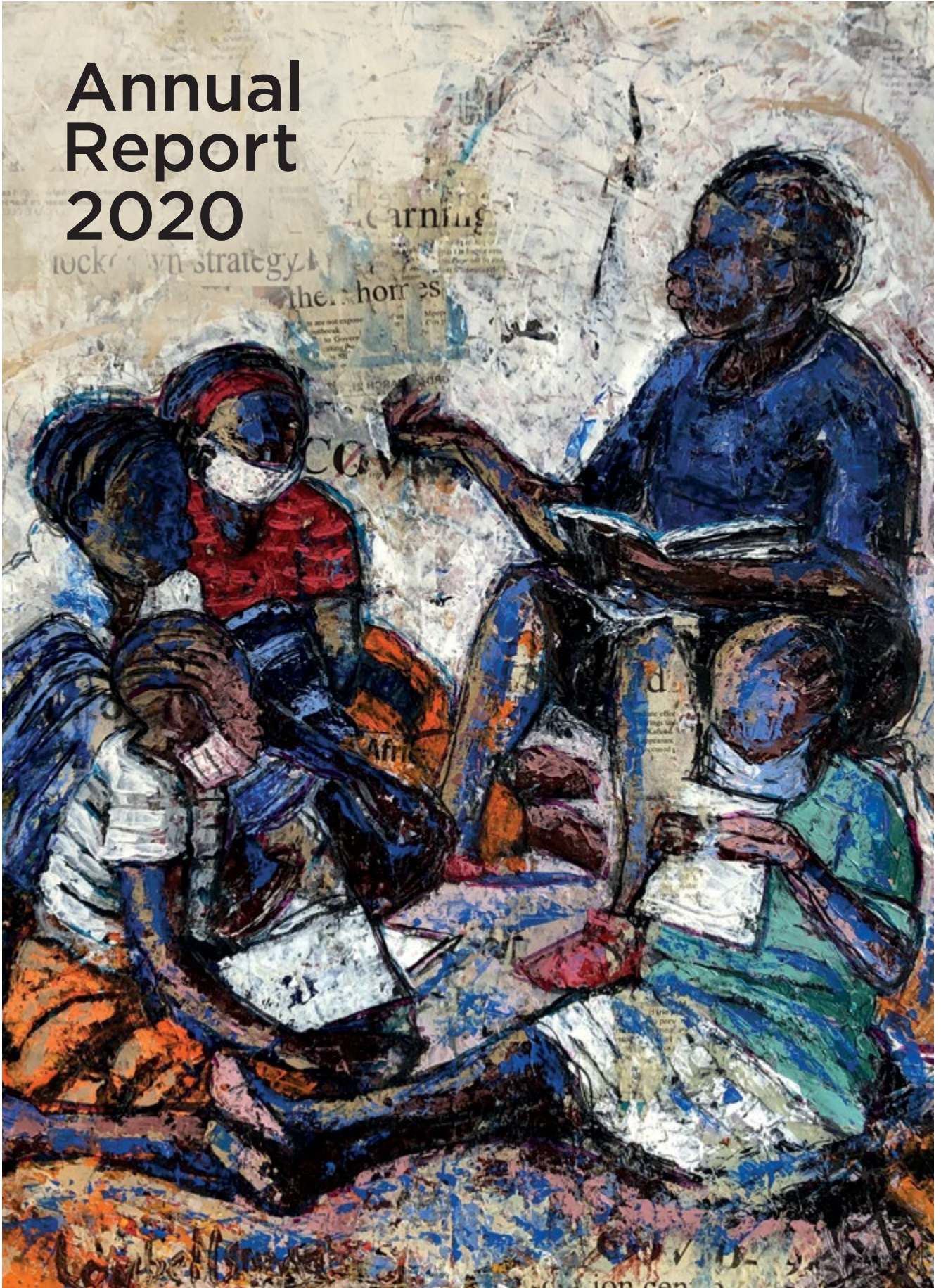


# Annual Report 2020







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# 2020 Highlights



## **SOUTH LUANGWA:**

- 20 sponsored students completed their secondary education
- Girls who have been in the Female Empowerment Programme for two years scored an average of 78% on their self-esteem scores at the end of 2020, compared to 58% at baseline

## **LOWER ZAMBEZI:**

- 100% of sponsored students advanced to the next grade of secondary school
- 52,920 meals provided to the families and caregivers in our Home-based Education Programme as Covid relief

## **LIUWA PLAIN:**

- For the 2019 intake of girls in the Female Empowerment Programme, 82% advanced in their literacy levels
- First sponsored student in Liuwa successfully completed his secondary school education, achieving a final result of 80% on his government exam

## **NOSY ANKAO:**

- 100% of sponsored students advanced at least one level in French literacy
- 5,444 residents supported through medical outreach over the course of the year



Evony Mwanza, age 20

Graduated Secondary School in 2020,  
current Educator for the Female  
Empowerment Programme



# Our Approach

The Time + Tide Foundation is now in its sixth year of operation, having grown significantly since the organisation was established in 2015.



The Time + Tide Foundation (TTF) improves educational outcomes in the remote communities that surround Time + Tide lodges. We are the philanthropic arm of the [Time + Tide](#) tourism business, committed to strengthening civil societies by providing inclusive learning environments for traditionally disadvantaged children, primarily adolescent girls and children with special needs. Through exploratory research conducted in 2018, residents in our communities 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, refined our focus accordingly to prioritise education for the most vulnerable youth in our communities and devised a three-year strategic plan from 2019-2021 to guide us in the delivery of tangible educational outcomes.

In 2020, we had the exceptional challenge of continuing our grassroots approach amidst school closures, restrictions on gatherings and the social

and emotional confusion faced by children in areas with pandemic-related economic hardship. The long-haul travel industry has been one of the most severely affected over the past year, and the absence of foreign travellers devastated the tourism economies in Zambia and Madagascar. While many of the lodges and their philanthropic ventures ceased to operate for the 2020 season, the TTF continued most of our activities with minimal interruption, thanks to our secured donor funding and the passion and commitment of our extended team. We adapted where required, expanded our programmes and diversified our funding portfolio so as to be less reliant on the Time + Tide tourism business while the company recovers. This report details how our teams and interventions took shape over the pandemic, and we share inspirational stories from our beneficiaries, many of whose lives and livelihoods changed positively despite the disruptions of 2020.

Thank you for following our progress and for extending your support when we needed it the most.



Jessy Nkhoma, age 21

Graduated Secondary School in 2020,  
current Educator for the Female  
Empowerment Programme



# Note from the Foundation Council



More than any other year, 2020 highlighted the importance of ecotourism in our local communities. The need for support and services sky-rocketed as tourism activity ceased and philanthropic funding and support declined. Fortunately, the Foundation was able to draw on its small reserves to continue rescoped operations. We are thankful there have been a low number of serious health concerns/deaths related to Covid-19 to date in our local communities, which are poorly equipped to address any outbreak.

