to discussions

Very supportive and open minded

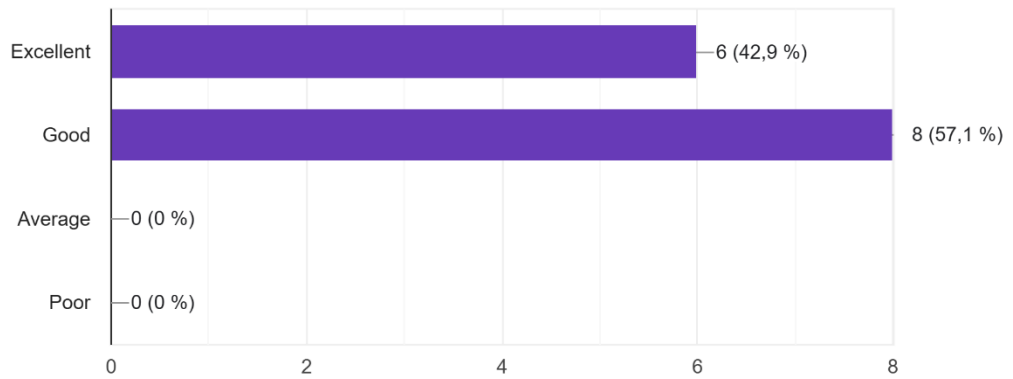
Na

They are very supportive.

I would like to sincerely congratulate the TRF staff for their excellent organization. Everything was well coordinated, and they were attentive to the needs of participants.

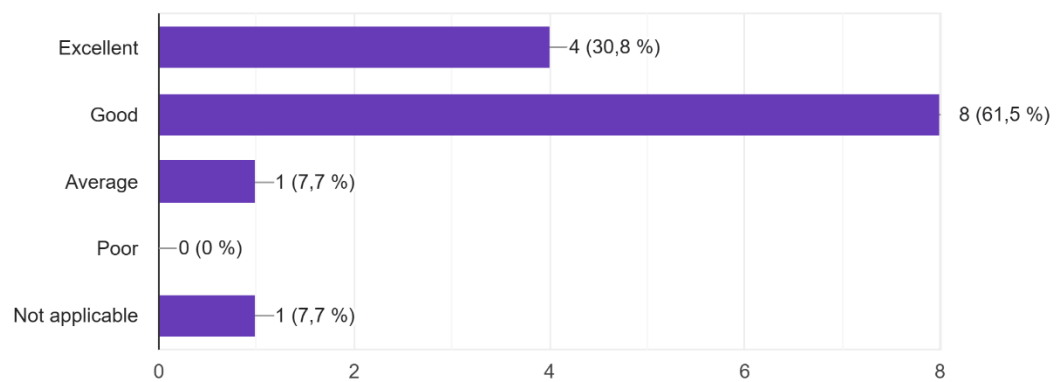
8. Logistics (Venue, Accommodation, Food) How would you rate the following: a) Venue (comfort, facilities, accessibility):

14 réponses



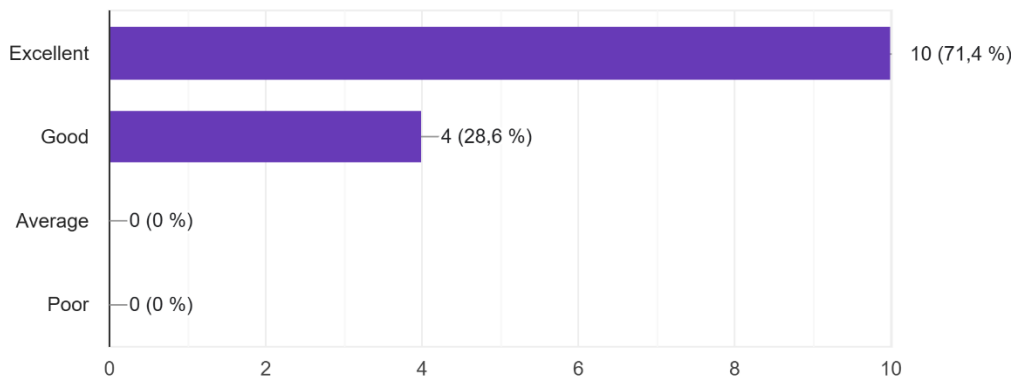
b) Accommodation (if applicable)

13 réponses



c) Food and catering:

14 réponses



d) Comments on logistics:

10 responses

Everything was perfect. However, it would be helpful if you could be more specific about the venue for the next meeting.

