

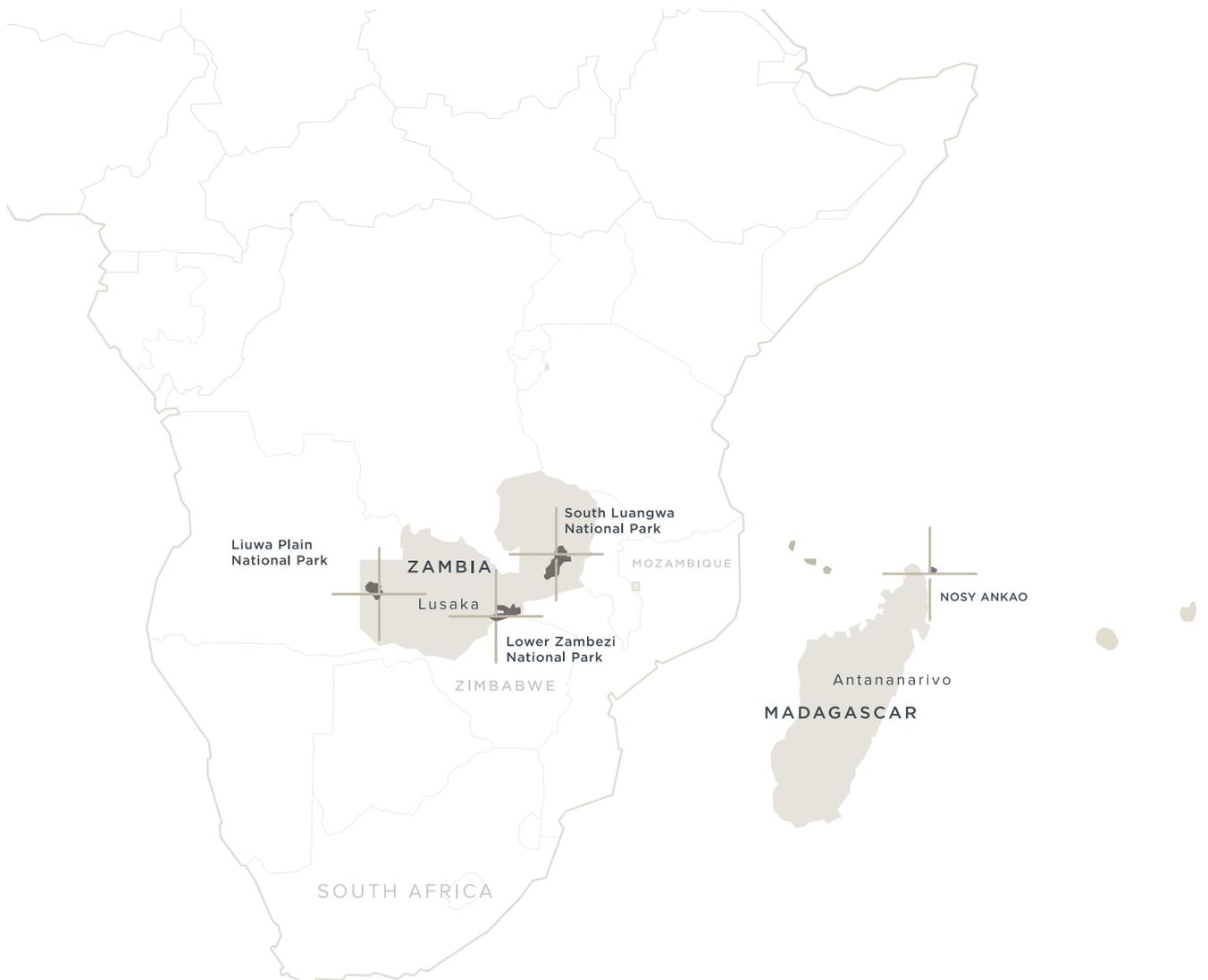
Annual Report 2019





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2019 Highlights



SOUTH LUANGWA:

- 10 college diplomas achieved in 2019
- 84% of children with special needs improved in at least 60% of their developmental areas

LOWER ZAMBEZI:

- The number of children with special needs enrolled in the Home-based Education Programme more than doubled between May and September 2019
- Academic performance for girls in the female empowerment programme increased by 42% between terms 1 and 3

LIUWA PLAIN:

- 29% improvement in the number of girls functionally literate in English
- 0% drop out rate due to pregnancy amongst sponsored students

NOSY ANKAO:

- At the end of 2019, 52% of girls at our focal primary schools advanced at least one level in literacy
- We introduced the first sponsorship programme to the region with five students now attending secondary school in the city of Diego



Emmanuel Banda,
age 5 - Cerebral Palsy.

Enrolled in primary school in 2018.
Learned to walk in 2019.



Our Approach

The Time + Tide Foundation is now in its fifth year of operation, having grown significantly since 2015.



We end 2019 with 40 full and part-time employees as well as 140 volunteers working with a direct beneficiary audience of 7,400 residents across 11 residential communities. Through exploratory research conducted in 2018, these residents expressed grave concerns over access to quality education for their children and lack of support for children with developmental differences. We took this information on board and refined our focus accordingly to prioritise education for the most vulnerable youth in our communities. We are proud to share our progress with you in this report.

In order to render safari tourism and biodiversity conservation relevant to residents, our strategy is to connect on a personal level with families and thoughtfully invest in the future of their children. This household-level approach is complemented with infrastructure and medical care that reaches a much wider audience, with over 34,000 residents benefitting indirectly from our programmes. In our experience, the personal attention to residents' well-being, coupled with the direct social and economic impact of the Time + Tide lodges, proves the local long-term value of tourism.