The Foundation team exhibited great leadership and resilience to re-strategize how to enable continued delivery of core programmes and maintenance of key relationships - modifying operations to home-based models and varying the nature of support in response to Covid-19 imposed restrictions, revised community priorities and budgetary restraints.

Despite the many challenges of 2020, significant accomplishments were made during the year as the Foundation continues to evolve, strengthen and build on 2020 learnings, community research findings and insights, enabling it to better create social value within the Time + Tide local communities.

- The Home-based Education Programme for children with special needs expanded. With the enrolment of 86 new children in the South Luangwa, we now support a total of 253 children in over 100 villages
- A partnership with a South Luangwa orphanage provided a lifeline for high-risk children and a much-needed support option for carers
- Trained volunteers proactively promoted and exercised their skills to achieve successful interventions within their local communities outside of the Foundation's formal programme auspices, providing evidence of growing recognition of the programme's effectiveness and self-seeding capability
- A total of 9 female students from our Female Empowerment and Student Sponsorship programmes fell pregnant during the extended absence from school. Without detailed knowledge about sexual and reproductive health, nor access to family planning resources and counselling, the possibility of girls becoming pregnant unintentionally was foreseeable. In response, the Female Empowerment Programme has been revised such that 2021 enrolments will be limited to Grade 5 students committed to a 3-year programme, and who have parental approval of the programme's sexual and reproductive health education and resource content
- Funding gaps prevented the awarding of 2021 scholarships as we urgently seek to fully fund commitments to the current cohort, prior to any further intake
- Our Madagascan programmes were the most limited over 2020 given regulatory and health-related controls, and as such resources were redirected to much needed medical outreach, local nursing capability and educational resources to Nosy Ankaio and mainland communities
- We are committed to the development of an effective Social Return on Investment analysis methodology post completion of initial analysis and further research, with the goal that this will further enhance effective resource allocation

On behalf of the Council Members, I thank the Foundation Team for your unwavering strength, commitment and effort during a very challenging year.

To the Time + Tide Lodges and our generous donors, your support is more important than ever. Thank you for your ongoing commitment to the communities we serve.

Carolyn Sutton  
Council Member  
Time + Tide Foundation



Lyness Mbeve, age 17

Graduated Secondary School in 2020,  
current Educator for the Female  
Empowerment Programme



# Institutional Information

## FIELD-BASED TEAMS:

### MADAGASCAR:

Dr. Julien Andriamampianina: Medical Doctor, Ampisikina Commune

Fidson Edmond: Teacher, Ampisikinana

Joël Henri Jao: Community Liaison, Nosy Ankaos

Saifa Mboty: Nurse, Amparihirano Village

Cléo Ramasivano: Education Manager

Olga Raminosoa: Teacher Assistant, Nosy Ankaos

Ny Sanda Ranaivoson: Programme Officer, Nosy Ankaos

Léonette Rasoarinirina: Teacher, Ampisikinana

Jocelyn Rasoafeno: Teacher, Nosy Ankaos

Velotombo: Teacher, Ampisikinana

c/o Ankaos Management SA  
25 Rue Colbert – BP 310, Antsiranana, Madagascar  
Tel: +262 20 82 23159

### ZAMBIA:

Patrick Kazadi: Theatre Facilitator, Lower Zambezi

Inonge Liboma: Home-based Education Manager

Catherine Makoni: Assistant Programme Officer, Lower Zambezi

Charity Mushokabanji: Programme Officer, Liuwa Plain

Masuka Mutenda: Communications Manager

Kalinda Muyembe: Programme Officer, South Luangwa

Ritah Muyunda: Special Education Manager, Liuwa Plain

Bridget Mwaba: Monitoring + Evaluation Coordinator

Gerald Namuchana: Primary School Teacher, Liuwa Plain

Nachilima Namwala: Wellness Manager, Home-based Education

Sepheweh Ncube: Female Empowerment Coordinator, Liuwa Plain

Linda Njobvu: Intern, South Luangwa

Thokozile Phiri: Programme Officer, Lower Zambezi

Prisca Sakala: Female Empowerment Coordinator, South Luangwa

c/o Kapani Lodge  
PO Box 100, Mfuwe, Eastern Province, Zambia  
Tel: +260 216 246 015/25

## ADMINISTRATION AND FINANCE TEAM:

### MAURITIUS:

Emily Leclezio: Chief Finance Officer

Avinasha Ramsamooj: Accountant

c/o Time and Tide Ltd  
The Junction Business Hub, Arsenal Branch Road, Calebasses, Mauritius  
Tel: +230 24 39217

## FOUNDATION COUNCIL:

Sir John Rose (Chairman)

Dolika Banda

Mark Carnegie

R. Thierry Dalais

Elizabeth Ellis (Director)

James Orford

Carolyn Sutton





Oswald Sakala, age 24

Graduated Secondary School in 2020,  
current Student Teacher at Yosefe  
Primary School



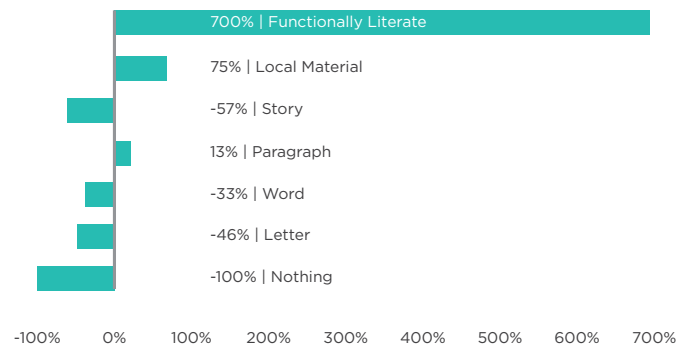
# Programme Summaries

## SECTION A: FEMALE EMPOWERMENT

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankaio	Total
Number of girls enrolled	62	70	37	73	242
Number of hours of home visits during school closure	651	98	323	35	1107
Number of hours of lessons on sexual and reproductive health	17	22	16	14	69
Number of hours of community meetings on the importance of female education	4	21	11	9	45
Number of hours of English/French lessons	129	283	234	114	760

Madagascar to include 240 girls across 9 primary schools and recorded an overall transition rate of 75% from primary to secondary school for the 57 girls who completed primary school in 2019, with an 86% transition rate across the Zambian sites. Collectively across all sites, we recorded 700% improvement in girls who scored as functionally literate from their baseline assessments in 2019 to their end of year assessments in 2020.