It was good but for the hotel with mild complaints about the room facilities

Well organized and planned.

All was good

Good Organization

Logistics was perfect

Well appreciated

Na

Satisfactory

For future events, it would be helpful to better manage meal quantities to reduce excess. Additionally, considering some form of support for participants' transportation and travel would be highly appreciated.

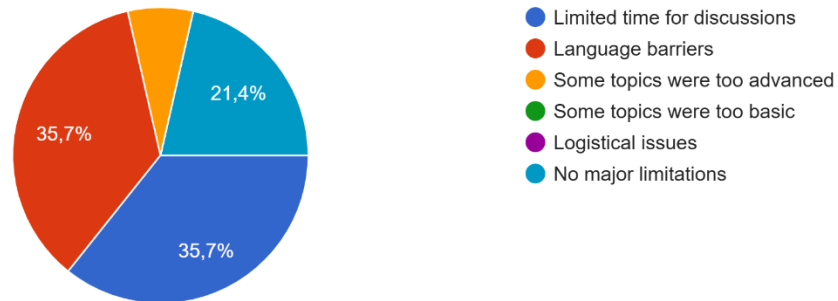
9. Areas for Improvement What aspects of the learning event need improvement? (Select all that apply)

14 réponses



10. Challenges encountered What were the main limitations or challenges during the event?

14 réponses



12. Suggestions for improvement

Additional comments or suggestions to improve future Rufford learning events:12 responses

Spend more time explaining certain points and doing practical exercises.

More days for more better and practical sessions

Rufford grants are often allocated to post graduate (MSc and PhD) students and career professionals, therefore I suggest that post graduate students should be more involved in such trainings. Communicating more about the event ahead of time on social media platforms and sharing the links to heads of laboratories for retransmission can help to reach the students easily.

For me it was ok. This is my first event, the topics were well selected and explain well. Next event, the participant badges should have names, and maybe we could have t-shirts printed for field trip and outdoor activities.

In general, all was good for me without major limitation

WIFI availability and computer for presentation

Increase number of trainees

Ras

More communication on the event

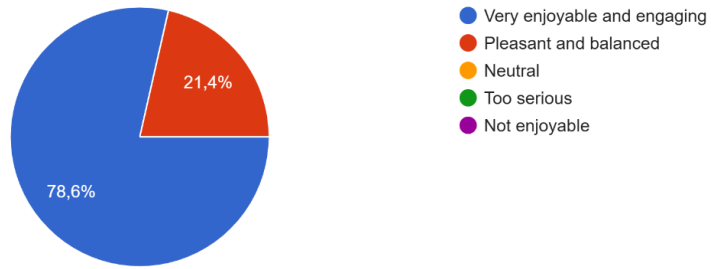
2 weeks program (individual projects follow, data collection and analysis, international connection with scientific laboratory etc

Increase more days and include a session on oral presentations of projects awarded.

Include more practical case studies, integrate storytelling sessions, and consider support for participants' transportation while improving meal management. Overall, the event was very enriching.

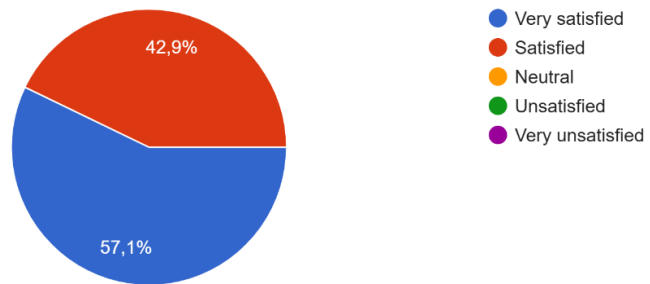
13. Barometer of humor 😊 How would you rate the overall atmosphere and level of humor during the event?