Mayamiko Sakala,
age 5 - Hydrocephalus.

Enrolled in primary school in 2019.
Learned to stand with support in 2019.



Note from the Foundation Council



In 2015 we established the Time + Tide Foundation to better address the needs for community and conservation support in and around the areas where the Time + Tide business operates. We had ideas about how we should raise money, what we should focus our resources on, and how we could sustain a positive impact in protecting the wonderful natural world with which we have been endowed.

It gives me great pride to see how our team have managed from a small beginning to make such a significant and truly valuable impact on the lives of the people living in these remote wilderness areas. In turn these efforts are contributing to the tourism economies showcasing these great natural assets.

While a fresh momentum of consciousness has gripped the world to slow down and reverse some damaging trends that are the habits of our 'modern world,' the Foundation is facing 'front on' the real needs of mostly marginalized communities in places that need to be protected.

Our deliberations have resulted in us focusing our efforts in areas that we can have some measurable targets with possibly immeasurable positive value. We have concentrated on empowerment and education for vulnerable members of society with a special emphasis on female students, children with special needs and health support. These efforts connect us at a personal level with members in the societies where we operate and allow us to listen and figure out what has real impact over and above the economic impact delivered directly and indirectly through the Time + Tide tourism activities. This focus still leaves room for our commitment to wildlife conservation in our areas. Through the Foundation, we assist in hands-on management of the magnificent biodiversity in Madagascar and assist our partner organisations in Zambia.

To the Foundation team, my fellow trustees and our donors: thanks for your time, your commitment, your generosity, and wisdom.

May we look forward to the year ahead.

R. Thierry Dalais
Council Member
Time + Tide Foundation



Ellis Chinika,
age 11 - Autism.

Enrolled in primary school in 2019.
Learned to communicate with gestures in 2019.



Institutional Information

FIELD-BASED TEAMS:

MADAGASCAR:

Joël Henri Jao: Community Liaison Officer
Odilon Assany Feno: Crowned Lemur Conservation Project Manager
Ny Sanda Ranaivoson: Programme Officer, Nosy Ankaos

Ankao Management SA
25 Rue Colbert – BP 310
Antsiranana
Madagascar
Tel: +262 20 82 23159

ZAMBIA:

Patrick Kazadi: Theatre Facilitator
Inonge Liboma: Body Stress Release Practitioner
Josie Matterson: Monitoring and Evaluation Manager
Charity Mushokabanji: Programme Officer, Liuwa Plain
Masuka Mutenda: Communications Manager
Ritah Muyunda: Special Education Manager
Nachilima Namwala: Wellness Manager
Thokozile Phiri: Programme Officer, Lower Zambezi
Kalinda Zimba: Programme Officer, South Luangwa

ADMINISTRATION AND FINANCIAL TEAM:

MAURITIUS:

Emily Leclezio: Chief Finance Officer
Avinasha Ramsamooj: Accountant

Time + Tide Foundation
The Junction Business Hub
Arsenal Branch Road
Calebasses
Mauritius
Tel: +230 24 39217

FOUNDATION COUNCIL:

Sir John Rose (Chairman)
Mark Carnegie
R. Thierry Dalais
Elizabeth Ellis (Director)
James Orford





Robson Phiri,
age 6 - Foetal Alcohol Syndrome.

Enrolled in primary school in 2019.
Started to play football in 2019.



Programme Summaries

SECTION A: FEMALE EMPOWERMENT

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Total
Number of girls enrolled	56	57	23	62	198
Number of hours of individual consultations	-	64	9	36	109
Number of hours of lessons on sexual and reproductive health	16	68	5	31	120
Number of hours of community meetings on the importance of female education	-	89	6	43	138
Number of hours of English/French lessons	40	102	29	212	383

OVERVIEW

The Foundation's female empowerment initiatives inspire primary school girls from some of the most faraway communities in Zambia and Madagascar to believe in their self-worth. An important part of this process is helping girls who are at high risk of young pregnancies, marriage and domestic roles to realise their academic and professional potential. Consequently, our objective is to see at least 40% of our primary school female beneficiaries advance to top secondary boarding schools by 2021.

In 2016, the Time + Tide Foundation piloted the female empowerment programme in the South Luangwa with a group of 20 high risk female students. In the first three years, we recorded a 96% transition rate from primary to secondary school, which is 28% higher than the national average¹. Through the programme, our target female audience achieved an average increase in self-confidence of 40%; the number of girls literate in English improved by over a third (35%); and we recorded a 0% dropout rate due to pregnancy.

SOUTH LUANGWA

The Kakumbi and Mnkhangya chiefdoms in the South Luangwa are the most populated areas in which we work, and the baseline figures for girls' academic performances and self-confidence are higher than our other focal communities. As a result, our targets are higher: we aim to see 100% of girls in our clubs qualify for admission to top boarding schools by 2021. In 2019, we expanded the female empowerment activities to 56 girls across two schools. At the end of the year, 75% of the grade 7 girls in our clubs achieved a quality pass to grade 8. By comparison, only 38% of girls not in the clubs achieved a quality pass.

Over the course of the year, the girls attended 5 field trips: two top boarding schools, a career fair day and celebrations of International Day of the Girl Child and Menstrual Hygiene Day. These activities are designed to motivate the girls academically and professionally while building on their English skills through plays and performances to large community audiences. Our most impressive result from 2019 was the increase in the number of girls testing as functionally literate in English from 48% at the start of the year to 73% by the end of 2019.