Changes in Literacy Levels vs Baseline for girls who have been in the Female Empowerment Programme for 2 years



### OVERVIEW

The Foundation's female empowerment initiatives inspire primary school girls from some of the most geographically isolated communities in Zambia and Madagascar to believe in their self-worth. An important part of this process is helping girls who face high likelihood of early pregnancy, marriage and domestic roles to realise their academic and professional potential. Consequently, we wish to increase the number of primary school girls who successfully transition to and complete secondary school.

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 had a total of 60 girls enrolled in the programme across 2 primary schools in the South Luangwa, and we recorded a 78% transition rate from primary to secondary school. This is 38% higher than the regional average for the Eastern Province of Zambia<sup>1</sup>. With increased funding from [Global Sojourns Giving Circle](#) and private donors, in 2019 we expanded the programme in Zambia and

The closure of schools in 2020 meant that students were confined to their home villages, the majority without access to remote learning tools, increased opportunity to socialise without adult supervision and pressure to contribute to household income generation, sometimes through illegal or inappropriate means. This unfortunately resulted in unprotected sexual activity among students and increased teenage pregnancies. Of the 243 girls enrolled in the Female Empowerment Programme at the start of 2020, 6 reported becoming pregnant over the months when schools were closed. None of these pregnancies were intended and they will result in academic setbacks for the girls. In our areas, primary school girls have minimal if any sex education, and they often lack the confidence to say 'no' to sexual pressure. Because of this, we revised our Female Empowerment policy in 2020 to place stronger emphasis on topics of sexual education and sexual reproductive health and rights. Moreover, moving forward into 2021, we will ensure all parents and guardians are aware of the programme content and consent to us sharing information about safe sexual activity with their daughters, including where they can turn for protection and additional support.

<sup>1</sup>2015 Living Conditions Monitoring Survey Report. Republic of Zambia Central Statistical Office. November, 2016 (pg. 32)

## SOUTH LUANGWA

The Kakumbi and Mnkhanya chiefdoms in the South Luangwa are the most developed communities in which we work, and therefore the baseline figures for girls' academic performances and self-confidence are higher than our other areas. 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 2020, we had a total of 62 girls enrolled across 3 clubs at 2 primary schools. At the end of the year, 81% of the grade 7 girls in our clubs passed to grade 8 and 56% achieved what we deem as a quality pass to grade 8 (minimum of 72% as an exam score), an improvement from 44% of girls achieving a quality pass in 2019.

Prisca Sakala, our Female Empowerment Coordinator in the South Luangwa, joined the team in February 2020 to lead the clubs at Matula and Yosefe primary schools. When schools closed in March, Prisca efficiently transitioned all activities to a home-based model, meeting with the girls individually or in small groups at their homes every week. Seasonal floods

in early 2020 meant Prisca had to take a boat across several rivers to reach households – her first time using a dug-out canoe to commute. Prisca led the girls in academic lessons that she prepared in conjunction with school teachers, with a focus on English literacy and math, and she gave the girls both academic and creative assignments to complete between lessons. While traveling daily to girls' homes was time consuming, Prisca had the opportunity to meet and know each of their families and understand their home dynamics. One of the most profound realisations for Prisca was the low levels of education amongst the girls' parents; for many girls, they are the first in their families to have the chance at completing school. In 2021, we will have closer engagement with parents of the girls in the Female Empowerment Programme, including educational support so that parents can better understand the long-term value of school for their daughters and participate in some academic activities.



### THOKOZANI

Thokozani joined the Female Empowerment Programme in January 2020 and has improved greatly over the course of the year. At baseline, her self-esteem score was 54%; by the end of 2020, she advanced to 83%. Moreover, she progressed two levels in her literacy assessment and maintained a 95% attendance rate in 2020.

*"I am 14 years old coming from a family of 7, and I am the last born. I joined girls club in 2020. Before I joined girls club, I was a totally different person. For example, I could not read a sentence without making a lot of mistakes. After being in girls club for a year, my reading skills have improved. This is because of the constant reading in girls club and the help that was given to us [by Prisca] after the closure of schools. I am able to participate in class without difficulty because I have also become confident enough to speak without fear or feeling shy. When I am done with my education, I want to become a teacher so that I can help my family because none of my family members have a job."*

## LIUWA PLAIN

This year, we intensified our engagement with parents and community leaders in Liuwa Plain, including them in our efforts to foster safe home and social environments. Our main areas of focus were English literacy, self-esteem building, life skills, and sexual reproductive health awareness. We hired two female teachers, stationed in Sibemi and Munde villages respectively, to act as strong role models for the girls and prove to residents that once girls complete their schooling, they too can pursue careers that are widely respected.

Sepheweh Ncube, our Female Empowerment Coordinator and the first female teacher in Sibemi Village, migrated the activities of the club outside of the classroom to a vegetable patch near the school. Together with the 30 Sibemi girls' club members,

Sepheweh implemented a gardening project to teach girls the importance of prioritising their health and consuming nutritious vegetables. While gardening, the girls were taught techniques that were different and, in some cases, more efficient than what their parents learned growing up. The garden also inspired community engagement and discussion amongst parents about how education can lead to unexpected livelihood improvements, which is why it is so important for families to support their daughters' educational pursuits.

In Munde Village, Ritah Muyunda oversaw all Girls' Club activities and actively fostered an inclusive environment for all 40 members of the club. In Liuwa Plain, late enrolment into primary school is not unusual, leading to considerable age

gaps among students in the same class. Cultural requirements to respect elders can sometimes result in bullying of younger students, shyness because of age and feeling out of place. Ritah prioritised helping all club members to interact in a way that encouraged each one to feel valued.

In both communities, we held Parents Day in October 2020 to engage with the girls' guardians on their academic accomplishments over the year. On the day, two women who had dropped out of school due to pregnancy came forward to share their stories. They explained how pregnancy disrupted their education, the challenges of motherhood at a young age, the difficulty of providing for a child with

limited resources, and their disappointment at the lack of support from the respective fathers of their children. These two women encouraged the girls to concentrate on their studies and avoid negative peer pressure. They equally appealed to parents to support their daughters by allowing them to dedicate as much time as they need to their schoolwork. We were inspired and moved to see young women from these communities who didn't have the opportunity of education stand in solidarity with the younger generation and demand that girls have the same chance as boys to access the many returns that come with completing their education.



### KANUNGA

Kanunga is 15 years old and comes from Mukopano Village, where she is the third born in a family of 8 children (3 girls and 5 boys). She lives in a small house with her parents and siblings. Kanunga walks for 3 hours to get to and from school each day. During weekends and holidays, she helps her parents with farming, house chores and looking after her siblings. Her parents do not have a regular monthly source of income; instead, the father depends on subsistence farming to feed his family and limited casual labour for cash.