14 réponses



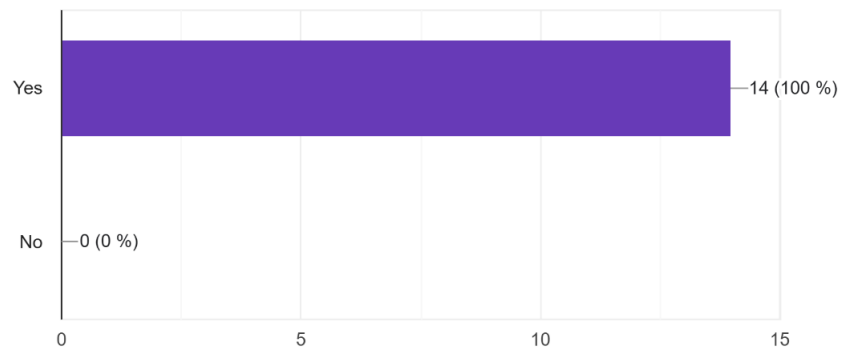
14. Overall satisfaction a) Overall, how satisfied are you with the learning event?

14 réponses



b) Would you recommend similar workshops to others?

14 réponses



Appendix 4. Overview of event participants

Participants details

The event brought together a diverse group of 23 participants (10 women and 13 men), with an average age of 35 years (ranging from 28 to 49). Participants came from a wide range of scientific backgrounds, regions, cultures, and linguistic groups, ensuring rich exchanges and multidisciplinary perspectives.

Participants were primarily selected from Rufford Small Grant and Booster Grant alumni from the 2018–2025 cohorts. Following the initial selection, a gender imbalance was observed; to address this, additional female participants were invited based on their expertise and relevance to the priority topics identified through a pre-event survey conducted during the call for applications.

Two facilitators were selected through a competitive process involving CV review and interviews by a panel. Although two initially selected participants were unable to attend, they were replaced by two participants from the Mbalmayo National Forestry School, who joined the group from the second day of the event.

List of participants

N	First Name	Last Name	Institution	Position	Gender
1	Achille	Ndaora Saiba	NFS Mbalmayo	Student	Male
2	Adelaïde	Nguejo Thayoh	BEDD	Legal Advisor	Female
3	Amos Fang	Zeh	University of Buea	Researcher	Male
4	Cédric	Djomo Chimi	IRAD	Researcher	Male
5	Christiane	Mayumgo Kamga	IRAD	Researcher	Female
6	Cicelia	Mandah	IRAD	Researcher	Female
7	Dieudonne	Wongibe Poupezo	Centre for Tropical Research	PhD Student	Male
8	Eric	Nana	IRAD	Researcher	Male
9	Etienne Xavier	Ngnibi Lounso	NFS Mbalmayo	Student	Male
10	Francis	Guetse	University of Bamenda	PhD Student	Male
11	Gertruide Dalila	Massoh	University of Yaoundé I	PhD Student	Female
12	Gwendoline	Angwa	ACES	Coordinator	Female
13	Joelle Bel-Ange	Ndongmo Vouffo Epse Tsopse	University of Cape Town	Researcher	Female
14	Joanna	Cook	TRF	Grant Officer	Female

15	Lydie	Messado Kamga	University of Yaoundé I	PhD Student	Female
16	Nkwemi Ngieyep	Laurelle Prisca	AMCO	Tech. Assistant	Female
17	Pascalín Simon	Vouffo	Consultant	MEAL Specialist	Male
18	Paterson	Stuart	TRF	CEO	Male
19	Roger	Taboue	NFS Mbalmayo	Lecturer	Male
20	Rowina Fidèle	Nguimbis Yann	WWF	Communicator	Female
21	Serge	Kamgang	BEDD	Founder	Male
22	Stanley	Nkemnyi	IRAD	Researcher	Male
23	Ulrich Sidoine	Wuibe Woubassi	University of Ngaoundéré	PhD Student	Male

The Rufford Foundation

The Rufford Foundation is a UK registered charity which funds nature conservation projects across the developing world. About The Rufford Foundation - The Rufford Foundation

The flagship Rufford Small Grants Programme gives funding to individuals working in developing countries who are starting on the ladder of conservation research and establishing pilot programmes. In some cases, if their work progresses well, these individuals may apply for one of the further grants from the Foundation. Since the Rufford Small Grants Programme was set up over 20 years ago, it has given more than £30 million through more than 5100 grants to projects in over 150 countries. The programme identifies scientists at the very early stages of their careers and provides targeted support to enable them to achieve their goal of making a difference in terms of conservation. Many recipients have gone on to be key influencers at a national and sometimes global level.