¹UNICEF Zambia



ROYCE PHIRI

Royce Phiri joined the Female Empowerment Programme at Yosefe School in 2018. She did not think she would pass her grade seven exams, and she dubbed herself as “dull and unimportant”. Over the course of two years, Royce attended over 50 hours of girls club sessions and fieldtrips, and by the end of 2019 her

self-esteem was recorded as 73%. In December, once she completed her grade 7 exam, Royce was sent to get married in a village approximately 5 hours away as her family assumed that she would not qualify to grade 8.

In early January, Royce’s friends discovered that she not only passed her grade 7 exam but was also accepted to one of the top all girls schools in the Eastern Province. Her friends immediately informed Royce’s grandmother, who explained the situation to us: “We sent her away because we knew she wouldn’t pass; my brother came to get her so that she finds a better life [with a husband].” We asked Royce’s family to reconsider and they agreed; the marriage had not yet been formalised, so Royce was called to return home. When we met Royce to discuss the details of the sponsorship, she fought back tears as her grandmother danced in celebration.

“I can’t believe I am going to Katete Girls School. I never had confidence that I will pass but now I believe I can do anything. I really can. I want to work hard in school, I want to go to college and become a doctor so that I take care of my parents.”

LIUWA PLAIN, LOWER ZAMBEZI AND NOSY ANKAO

2019 was the first year of expanding our female empowerment programme to our other three areas of operation, where we introduced club activities at 7 primary schools reaching over 140 girls and recruiting 12 teachers and volunteers.

Our intervention strategies were tailored to the baseline data and unique contexts of our communities. In Liuwa Plain, we partnered with Adolescent Reproductive Health Advocates (ARHA), a non-profit organisation based in Mongu. We hired two ARHA female community educators to be based in Munde and Sibemi Villages, assisting with classroom-based lessons and holding extracurricular activities for the girls. In the extremely remote Liuwa Plain, there have not been many post-primary educational opportunities for girls as many are expected to get married between the ages of 13 - 15. The ARHA educators devoted 89 hours to community meetings with parents to explain the

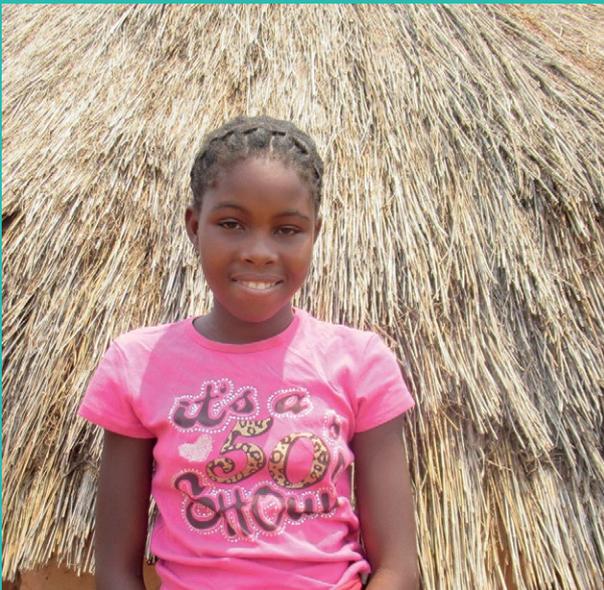
long-term economic, social and health benefits of girls staying in school and delaying marriage and motherhood. So far, this full-time attention to girls’ academic progression is proving effective: across both schools, the dropout rate for girls decreased from 36% in 2018 to 18% in 2019, and the dropout rate due to pregnancy decreased from 9% in 2018 to 0% in 2019. Moreover, we recorded 39% of girls as functionally literate by the end of the year, an improvement from only 10% of girls at the start of the year. By 2021, we are aiming for a 0% dropout rate amongst girls in grade 7 and 70% of girls proving functionally literate in English.

In Mugurameno Village of the Lower Zambezi, we introduced the female empowerment programme at the primary school in term 2, beginning with 0% English literacy amongst the 20 girls in the club. Over the course of the two terms, we recorded a 13% increase in literacy level, which indicates that more intensive, one-on-one English lessons are required. In 2019, 14% of girls in our club received a quality pass to grade 8; by 2021, we want to see 40% of girls being accepted to top secondary schools. We are also experimenting with the use of theatre to help girls build their confidence in speaking English and as a tool for community sensitisation. In 2019, our theatre coordinator in the Lower Zambezi directed 3 plays focusing on the importance of female education, which were performed to audiences of over 200 people at community events in the Chiawa Chiefdom.



We work with four primary schools in Madagascar, reaching a total of 62 girls. Here, our first objective was to hire French-speaking teachers at the schools since there were no teachers at the start of 2019 who were able to comfortably read, write, speak, or teach in French, the official language of all course and exam material in Madagascar. As a result, we saw 52% of girls advance in their literacy level in the space of one year. In order to initiate the girls clubs, we partnered with two non-profit organisations:

YES-TaFiTa, a youth-focused NGO based out of Tamatave and One Way for Change, a volunteer-match platform that connects young Malagasy professionals with volunteering opportunities across Madagascar. Together, they sent 10 volunteers during 2019 who devoted 54 hours to managing the female empowerment programme at Nosy Ankaos. Thanks to their commitment, we recorded an improvement in girls' self-esteem from 57 - 65%.