Despite the challenges of her home environment, her leadership potential was evident and in Grade 7 Kanunga was appointed Head Girl of Munde Primary School. Kanunga achieved functional literacy in less than a year in the club, and her academic average improved from 77% to 85% in 2020, which made her the highest scoring pupil at Munde School.

*"I am grateful to Time + Tide Foundation for introducing Girls Club. Now I am able to read, spell, write, and understand English words with less difficulty than before. I am excited to see my Grade 7 exam results."*

### LOWER ZAMBEZI

In 2020, we had 37 girls on the Female Empowerment Programme in the Lower Zambezi: 18 who joined the Programme in 2019 and 19 who joined in 2020. Twenty-six percent of girls who joined in 2020 advanced at least one level in literacy over the course of the year, despite the disruptions to regular club sessions due to the pandemic. Remarkably, the final grade 7 exam scores for girls increased by 19 points between 2019 and 2020, which contributed to an overall transformation of female grade 7 exam results at the school. In 2019, on average, grade 7 girls at Mugurameno Primary School trailed boys by 30 points on their final exam scores; in 2020, the grade 7 girls scored on average only 2 points fewer than boys. This data proves that supporting girls who are struggling academically can have positive impacts for the statistics on female performance as a whole.

This year, we also integrated theatre into our Female Empowerment Programme in the Lower Zambezi

with two primary aims: to develop life skills for members of our girls' clubs and to positively influence the community surrounding Mugurameno with key messages on the importance of girls' education. After weeks of working hard to train and rehearse, on the 5th of October, the girls held their first public theatre performance to sensitise the community on the long-term returns of completing secondary school. The reaction from parents and community leaders was a mixture of amazement and pride to see the girls confidently showcase an educational and entertaining performance in front of 100 residents. At the start of the year, many of the girls were not confident enough to speak English outside of the safety of the club environment; by October, all 37 girls enthusiastically partook in the public performance. On average, the girls' self-esteem levels improved from 65% in 2019 to 72% by the end of 2020, with theatre playing a significant role in improving their confidence with English language and public speaking.

## FADZANAI

11-year-old Fadzanai scored 87% on an English test at the end of 2020, which earned her a mark of distinction. She expressed gratitude for the Girls Club lessons for helping her to improve her English literacy. *"Before I joined Girls Club, I didn't understand a lot of English. Girls Club has made me more interested in reading and it has become one of my hobbies. I enjoy reading in my spare time and English is now one of my favourite subjects,"* Fadzanai said.

She also explained how theatre has improved her confidence. *"I recently played the main character in a theatre performance, and I was proud of myself for being able to present in front of a large audience. I am no longer shy because of interacting with others and learning different topics in the club."*



## NOSY ANKAO

In Madagascar, travel restrictions, closure of schools, localised lockdowns, and the banning of extracurricular activities hindered our ability to maintain the Female Empowerment Programme consistently over the year. Once schools closed, the majority of students and their families in mainland villages dispersed to their farms in the interior so that all household members could contribute to rice cultivation. Reflecting on this experience highlighted the need for more staff on the ground, and we began recruitment of three female educators to be based in the mainland villages and engage in regular community outreach.

Once travel restrictions were lifted in October and schools reopened, we began the process of reconnecting with the girls in our Programme. From late October to late November, we conducted a 4-week immersive research project on the mainland, which exposed new areas for intervention. One of the most striking documentations from the research was the hesitancy of parents to educate their daughters in societies where the married woman contributes exclusively to the household income of her in-laws and not to her household of origin.

Parents, therefore, believe they cannot expect any return from investment in their daughters' education and instead prioritise their sons, who eventually act as financial caretakers for the parents. These research findings demonstrate the need for strong, progressive female and male role models for parents and communities at large in these exceptionally remote parts of the country.

At the start of 2020, we had 73 girls enrolled in the Female Empowerment Programme across Nosy Ankao and the three adjacent mainland villages. When schools re-opened in October, we had 34 girls remaining, with 7 graduating from primary school, 31 relocating during pandemic-mandated school closure and 1 dropping out due to marriage. Despite the closure of schools from March – October 2020, we recorded 82% of girls improving at least one level in their French literacy assessments. This progress was possible due to the home assignments girls were encouraged to complete, improved French language lessons thanks to extensive teacher training held over March and April 2020 and our radio broadcasts, which shared audio French lessons with students in all three mainland villages.



## ARLINE

In 2020, Arline repeated her final year of primary school in order to improve her academic results. With consistent support in French language, she was one of the only students to achieve functional literacy over the course of the year, having started at a low level of literacy in 2018. Her self-esteem score increased from a baseline of 42% in 2018 to 70% in 2020, which was in large part thanks to her active participation in and excitement for the theatre activities and performances. Arline passed to secondary school at the end of 2020, and she aspires to become a paramedic.

The Home-based Education Programme provides individualised education plans for children with special needs who would otherwise be excluded from school. We train local volunteers as community educators 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 disabilities and encourages residents to build inclusive communities that foster learning opportunities for all children equally.

Despite the challenges of 2020, the Time + Tide Foundation's Home-based Education Programme was not only able to continue but also expand. In the South Luangwa, new recruitment saw the addition of 86 children to the Programme – 180% higher enrolment than when we held our first recruitment event four years ago.

A recent report published in Zambia<sup>2</sup> cited 79% of families with children with special needs suffered substantial income loss over 2020, resulting in food insecurity. To assist residents in our areas, many of whom rely directly or indirectly on tourism for their livelihoods, we distributed three months' worth of food hampers to all families on the Programme and the volunteer caregivers. In total, we gave out 693 hampers consisting of staple foods, fresh produce, protein, and basic household goods, which benefitted over 5,500 residents.

	South Luangwa	Liowa Plain	Lower Zambezi	Nosy Ankao	Total
Number of children enrolled	175	54	18	6	253
Number of children attending primary school	49	26	15	5	95
Number of volunteer caregivers	124	50	12	6	192
Number of hours of volunteer caregiver training	100	--	8	30	138
Number of hours of home-based education volunteer caregivers offered to children	2868	1034	436	47	4385

## SOUTH LUANGWA

This year was especially exciting as we had 18 children graduate off the Programme from the South Luangwa site. These children have reached a level of development such that they no longer require weekly support from caregivers. To understand the full impact of the Programme on these families, we conducted exit interviews with the children's parents and were astounded by what we learned.