Jo Cook

Jo is a Grants Officer at The Rufford Foundation, where she supports the management and evaluation of conservation projects funded through the Rufford Small Grants Programme. She has a background in zoology and wildlife conservation, with experience in ecological research and conservation programme management. Prior to joining Rufford, she worked in academia and conservation organisations, including roles in teaching and wildlife conservation initiatives.



Paterson Stuart

Stuart is the Chief Executive Officer of The Rufford Foundation, a UK-based charity supporting biodiversity conservation projects worldwide. He has extensive experience in conservation funding, programme management, and capacity building, with a strong focus on supporting early-career conservationists through grant-making initiatives such as the Rufford Small Grants Programme. Prior to his current role, he held senior positions in conservation leadership and programme development, contributing to global efforts in biodiversity conservation and environmental sustainability.



Organisers and Facilitators-Presenters

Organisers

Serge Kamgang (BEDD), Founder and CEO, served as the lead organiser of the event, overseeing its design, coordination, and overall implementation.

Adelaïde Nguejo Thayoh (BEDD) contributed as an organiser, providing legal support and assisting with the coordination of the event.

Estherbel Bih Neba (BEDD), Programme Officer, contributed as a co-organiser, assisting remotely with logistics, communication, and event coordination.

Eric Nana, researcher at IRAD, contributed as a and organiser and facilitator by sharing scientific expertise and supporting discussions on conservation research and practice.

Facilitators-Presenters

Pascalín Simon Vouffo, MEAL Specialist and consultant, acted as a facilitator, leading sessions on monitoring, evaluation, accountability, and learning, with a strong emphasis on practical tools.

Rowina Fidèle Nguimbis Yann, journalist and communicator at WWF, served as a facilitator, strengthening participants' skills in communication, storytelling, and outreach.

Jo Cook, Grant officer - The Rufford Foundation.

Paterson Stuart, Chief Executive Officer - The Rufford Foundation.

Estherbel Bih Neba



Estherbel is a Forestry Engineer and Programme Officer at BEDD in Cameroon, with experience in project management, conservation research, and community engagement, and a strong focus on biodiversity protection. She has collaborated with organizations such as GIZ/ProFEC, contributing to field research, training, and conservation planning across Central Africa. She is an AfriMAB Fellow participating in the GRÓ Land Restoration Training Programme at the Agricultural University of Iceland in Reykjavík, further strengthening her expertise in ecosystem restoration and sustainable landscape management.

Serge Kamgang

Serge is a conservation biologist and recipient of the 2023 Whitley Award, with continued support from the Whitley Fund for Nature (2026) and a Rufford Completion Grant. He is dedicated to biodiversity conservation and capacity building across Central and West Africa, with expertise in great ape and large carnivore ecology, human–wildlife conflict mitigation, and protected area management. A National Geographic Explorer and Founder & CEO of BEDD, he has co-authored the *State of Protected Areas in Central Africa* (2020) and trained over 1,600 conservation professionals across Africa and Europe.



<https://orcid.org/0000-0001-5422-7794> | <https://www.linkedin.com/in/sergekamgang/>

Adelaïde Nguejo Thayoh

Adelaïde holds a Ph.D. in Public Law, with a specialization in International and Community Law, from the University of Yaoundé II (Cameroon). She is a lecturer and researcher at the Faculty of



Law and Political Science of the University of Douala. In addition, she serves as a Legal Advisor within the Biodiversity, Environment and Sustainable Development (BEDD) association and as Deputy Secretary General of the Cameroonian Association of Constitutional Law. Specializing in international environmental law, her research interests focus on international law, particularly international environmental law, environmental governance, international human rights law, and constitutional law.

Eric Djomo Nana

Eric is a conservation biologist with a PhD from Charles University (Czech Republic). He has held research positions at UCLA and the University of Oxford and is currently an Alexander von Humboldt Research Fellow at the University of Göttingen, as well as Coordinator of the Wildlife Research Unit at IRAD (Cameroon). He also serves as a visiting professor in Cameroon and Program Director for S.P.E.C.I.E.S. His work focuses on illegal wildlife trade,



particularly the socio-economic and nutritional role of bushmeat in Central Africa. He is actively engaged at the science–policy interface, contributing to conservation policy development. Dr. Nana has published extensively and received several prestigious research grants.