NAZIA KAFUDZA

Nazia lost her father when she was 11 years old and now lives with her single mother and young brother in Mugurameno Village. Nazia joined Mugurameno Girls Club at its inception in May 2019 at the age of 14. She was struggling to read in English and she lacked self-confidence. The first time I met Nazia I greeted her with, "How are you?" She simply dropped her head and giggled. She did not have the confidence to respond. This lack of confidence was reflected in Nazia's academic performance as well. When I asked her whether she felt nervous and shy about asking and answering questions in class, she agreed.

By September, I started noticing that there were some changes in Nazia. She made sure that she attended all Girls Club meetings, and sometimes she would come early to pick me up from my house along the way: "Aunty Thoko, it's time for Girls Club!" Now when I greet her, she maintains eye contact and she responds in English. Nazia's literacy level has improved by three levels and she therefore achieved functional literacy in English this year. She says that the way I teach Girls Club motivates her:

"Aunty Thoko, I want to learn to speak and read English like you. I will be very happy when that happens."

- as told by Thokozile Phiri, Programme Officer for the Lower Zambezi

KAPI KAKENYA

Kapi is 14 years old. Her father died when she was young, and her mother re-married and left the children from her first marriage to be raised by her parents in Munde Village. Academically, Kapi was a dedicated and high-performing student throughout primary school. In 2019, however, both of her grandparents passed away in the space of a month, which had a negative impact on her attendance and performance at school. Her grandparents were caring for Kapi, three of her siblings as well as two orphans. As Kapi was now the oldest in the household, she had to ensure all the children were fed and looked after on a daily basis. At times, she was absent from school for stretches of two consecutive weeks. Despite these hardships, Kapi managed to take her grade 7 exam on time and qualified to Sefula Secondary School in Mongu, the capital of Zambia's Western Province. Fortunately, Kapi's aunt agreed to relocate to Munde and care for the other children so that Kapi could continue her education with sponsorship from the Time + Tide Foundation.



The Home-Based Education Programme provides individualised education plans for children with special needs who are likely to be excluded from school. We train local volunteer caregivers on how to lead one-on-one physical and cognitive lessons for the children at their homes in conjunction with their primary guardians.

OVERVIEW

The programme tackles traditional stigmas around children who are differently abled and encourages residents to build inclusive communities that foster learning opportunities for all children equally. Our objective is to see 85% of the children with special needs in our programme register in primary schools by 2021.

In 2016, the Time + Tide Foundation piloted the home-based education programme in the Kakumbi Chiefdom of the South Luangwa with a group of 30 children, only 10% of whom were enrolled in school. Since then, the number of children in school has increased substantially, with three quarters (73%) of children attending primary school today. Each child has progressed in an average of 7 developmental areas, showing improvements in their motor, cognitive and self-care abilities. The programme has also seen material shifts in community perceptions towards disabilities, with 80% of parents in the programme acknowledging decreased prevalence of stigmas.

The success of the pilot programme led us to expand this model to a second chiefdom in the South Luangwa in 2018 and to Liuwa Plain, Lower Zambezi and Nosy Ankao in 2019.

SOUTH LUANGWA

We launched the sponsorship component to the home-based education programme in 2018, enrolling 8 primary school children at a private school in the Kakumbi Chiefdom. Simultaneously we hired and trained one of the caregivers as a teacher’s assistant to offer support to the children while at school. In 2019, we now have a total of 44 children across 6 schools, and we provided 6 caregivers with 32 hours of specialised teacher training from Robam Mwaba, former Director of the Zambia Institute for Special Education. These caregivers were subsequently hired as teachers’ assistants at the schools. Of the students with special needs, the Time + Tide Foundation sponsored 23 at private and government nursery schools in 2019.

More than 80% of the 87 children in the South Luangwa programme have progressed in 60% or more of their developmental areas, showing improvements in their motor, cognitive, communication, and self-care abilities. Additionally, we spent over USD 4000 on hospital visits and surgical operations for 9 children with physical disabilities.

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Total
Number of children enrolled	87	54	16	6	163
Number of children attending primary school	47	20	14	4	85
Number of volunteer caregivers	72	32	12	6	122
Number of hours of volunteer caregiver training	109	86	152	23	370
Number of hours of home-based education offered to children	5133 (over 11 months)	1624 (over 6 months)	151 (over 6 months)	20 (over 2 months)	6928

Developmental Area	% of Children Who Have Shown Improvement
Walk Independently	44%
Stand	53%
Dress Self	65%
Toilet Training	67%
Feed Self	67%
Remember	83%
Sit	83%
Push Body Up With Arms	85%
Raise Head to Look Up	89%
Communicate Needs	90%
Understand Others	90%
Play	92%
Grasp Objects	92%
Respond	96%

BODY STRESS RELEASE

From May through September 2019, Inonge Liboma, one of the managers of our home-based education programme, attended a course in South Africa on Body Stress Release (BSR), a complementary health technique that unlocks tension in the body. Unreleased tension has the potential to contract muscles and lead to numbing of nerves, which in turn can interrupt the communication between the brain and areas of the body that need healing. When body stress is released, tension is unlocked, nerve communication is re-opened and self-healing is restored. Inonge is now able to provide this support consistently to the children in the home-based education programme, many of whom endure regular physical and emotional pain that results in tension throughout their bodies.