### Prior to the programme:

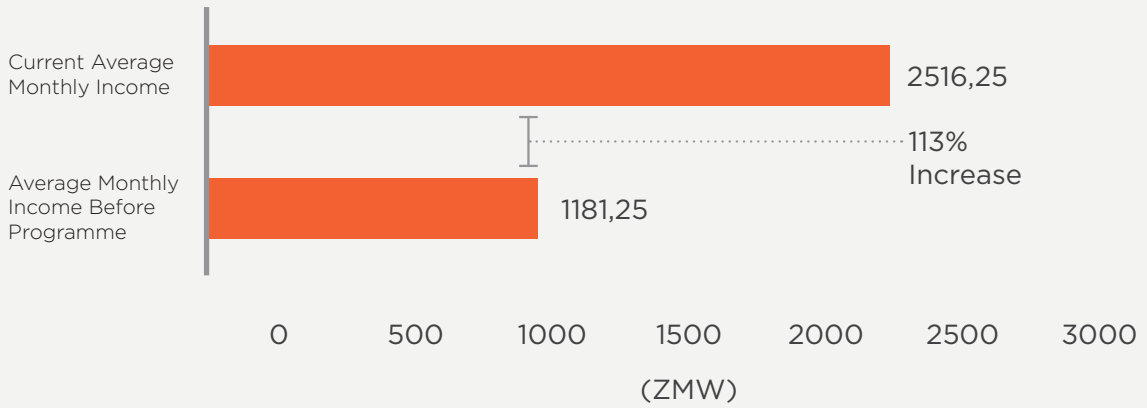
- 81% of parents missed out on income generating opportunities due to caretaking commitments for their children
- 56% of parents worried constantly about their children's futures
- 28% were unsure if their children would survive into adulthood
- 6% believed their children would one day attend school

### Upon graduation:

- 113% increase in annual family income as the self-sufficiency of their children resulted in all adults being able to contribute to income generation
- 100% of parents expressed positive aspirations for their children's futures
- 89% said that community stigmas about disabilities have reduced
- 100% believed their children will not only attend but also complete secondary school

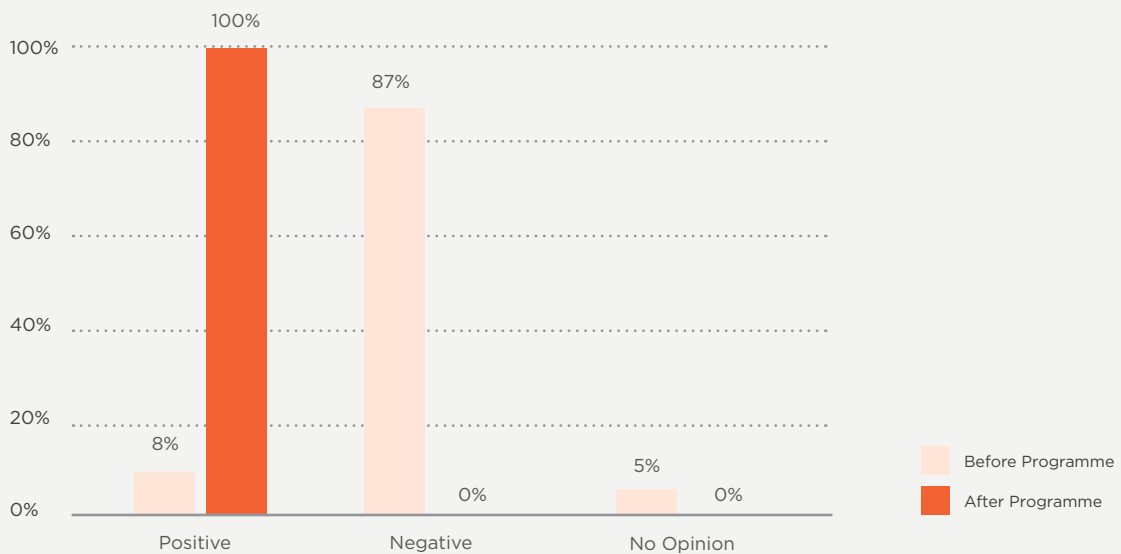
<sup>2</sup>Catholic Medical Mission Board et al. Children with Disabilities in Zambia: Health Impact Assessment of Covid-19 on Families with Children with Disabilities Living in Three Communities in Lusaka (2020).

### Impact on Monthly Household Income

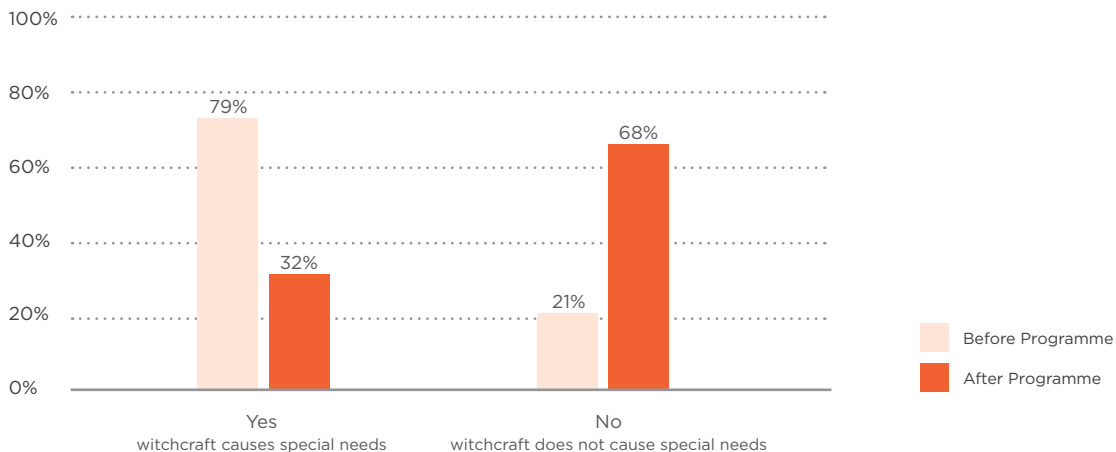


Additionally, we conducted interviews with people living in villages nearby to these children and their families. Overall, community sentiments in the areas immediately surrounding where the children live have improved over the last few years.

### Community thoughts about Children with Special Needs Pre and Post Home-based Education Programme



### Community Beliefs about Witchcraft Causing Special Needs



### JOSHUA'S JOURNEY

In March 2020 we met Joshua, a 5-year-old boy with Cerebral Palsy, whose aunt Sylvia offered to take care of him in the South Luangwa because she witnessed first-hand the improvements made by children with his same condition in her village. Joshua moved from Lusaka in March, just as Zambia was initiating stay at home orders, and we had to wait until August before we formally enrolled him in the Programme. Nevertheless, volunteer caregivers began assisting Joshua and his aunt in the interim. By August, Joshua could already sit independently, a skill he did not have when he arrived in March.

Joshua's caregiver is named Zelia, who is the mother of Promise, a child with Cerebral Palsy who graduated off the Programme this year. Zelia has personally experienced how daily exercises can have a profound impact on the development of a child with Cerebral Palsy, and she is committed to changing Joshua's life just as her caregiver changed Promise's.