Pascalín Simon Vouffo

Pascalín is a seasoned MEAL professional with over 14 years' experience designing and leading



monitoring, evaluation, accountability and learning systems across humanitarian and development programmes. He has managed multi-sector MEAL teams and budgets, delivering baselines, evaluations, PDMs and donor reporting. Pascalín is skilled in establishing feedback and complaints mechanisms, participatory M&E, and integrating protection, climate change, gender and inclusion into program design. He combines strong data and digital capabilities (Kobo/ODK, Power BI, SPSS,

STATA) with proven capacity-building and stakeholder engagement experience. Fluent in French with good English, he is field-ready and experienced in coordinating with UN agencies, government counterparts and local partners.

Rowina Fidèle Nguimbis Yann

Rowina is a communications professional with over 10 years of experience in journalism, strategic communication, and non-profit outreach. A graduate of ASMAC (Yaoundé), she has worked with organisations including WWF, the World Bank, AMCO, and CWCS. She specializes in crafting impactful communication strategies for conservation and development initiatives. Passionate about storytelling for environmental impact, she also served as a facilitator during the Conservation Learning Event in Yaoundé, sharing expertise in communication and community engagement.



Participants

Amos Fang Zeh



Amos is a biodiversity Research officer who has been working with local NGOs in Cameroon. He has conducted research in this capacity in the Kimbi-Fungom National Park, Deng Deng National park and Campo Maan National Park. He is currently coordinating survey on red colobus in Banyang Mbo wildlife sanctuary and Ejagham Forest Reserve as well as part of a student Research "Assessing the effectiveness of community-based conservation in the protection of Chimpenzee in the Eastern slope of Moun

Cameroon. He holds a B.Sc and M.Sc in Geography and a P.hD in Natural Resources and Environmental Management (NaREM) at the University of Buea with focus on Primate conservation. His interest is in the Nigeria-Cameroon chimpanzee, red colobus and pangolins. He is an environmental geographer at the University of Buea, Southwest Region of Cameroon.

Angwa Gwendoline

Gwendoline holds an MSc in Biodiversity Conservation and has experience in protected area management and wildlife research in Cameroon. She is the Founder and Coordinator of ACES (Action for Conservation and Environmental Sustainability), a grassroots NGO established in 2021 to address biodiversity loss and habitat degradation. She also works as a Biomonitoring Technician with the PSMNR-SWR



programme, where she coordinates field teams and applies advanced tools such as camera traps and acoustic monitoring to support data-driven conservation. Her responsibilities include training, data management, and the production of technical reports for partners and donors.

Wongibe Dieudonne

Wongibe is an early-career researcher in marine and freshwater ecology, with a focus on aquatic mammals and fisheries. He is a doctoral candidate at the University of Bamenda, Cameroon. His research explores the genetics, toxicology, bycatch reduction, and spatial distribution of sharks and rays in a changing aquatic environment. He is also passionate about science communication, particularly on issues of community wellbeing, gender equality, diversity, and inclusion in biodiversity conservation. Recognizing the persistent



challenges of community and gender exclusion in conservation and academia, he aims to work closely with coastal communities to promote inclusive and sustainable natural resource management.

Nkwemi Ngieyep Laurelle Prisca

Laurelle is a Cameroonian conservationist and Technical Assistant at AMCO (African Marine Conservation Organisation). She specializes in aquatic ecosystem management and is actively involved in biodiversity conservation. Her work focuses on ecological monitoring, environmental education, and promoting ecotourism as a conservation tool. She is particularly engaged in the protection of threatened aquatic species, including the manatee, in Cameroon.



Ulrich Sidoine Wuibe

Ulrich is a Cameroonian researcher and educator specializing in biodiversity and environmental conservation. His PhD research focuses on the distribution and ecology of millipedes in the Sudano-Sahelian zone of northern Cameroon. His interests include soil biodiversity, invertebrate ecology, land degradation monitoring, and environmental education. He is committed to advancing conservation through research, community engagement, and science communication.