Inonge and BSR practitioner Suré Tredoux held two BSR outreach sessions in the South Luangwa this year, offering releases to 141 children. Additionally, Inonge traveled to Liuwa Plain and conducted her first independent BSR outreach, attending to 45 children over 63 hours.



INCOME GENERATING PROJECT

In November of 2018, we assisted the South Luangwa volunteer caregivers in starting an income generating activity growing oyster mushrooms. Cultivated mushrooms are not locally available in this area yet they are highly desired by the tourism industry and often procured from Lusaka. Since the volunteer caregivers are not paid for their work with differently abled children, we wanted to help them start their own business. During 2019, they managed 52 mushroom harvests and sold 122 kgs of mushrooms earning over USD 1000. Independently of the Foundation, the caregivers decided to reinvest the profit in a chicken rearing project, selling 472 chickens for additional earnings of USD 1500.

LIUWA PLAIN, LOWER ZAMBEZI AND NOSY ANKAO

Thanks to an incredibly generous fundraising event held by Council Member Mark Carnegie in November 2018, we were able to raise enough money to expand our home-based education programme to an additional 7 residential communities.

Furthermore, we secured enough funding to maintain the programme across all communities for the next three years. The first step in starting the home-based education programme in a new area is conducting the 'child find'. This is the process of identifying children with special needs, many of whom may be hidden in their homes and not easily found. To accomplish this challenge, we partnered with Archie Hinchcliffe Disability Intervention and the Zambia Institute of Special Education in Zambia, and the Association pour le Mieux-etre et Insertion Sociale des Personnes Handicapées (AMIS) in Madagascar.

Together with facilitators from these organisations, we travelled door to door in our focal communities and enrolled 76 children across all three sites. Over the course of the year, these children received approximately 1,800 hours of support from their caregivers and specialists from our partner organisations. Baseline assessments were conducted on each child to evaluate his or her physical and cognitive capabilities. This information will be re-collected in early 2020 so that we can compare the developmental impact of the programme over its first year.

Overview Of All Children Enrolled In The Home-Based Education Programme By Location And Type Of Developmental Difference



CHILDREN WITH SPECIAL NEEDS IN LIUWA

Through our data collection in Munde and Sibemi villages, we learned that 62% of volunteer caregivers and 39% of parents attributed disabilities to witchcraft, and 60% of parents felt that their child's condition would never improve. One hundred percent of volunteer caregivers said they had no prior knowledge about disabilities. In this highly stigmatised environment, children such as Lifuna and Situmbeko, 6 and 12 years old respectively, were regarded with scepticism: neither boy had ever said a word. Lifuna's parents sadly passed away when he was less than 2 years old and the trauma of this event was thought to have rendered him speechless.

Through the close care and attention of his caregiver, however, Lifuna has now started to open up. At the end of 2019, for the first time in his life, he was observed greeting adults and speaking quietly to other children.



Situmbeko has a mild hearing impairment and has always struggled to speak. Assuming he was not capable of contributing in class, his teacher put him in the back row. His caregiver observed this and immediately requested that he be seated in the front row, where he could better hear the teacher and be encouraged to engage. By the end of 2019 his communication had greatly improved: his mother, Musiwa, reported that he regularly calls out to his sister, and she can now understand what he is trying to communicate.

The home-based education programme provides a safe, quiet space for children who had previously been dismissed as incapable of learning and often bullied. In this nurturing environment, the caregivers engage with children and document their developmental strides. The volunteer caregivers receive extensive training on how to build a secure, trusting dynamic with the child and devote exclusive attention to him or her throughout the home-based visits. Most guardians in our focal communities do not have this time as they are often engaged in subsistence activities in order to bring food and income to their families. When children respond as positively as Lifuna and Situmbeko, we see just how powerful this model of support can be.

SECTION C: STUDENT SPONSORSHIP

	South Luangwa	Liuwa Plain	Nosy Ankao	Total
Number of sponsored students	74	25	5	104
Dropout rates	12%	12%	0%	12%
Hours of extra lessons	72	176	32	280
Attendance rates	96%	88%	N/A	92%

The student sponsorship programme strives to eliminate bottlenecks to education, especially as pupils enter secondary school.

OVERVIEW

A child's gender, socioeconomic status and place of origin (rural vs. urban) significantly determine the quantity and quality of his or her learning opportunities. The sponsorship programme alleviates the financial burden of schooling from parents who are not formally or reliably employed. Through this programme, our objective is to see 85% of sponsored students retained through secondary school by 2021, with all students achieving a quality pass (70%) on their final exams. In its earliest form, this programme began in 1986 under the leadership of Norman Carr, who provided uniforms and books to as many school children as possible in the South Luangwa. In 2015, the Time + Tide Foundation assumed project management, with a second sponsorship programme started in Liuwa Plain in 2016. Since then, we have funded 170 children at secondary schools and recorded attendance rates of 90%. Thirty-four students in the South Luangwa have successfully graduated from secondary school since 2015, and we have seen 100% of female students retained in boarding schools. In Liuwa Plain the programme has grown substantially, with the number of students on sponsorship more than doubling on average from year to year.



SOUTH LUANGWA

In 2019, the Time + Tide Foundation had 74 students on sponsorship from the South Luangwa: 60 in secondary school and 14 in college.

On average, students' academic performances increased to 63% at the end of 2019, an improvement from 53% the previous year. Attendance for all students remained high at 96%; however, we saw an unfortunate increase in sponsorship dropouts from 9% in 2018 to 12% in 2019 due to poor academic performance. Our target is to reach a 0% dropout rate with sponsored students by 2021. Accordingly, we will visit students at their boarding schools more regularly in 2020 to ensure that those in need of academic support are receiving one-on-one tutorship from teachers.