### INCOME GENERATING PROJECT

In November of 2018, we assisted the South Luangwa volunteer caregivers to start an income generating activity growing oyster mushrooms. In 2019, they took the profit from the mushroom sales and invested in a chicken rearing project, one that was more sustainable for them to manage independently. This proved to be a smart decision as the oyster mushrooms were primarily bought by the safari lodges in 2019, and caregivers lost this market from March 2020 onwards. There was, however, continuous local demand for fresh chickens, and the caregivers sold 313 chickens for total revenue of 20,065 ZMW. Additionally, thanks to a grant from [Yoss Destination Management](#), a group of caregivers formed a theatre group and performed at the local clinics during growth monitoring sessions for children under 5, informing new mothers about disabilities and where to turn for advice and assistance if their child develops differently to other children or to their expectations.



## HANADA ORPHANGE PARTNERSHIP

Hanada Orphanage is the only childcare facility in the Mambwe District of South Luangwa and is intended to care for orphans and vulnerable children. The Time + Tide Foundation partnered with Hanada Orphanage in early 2020 as a respite centre for children with special needs, some of whom were later formally relocated to the facility by the Department of Social Welfare. In July 2020, the Time + Tide Foundation supported extensive refurbishments at Hanada Orphanage to ensure the facility was safe, secure and habitable for children. In December 2020, we took the lead in showcasing the refurbishments and explaining our long-term support to local stakeholders, which resulted in a number of business people, church leaders and educators offering to form a new advisory and management board for the orphanage.



## LIUWA PLAIN

We were joined by Ritah Muyunda, a trained special education teacher, at the end of 2019 to manage the Home-based Education Programme in Munde and Sibemi communities.

In order to get the Programme off the ground, we recruited 54 children initially in Liuwa and realised over the course of 2020 that many of these children had needs that fell outside of the Programme scope (e.g., behavioural challenges unrelated to a particular condition). After careful review with the caregivers and parents in October 2020, in November we moved 38 children off the Programme and initiated a new pre-enrolment assessment process. We screened 55 children in mid-November 2020 and identified 17 for enrolment during the next intake cycle.

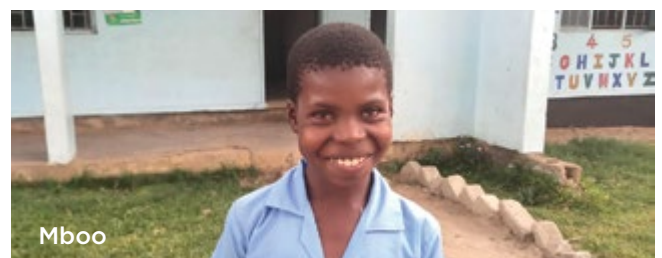
Over the months of February - March, June - July and November 2020, Inonge Liboma, our Home-based Education Programme Manager and also certified Body Stress Release Practitioner, devoted 67 hours to delivering this alternative therapy to 49 children in Liuwa. Some of the most notable changes described by children and parents included: reduction in bedwetting, improved gross motor development, and improved social and emotional wellbeing.

This year we enrolled two students from Liuwa with hearing impairments at Senanga Special School, located 250 km from Liuwa Plain National Park: Mboo (10 years old) in pre-school and Situmbeko (12 years old) in grade one.

Before the Programme, Mboo was not enrolled in school because his local primary school could not meet his needs as a hearing-impaired child. At the age of 10, he could not count or write his name and he frequently wet his bed. Now as a boarding school student, Mboo has stopped bedwetting, he interacts well with his peers, and he is learning to read and

write. When he returns to his home village, he helps his younger brother who is also hearing impaired.

In 2019, Situmbeko was enrolled at Sibemi Primary School, but he could not count and had challenges writing his name. He spent most of his time alone, and he developed a short temper and would act out aggressively towards his peers. After he was transferred to Senanga in 2020, he took a real interest in learning. During the pandemic-mandated extended break, Situmbeko kept his bags packed and ready to resume school at any time. Both boys placed first in their classes in term one and retained these positions in term three.



## LOWER ZAMBEZI

The Home-based Education Programme was launched in July 2019 with 18 children with special needs in Mugurameno Village. In 2020, all children and caregivers enrolled in the Programme received food hampers as Covid-19 relief for a period of three months. A total of 80 hampers were distributed, each hamper containing staple food supplies and household goods. The hampers were supplied by 7 junior staff members from Time + Tide Chongwe Safaris, all of whom were not working over this period due to the closure of the lodge, and so this opportunity served as an additional, critical source of income.

The Time + Tide Foundation had its first Body Stress Release (BSR) therapy sessions in Lower Zambezi this year, reaching 17 children enrolled on the Programme. After three BSR sessions, children reported less joint pain, reduced headaches, fewer stomach aches, and that they felt more relaxed. Parents also reported that

their children played more, had enough rest, as well as increased strength, improved digestion, posture, and balance.

TTF also financially assisted five children to receive medical intervention in 2020. One of these children was Mendrew, a 12-year-old boy who had dropped out of school because of his condition. After successful surgery, he was able to re-enroll into Mugurameno Primary School in September 2020 and scored 69% on the end of term 3 tests. His mother expressed gratitude for the help the family has received and explained that her son's independence means she has more time for income generation. When asked how he felt, Mendrew said, "I am happy to be back in school. I want to finish school and become a doctor so that I can be helping people. I wasn't confident before my operation, but now I manage to play with my friends freely."



## NOSY ANKAO

In March of 2020, the Time + Tide Foundation funded the first medical operations for children enrolled in the Madagascar Home-based Education Programme. Specifically, Rosalinda (age 10) and her brother Bezandry (age 15) travelled with their parents to the provincial hospital in Antalaha to undergo surgical operations to correct their cleft palates. For two weeks, the surgeon in Antalaha and his team monitored the siblings closely before releasing them back to their home village of Antsampilay. Upon their return, they expressed relief that they would no longer be bullied and have now become "like any other kids". Their parents said they would never have dared to imagine that their children's palates could be corrected as they could never have afforded the surgery and related travel costs.

During the pandemic-mandated lockdown months of June to August, we supplied 12 households

with children enrolled in our Programme with food hampers for three months. A total of 60 family members benefitted from these hampers, which provided critical food security over a period of widespread job loss in the region.

In October and November of 2020, once travel was allowed again, we hosted specialists from a non-profit called Association Culturelle pour la Bienfaisance des Handicapés Mentaux (ACBHM) that serves children and adults with intellectual disabilities. They travelled through the mainland villages and assessed children in our area. Together we identified an additional 14 children with special needs who will be formally enrolled into the Programme in early 2021. Simultaneously, they provided an intensive 30-hour training to our current six caregivers on how to identify and support children with intellectual challenges.