Massoh Gertruide Dalila

Gertruide is a PhD student in Zoology at the University of Yaoundé I, Cameroon. Her research focuses on the ecology and conservation of large and medium-sized mammals in forest-savannah mosaics and highland ecosystems. She has over five years of experience in wildlife monitoring using camera traps and line transect surveys in remote areas. Her work also integrates local ecological knowledge to better understand human-wildlife interactions and inform community-based conservation strategies.



Dr. Chimi Djomo Cédric

Cédric is a researcher at the Institute of Agricultural Research for Development (IRAD), based at the Yokadouma Agricultural Valorization Station in eastern Cameroon, where he serves as Head of Station. His work focuses on biodiversity conservation, forest ecology, carbon stocks, non-timber forest products, and agroforestry systems. With strong expertise in ecological research and project management, he contributes to the development of sustainable land-use practices, conservation strategies, and community-based natural resource management in Cameroon.



Nkemnyi Standly Nkengbeza

Standly holds a PhD in Animal Ecology from the University of Buea (Cameroon) and is a researcher with the Biodiversity Programme at the Institute of Agricultural Research for Development (IRAD). His work focuses on wildlife research, conservation and management, with particular emphasis on threatened primates and human–wildlife conflict mitigation. He has extensive experience in grant writing and management and has authored several peer-reviewed publications. His interests also include conservation genetics and the application of molecular tools (e.g., DNA sequencing and eDNA) to support biodiversity conservation and reduce extinction risks.



Mandah Cicelia Takor

Cicelia is a final-year PhD student in Botany and Ecology at the University of Yaoundé I (Cameroon)



and an early-career researcher at the National Herbarium of Cameroon. Her research focuses on biodiversity conservation, examining the biosystematics, phylogeography, and ecology of *Microberlinia bisulcata* to support its sustainable management. Her work aims to reduce anthropogenic pressure on forest ecosystems, identify biodiversity hotspots, and advocate for the species' inclusion in CITES. She is passionate about conservation and collaborative learning.

Mayumgo Kamga Christiane Laurette

Christiane is a final-year PhD student in Plant Ecophysiology at the University of Bamenda and a researcher at the National Herbarium of Cameroon. Her work focuses on sustainable agriculture and biodiversity conservation, using bio-amendments (AMF, biochar, compost) to address soil degradation and salinity. By improving crop resilience in northern and coastal regions, she helps reduce pressure on forest ecosystems. She promotes collaborative learning, climate-smart agriculture, and actively advocates for women in STEM and food security in Africa.



Saiba Achille Ndaora

Achille is a Master's (M2) student in Natural Resource Management, specializing in forest and



wildlife management at FASA/CRESA Forêt-Bois. He is an Assistant Forest Planner at African Nature and Conservation (ANC) and a member of the CITES Flora Cameroon Technical Secretariat. With a background as a forestry technician and technical education teacher, his expertise includes forest certification, forest inventory and management planning, environmental conservation strategies, and community engagement.

Appendix 5. Photos gallery



Participants engaged in interactive training sessions, highlighting knowledge exchange, group discussions, and capacity-building activities during the learning event.



Field-based activities and experiential learning moments, including site visits and group interactions, illustrating practical conservation training and collaboration.

Acknowledgement

The organisers would like to express their sincere gratitude to all individuals and institutions who contributed to the successful organisation and implementation of the Rufford Learning Event Cameroon.

We extend our appreciation to The Rufford Foundation for its financial support and continued commitment to strengthening conservation capacity through the Rufford Small Grants Programme.

We express our sincere gratitude to Jo Cook and Peterson Stuart for their guidance, trust, and continued engagement throughout the process. We also extend our special thanks to Mariam Weston, former Rufford Grant Officer, whose vision and early efforts were instrumental in initiating this learning event in Cameroon.

We are particularly grateful to BEDD Cameroon for organising and coordinating the event, and to all facilitators whose expertise and dedication ensured the high quality of the training sessions. Their contributions were instrumental in delivering a rich and impactful learning experience.

We also acknowledge the support of partner institutions, including IRAD Nkolbisson, for providing the venue, Salma Hotel for logistical support, as well as all collaborating organisations that facilitated field visits and practical sessions.

Our sincere thanks go to all participants for their active engagement, knowledge sharing, and commitment to advancing biodiversity conservation in their respective fields.

Finally, we recognize the collective efforts of all contributors whose collaboration made this event a success.





Thank You !