Seven college students graduated in 2019, with degrees and diplomas in teaching, biology and environmental health. We will keep track of their

LIUWA PLAIN



The Liuwa sponsorship programme began in 2016 with one student, Chinyama Mukinda, who is now in grade 12 and a class prefect. He enters his final year of secondary school in 2020 and will begin preparing his university applications later in the year. With a grade 12 certificate, Chinyama will be one of the only current residents of Munde Village to successfully complete secondary school and the only resident eligible for college admission.

In 2019, we had 25 students on sponsorship at Kalabo Secondary School, the closest town to the national park. This means that we have increased the number of sponsored students on average by 130%

success in finding employment, which is not easy in Zambia with such a high population of young professionals competing for jobs. One former sponsored student, Dimita Phiri, is in the final stages of completing his Master's degree as a Clinical Psychologist in Lusaka. He understands and appreciates the head start he was afforded under the sponsorship programme:



Kapani School Project, through different people of good will, most of whom I don't know and I will never know, helped me to build a much needed and strong foundation in my life...

"Believe me when I say, for every dream to flourish, it needs a good foundation and people of good will."

I intend to also help others through my services, especially those who are disadvantaged in life."
- Dimita Phiri



each year from 2016 to date. Initially, we faced many difficulties retaining students on sponsorship since the urban environment of Kalabo proved exceptionally challenging for students coming from some of the remotest villages in the national park. To address this, in 2019 we partnered with Adolescent Reproductive Health Advocates (ARHA). Facilitators from ARHA visited the students at Kalabo once per month to work with them on improving self-esteem and adapting to their new surroundings. We hired a full-time, private English tutor and arranged for extra lessons from the school's teachers. As a result, our dropout rate decreased from 26% in 2018 to 12% this past year.

Due to low rainfall, Liuwa Plain was unfortunately struck by a severe drought. In order to maintain high attendance at school amidst the shortage of food, we began a feeding programme in term 3 of 2019.

In September, we received reports that 15 children left primary school because their parents had to relocate to areas with better farming prospects. To assist these communities and keep students focused during class, the Time + Tide Foundation provided the school with lunch supplies consisting of 2040 kg of samp (dried corn kernels) and 204 kg of sugar. Time + Tide King Lewanika complemented these carbohydrates by donating 80 kg of soya pieces to ensure students had a source of protein at lunch as well.

LOWER ZAMBEZI AND NOSY ANKAO

In 2019, we began preparing for the first intake of sponsored students from Mugurameno Village and Nosy Ankao. This involved establishing sponsorship criteria and sharing the criteria with the Ministry of Education officials, heads of school and local residents. The academic year in Zambia begins in January, so the first sponsored students from Mugurameno will be selected and enrolled in school in early 2020. In Madagascar, the school year begins in September, and the national retention rate from primary to secondary school is incredibly low at only 33%.

This is due to the unaffordable fees at the secondary level and the logistical challenges of remote, coastal families accessing schools. In September, we accepted 5 students from Nosy Ankao to attend Notre-Dame, a private boarding school in the city of Diego. This is the first time residents of Nosy Ankao have had a sponsorship programme available for their children, and the first time Nosy Ankao students have been able to attend a well-reputed, urban boarding school.



CLAUDIA MBOTY

Claudia started school at the age of 6 at the Public Primary School of Ampangia, on the mainland of Madagascar. Back then, she was living with her grandmother in a house situated 3 km away from the school and had to travel at least 6 km every day from school to the house. Additionally, Claudia was in charge of preparing meals every morning before going to school. At the end of 2015, she lost her grandmother and had to move in with her aunt who lived in the same village. At the end of that academic year, her father (who was working at Time + Tide Miavana on Nosy Ankao) decided to accommodate her and her siblings. From there, she continued her studies at the Public Primary School of Nosy Ankao until she passed her primary school government exam in 2019.

Soon after the exam results were released, she applied for our sponsorship programme and was given the opportunity to study at Notre-Dame Secondary School in the city of Diego. This was her first visit to a big city. Since she arrived at Notre-Dame in October 2019, she noticed the dedication of the teachers in the school, explaining that they “provide good advice and are always willing to offer help.” Claudia hopes to become a researcher and university professor.

**- as told by Ny Sanda Ranaivoson,
Programme Officer for Nosy Ankao**

ADDITIONAL PROJECTS:

CONSERVATION



Amparihirano community



Islands



Protected forests



Coral reef survey sites



Sea turtle nesting sites

CROWNED LEMUR CONSERVATION



In 2016, 62 Crowned Lemurs (*Eulemur coronatus*) were found dead and dried en route to the restaurant industry from the Bobankora Forest in the Loky-Manambato Protected Area.

Concerned by the high rates of lemur poaching for bush meat in this area of Madagascar, the Time + Tide Foundation embarked on a project to establish an assurance colony of Crowned Lemurs on the protected island of Nosy Ankao. The colony will act as a breeding group to ensure that this species can continue to grow in the Loky-Manambato Protected Area. In 2017, the Foundation signed an agreement with the custodians of this area of Loky-Manambato, the Amparihirano Community, and the first 5 lemurs were translocated at the end of 2017.