## SECTION C: STUDENT SPONSORSHIP

The Student Sponsorship Programme strives to eliminate bottlenecks to education, especially as pupils enter secondary school.

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Total
Number of sponsored students	66	26	7	5	104
Students who dropped out	2	4	0	0	6
Hours of home-based lessons	144	86	120	26	376
Average attendance rates	80%	86%	94%	99%	90%
Academic average	58%	38%	58%	47%	50%

### 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. With a result as high as 70%, students would be eligible for bursaries and other scholarships to attend college.

In 2020, schools in Madagascar and Zambia closed for half of the year, with little or no remote learning options for students in our areas. In order to continue engaging the students academically, the Time + Tide Foundation teams created assignments that we delivered to students every week. Students would then work to complete the assignments individually or in small groups, and we would return to review the responses and mark them the following week. While no substitute for classroom-based learning, this consistent connection with students was important to ensure they were keeping healthy, safe and studying their course material independently.



## SOUTH LUANGWA

The Time + Tide Foundation had 66 students from the South Luangwa on sponsorship: 59 in secondary school and 7 in college.

On average, students' academic performances decreased from 63% at the end of 2019 to 57% in term 3 of 2020. However, students only had one complete academic term at school in 2020, and so we expected that their academic performance may suffer as a result of their prolonged absence from the classroom. Attendance in term 3 remained high at 98%, and our dropout rate decreased from 14% in 2019 to 3% in 2020. Our target is to reach a 0% dropout rate among sponsored students by 2021. This year we also had 20 grade 12 students sit for their final exams, marking the end of their secondary schooling. On average, the grade 12 students scored 66% on their final exams, which is 16% higher than the 2019 graduates. Moreover, 50% of these graduating 20 received what we consider a quality pass on the exam -- scores that will qualify them to top universities and make them strong candidates for government bursaries. By comparison, in 2019, only 30% of the graduating students received a quality pass. While students await their acceptance letters to university, all 20 of the grade 12 graduates have agreed to volunteer for the Time + Tide Foundation. This is an important way for the students to give back to their sponsoring organisation and help some of the most vulnerable children and families in their communities.

## LIUWA PLAIN

Students who come from Munde and Sibemi are disadvantaged because of the standard of educational facilities and quality of teachers available to them.

In Liuwa Plain, the Time + Tide Foundation builds capacity at the primary school level through hiring trained teachers and providing the schools with operational support, materials and closely engaging the Parent Teacher Associations (PTAs) and traditional leaders to build community support for education.

At the secondary school level, our Sponsorship Programme positions students from Munde and Sibemi communities to escape intergenerational poverty and illiteracy by supporting those students who are high achievers to boarding schools outside of the national park. The opportunity to attend a quality boarding school with trained teachers, necessary school supplies, shelter, and guaranteed meals, all while unencumbered by household chores, seasonal weather challenges, and social and family dynamics, gives these students the best chance to continue to university and find well-paid employment.

## EPHENIA

Ephenia was part of the pilot Female Empowerment Programme in the South Luangwa and has been sponsored by the Time + Tide Foundation for the duration of her secondary schooling. Of the 20 students who graduated in 2021, Ephenia scored the highest on her government exam with 84%. In 2021, Ephenia will intern at the Time + Tide Foundation office, learning critical computer and administration skills that will assist her in university.

*"I was sponsored by Time + Tide Foundation since 2016 when I was in grade 8. My father married three wives and we are 14 of us in total. I completed grade 12 in 2020. Without the sponsorship to a boarding school, learning at a day school would have been difficult for me because where I come from, we have to cross a river going to nearby secondary schools. This means that during the rainy season, I would have been compelled to miss most of the lessons because of high water levels. Looking at how many we are at home, feeding and clothing is a challenge. This is why I have high hopes of becoming a medical doctor because I want to change the standard of living at home."*



In January 2020, the Sponsorship Programme in Liuwa started with 26 students: 17 at Kalabo Secondary School and 9 at Sefula Secondary School, a school new to our programme, located in Mongu, the provincial capital of the Western Province. Unfortunately, 4 students dropped out over the course of the year: 3 due to poor performance and 1 for personal reasons. To address the poor academic performance in Liuwa, in 2021 we will be visiting all students on a bi-weekly basis and arranging after school tuition and counseling from well-reputed teachers.



## CHINYAMA

In 2020, the first student enrolled on the Time + Tide Foundation Sponsorship Programme in 2016 completed his secondary school education. Chinyama wrote his exams in December and has become the first person from Mangolondo Village in Munde community to complete high school. Equally, he is the first resident who has the opportunity to advance to college or university. With the high result of 80% on his final government exams, Chinyama will certainly qualify for admission to one of Zambia's top universities, with a high chance of obtaining a

government bursary to cover university fees and living costs. Our Liuwa Plain Programme Officer, Charity Mushokabanji, describes what it's been like to watch Chinyama grow academically and personally over the past five years:

*"It's really an honour to have been part of Chinyama's journey as our first sponsored student in Liuwa. I remember how he used to struggle to express himself in English, especially when he first started secondary school. But ever since we helped him with extra lessons in a few subjects, he was so determined to work hard and improve his English skills. This helped him improve in other subjects too until he became one of the best performing students in his class. Over the last five years I've known Chinyama to be humble, understanding and respectful. He used to advise the younger sponsored students to take him as an example in and outside of school. I felt so proud when Chinyama was selected to be a prefect. Chinyama is a role model to his family, his village and to the whole community of Munde."*

## LOWER ZAMBEZI

In 2020, we had the first cohort of 7 students from the Lower Zambezi on sponsorship: 4 attended the local school in Mugurameno Village and 3 attended a nearby boarding school in Chiawa Village.

## NOSY ANKAO

Notre Dame School is one of the top schools in the city of Diego-Suarez because of its high-quality education.

The 5 students whom the Time + Tide Foundation has sponsored since 2019 enjoy the school and are continuously adjusting to urban life. As we have documented in Liuwa Plain over 5 years of the of the Sponsorship Programme in that site, it's common for students transitioning from remote, rural settings to struggle to adjust to the academic demands of a boarding school in the city centre. In 2020, two students were recommended to repeat the first year of secondary school. The head teacher at Notre Dame is confident that this reinforced academic background will serve them well throughout the rest of their schooling.

In addition to sponsorship at the secondary level, we also support primary schools in our coastal area of

On average, students scored 58% in term 3 of 2020, which serves as baseline academic results for them due to early closure of schools in term 1 and the complete closure throughout term 2. The attendance rate in term 3 was high at 94% and we had a 0% drop out and repeat rate in this first year of sponsorship.