From these 5 lemurs, there have been 4 births on Nosy Ankao and also 2 deaths due to territorial aggression between individuals. The second translocation took place in December 2019 with an additional 4 lemurs moved to the assurance colony, helping to diversify the genetic pool on the island and minimise aggression over mating and territories. The island is currently home to 11 lemurs with a 40% population growth from the initial translocated group.

The lemurs are monitored full-time by the Time + Tide environmental team and a Biology Master's student from the University of Antsirananana. In 2019, the team devoted 1,800 hours to tracking the radio-collared lemurs. Furthermore, in the lemurs' native forest on the mainland, the Foundation hired rangers to monitor all lemur species that are endemic to that area and hold community meetings on the importance of habitat and lemur protection. To date, the rangers have devoted 2,950 hours to monitoring and 72 hours to community outreach. Additionally, the Foundation established a nursery in Amparihirano and trained local farmers to manage *Anacardium* and *Eucalyptus* plants, with over 1,200 seedlings from these two genera planted and 125 community members trained in reforestation. In 2019, the Foundation introduced 10 eco-stoves to the community that consume 50% less wood than normal cooking stoves. This is part of an ongoing attempt to raise awareness about the importance of minimising slash and burn agriculture. Over the past two years, the rangers have recorded 10% reduction in this ecologically destructive means of cultivation.



Coral Reefs

In 2016, the Foundation introduced a coral reef monitoring programme within the Nosy Ankaos archipelago. This project was expanded in 2018, with 90 hours of training for marine science students at the University of Antsirananana and marine guides at Time + Tide Miavana.

The monitoring is focused on reef health, tracking the indicators of reef regeneration and decay over time. Simultaneously, the students completing their Master in Science degrees are creating a map of the biodiversity hotspots within the reserve, which will be used when reviewing the no-go/no-take zones in the five year management plan of the protected area. In 2019, the students returned for another round of monitoring and data training and are now able to independently analyse the data and update the hotspot map.

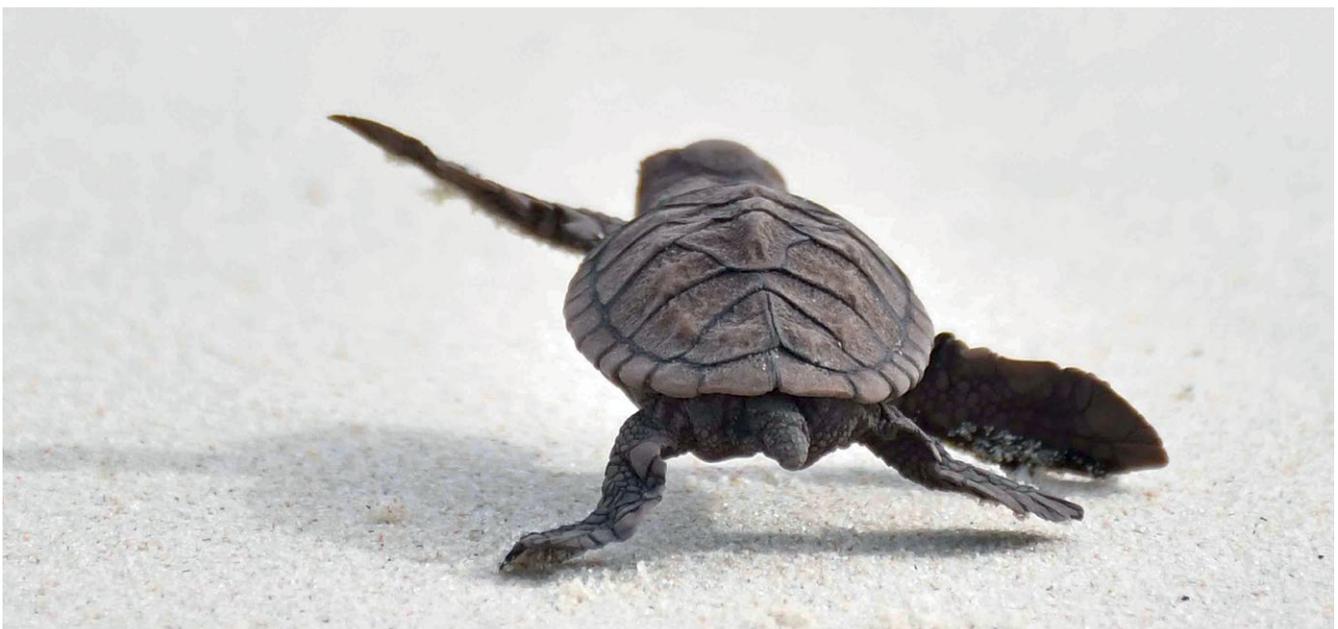


Turtles

Nosy Ankao and neighbouring island Nosy Manampaho serve as annual nesting sites for two species of endangered sea turtles: Hawksbill (*Eretmochelys imbricata*) and Green (*Chelonia mydas*).

The Time + Tide Miavana environmental team monitors and protects sea turtle nests daily, documenting 46 nesting turtles and 3,310 hatchlings in 2019. This year, Kélonia Sea Turtle Research Institute in Réunion recorded the migration of an Olive Ridley turtle

(*Lepidochelys olivacea*) traveling on the western side of the Indian Ocean by Nosy Ankao. This was exciting and unexpected data as the species was previously thought to remain on the Eastern Side of the Indian Ocean, closer to Réunion.





Dr. Julien Andriamampianina

In 2019, the Foundation employed two medical doctors on a part-time basis and one full-time nurse to provide consistent medical support to extremely remote residents in the Loky-Manambato Protected Area.

In 2019, the Foundation expanded its medical outreach to 20 additional villages in the area of Amparihirano and along the coast. From February through December 2019, the doctors made a combined 40 visits to 21 villages, saw 1,780 patients, and availed themselves to a population of 2,500 residents who would have otherwise needed to travel 45 km to reach the nearest clinic.

Additionally, the Foundation supported one medical doctor and a nurse on an internship at the Freedom from Fistula Institution in Tamatave. While in Tamatave, they received 112 hours of training on women's health, specifically how to manage cases of obstetric fistula. Since returning to the Loky-Manambato Area, they have held 9 hours of community sensitisation about the condition and referred 5 women for treatment.



Well Installation

The Foundation installed and rehabilitated 5 wells this year on mainland Madagascar, resulting in over 600 people being able to readily access potable water. An inauguration of the wells was held on the mainland in early November 2019, in the village of Betamango, with over 300 people in attendance. Speeches were given by the elders as well as a “Kabary” (speech in Malagasy) delivered by local authorities. Time + Tide Miavana and the Time + Tide Foundation were publicly appreciated for their role in improving the living conditions of their most immediate village neighbours.

Faculty Room

In late 2019, the Time + Tide Foundation assisted Yosefe Primary School with completing its faculty room, which will serve as a daily venue for the school teachers as well as a location for community

meetings held by the Time + Tide Foundation. The school can also rent the room to other organisations in the area, providing much needed income.

Library Rebuild

In early 2019, the Foundation began renovations and extensions to the library at Yosefe Primary School in South Luangwa.

The original building was dilapidated, too small to serve the student body and not designed to entice students to read. The rebuild increased the size of the library by 50%, creating one big open-plan room with new desks, chairs and vibrantly painted walls decorated with wildlife and famous quotes on the importance of reading. Since opening in April 2019, 120 hours of clubs, meetings and lessons have been held in the library, which has served as a critical resource centre for the over 900 primary students at the school.





Rosaria Njobvu,
age 15 - Cerebral Palsy.

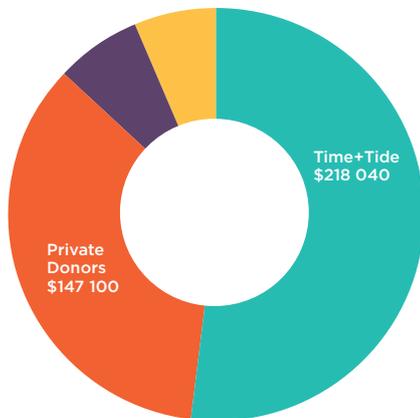
Enrolled in primary school in 2019.
Started to walk with assistance in 2019.



2019 Financial Overview

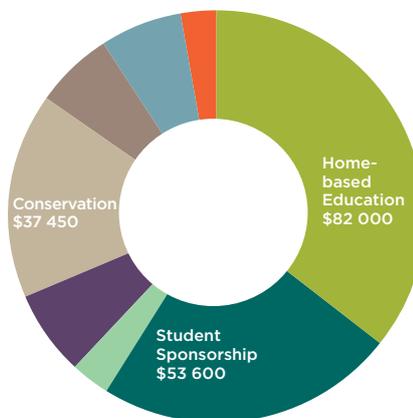


Income



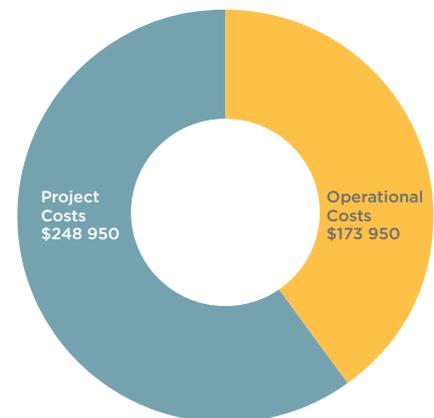
Time + Tide	\$	218 040
Private Donors	\$	147 100
Fundraisers	\$	28 350
Grants	\$	25 900
Total Income	\$	419 390

Project Expenditures



Female Empowerment	\$	19 200
Home-based Education	\$	82 000
Student Sponsorship	\$	53 600
Support to Schools	\$	7 100
Environmental Education	\$	15 000
Conservation	\$	37 450
Health	\$	13 650
Infrastructure	\$	14 700
University Outreach	\$	6 250
Total	\$	248 950

Opex vs Project Costs



Operational Costs	\$	173 950
Project Costs	\$	248 950
Total	\$	422 900

* All figures in US Dollars and based on preliminary analysis. Audited accounts will be available from July 2020



Emmanuel Banda,
age 11 - Spina Bifida
(pictured with Thokozile Phiri,
Lower Zambezi Programme Officer)

Enrolled in primary school in 2017.
One of the top 10 students in his grade 3 class.



Funders + Partners

The Time + Tide properties generously support all operational costs for the Time + Tide Foundation, as well as numerous in-kind contributions at the respective lodges.

Funding for our projects is provided through private donations and grants, with 100% of raised funds allocated to our projects on the ground. We wish to thank the below companies, organisations and individuals for their commitment to the children and residents in our focal communities, and to wildlife conservation in these four remarkable protected areas.



MAJOR PRIVATE DONORS

- The Carnegie Family
- The Del Sorbo Family
- Dawn and Geoff Dixon
- The Edge
- The Jones Family
- The McMurray Family
- Greg and Mary Moga
- Felicity and John Rose
- Gary and Maryanne Sparrow