Madagascar to improve the local quality of learning. This includes hiring additional teachers who reinforce French language and literacy. French is the operating language of Madagascar, however few children from remote areas ever learn to speak or write fluently. Our baseline assessment in 2019 for students in their final year of primary school at Nosy Ankao revealed a French literacy rate of 0%. With reinforced teaching capacity, a strict French curriculum, and extracurricular activities held in French, at the end of 2020 we documented 100% of students advancing at least one literacy level, and 20% of students achieving full functional literacy.

While the pandemic resulted in a lockdown of the island of Nosy Ankao, the Time + Tide Foundation sponsored 10 students from the island to complete their final year of primary school on mainland Madagascar. This sponsorship included room and board for these students as well as their teachers and guardians for a period of six months. Ninety percent of the students who sat for their final primary school exams qualified for secondary school.

## OTHER PROJECTS:

### CONSERVATION

Our Conservation Programme in Madagascar prioritises the protection and preservation of key marine and wildlife species and their habitats. Through partnerships with the residents and community leaders, conservation organisations, and government departments, the Time + Tide Foundation builds knowledge and strengthens the capacity of community members, volunteers, university students, relevant government officials, and the Miavana Environmental team to conduct regular research and monitoring.

- In January, we held a 10-day turtle monitoring training that was facilitated by our Reunion-based partner organisation, [Kélonia](#). The 30 participants came from conservation management NGO [Fanamby](#), the Miavana Environmental team, Miavana guides and the Miavana security team. Before the training only 20% of participants were able to name the different species of sea turtles that can be found in the protected area, and after the training 92% were able to confidently name all species.
- 8 Crowned Lemur individuals on Nosy Ankao were monitored over 73 days in 2020, with one confirmed birth from the original 2017 translocated group.

The onset of the pandemic in March and strict government protocols, including a complete travel ban, resulted in cessation of all activities on Nosy Ankao, requiring immediate relocation of most island residents. Accordingly, we suspended most environmental and conservation related activities from April 2020. The situation made evident that a more robust and adaptable conservation management plan is required, one that will guide swift response to unforeseen and unplanned circumstances.



### MEDICAL SUPPORT

From April to June, Dr. Julien shared Covid health and safety protocols with close to 5,000 people in Ampisikinana, devoting 570 hours to explaining Covid preventive measures.

Throughout 2020, we continued to work with Dr. Julien Andriamampianina who provided 1,293 free consultations over 615 hours to residents in the mainland villages of Antsampilay, Ambanifony, Ambanifilao, Ampangia, Ampasimadera, Anjamangirana, Ambavarana, Ampanisa, and Tsaratanana serving a total of 5,444 residents. Some of the common ailments that Dr. Julien treated were diarrhoea, pulmonary and respiratory ailments, and he conducted safe circumcisions for young boys. In Madagascar, male circumcision is commonly practised during the colder months of July to September. In remote areas, traditional circumcision practitioners do not always have access to sanitary conditions or tools. This increases the risk of infection and transmission of HIV. Dr. Julien's presence ensures male circumcision is safe and hygienic.



Over the months of March and April 2020, we undertook another round of immersive research in 6 villages across the Kakumbi and Mnkhanya Chiefdoms of South Luangwa. We had three primary objectives: to better understand the barriers to education for female students, to more clearly comprehend inclusive education barriers with respect to children with special needs, as well as to understand the behavioural patterns relating to pregnancy and childbirth as they pertain to disabilities in children.

The sample included 613 individuals reached through different research tools including: surveys for the general community, focus group discussions for expectant mothers and fathers, surveys for guardians of children with disabilities, surveys for out of school girls and their guardians, and observational notes. The data collected on these groups provides significant insights into the lived realities of young women and children with disabilities in these villages.

Key findings from the research focused on **understanding barriers to education for female students** included: (1) female attendance is outpaced by male attendance until age 16; (2) by the age of 16-18, male dropout rates are significantly less than female dropout rates, which matches national data; (3) financial constraints are a driving factor for school absences or dropping out for girls aged 10-16; (4) socio-cultural factors (such as expectations for early marriage/motherhood) also play a role in girls leaving school; (5) menstrual hygiene management (MHM) is a key factor driving irregular attendance and school dropout for girls; and (6) out of school girls tend to come from larger households than the general community.

Key findings from the research focused on **understanding barriers to education for children with special needs** included: (1) all households with a special needs child face severe economic challenges; (2) guardians of children with special needs lack financing and specialised resources to support their children; (3) community stigma plays a central role in children with special needs not attending school; (4) there is a positive community response to children with special needs attending school; (5) inadequate facilities are a key factor in children with special needs not attending school; (6) there are high expectations for children's futures; (7) there are widely held beliefs that God's will and witchcraft cause disabilities; and (8) complications during pregnancy and childbirth are also understood to cause disabilities.

Key findings from the research focused on **understanding behavioural patterns related to pregnancy and childbirth as it pertains to children with special needs** included: (1) the source of maternal health care information is family or clinic staff; (2) women typically give birth at the clinic; (3) the choice to give birth at home is largely due



to distance/lack of transport or lacking required materials; (4) some women are forced to compare the fines for delivering at home against the associated costs of delivering at the clinic and choose the least expensive option; (5) there are widely held community beliefs about causes of birth complications; (6) material requirements and indirect costs are a significant challenge to women delivering at the clinic; (7) most health officers do not make house calls; and (8) half of the respondents reported that there were traditional birth attendants/other health professionals based in the villages.

Based on these findings, we began exploring partnerships to help bring consistent support to girls in school for menstrual hygiene management, and we revised our Female Empowerment policy to include active, consistent engagement with girls' parents. We also established a formal partnership with the local

Social Welfare Department and the regional branch of [Zambia Association for People with Disabilities](#) in order to assist families on the Home-based Education Programme to receive monthly cash grants from the government. In order to expand the work around reducing stigmas and educating new mothers about child development, volunteer caregivers from the Home-based Education Programme formed a theatre group and held 13 performances at local clinics during inoculation and growth monitoring for children under the age of 5, reaching just under 1,000 residents. In 2021, we will devise a regular schedule for training of Ministry of Health staff at the local clinics so that they can properly advise expectant families on antenatal care and on the identification of the most common special needs seen amongst children in our areas.





Veronica Mwale, age 19

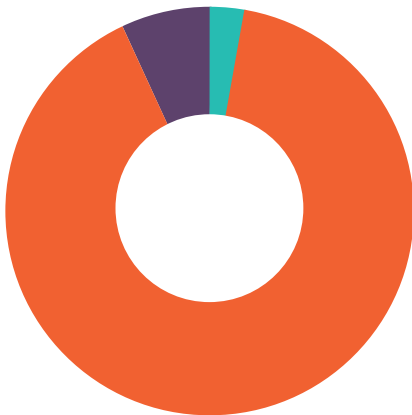
Graduated Secondary School in 2020,  
current Student Teacher at Yosefe  
Primary School



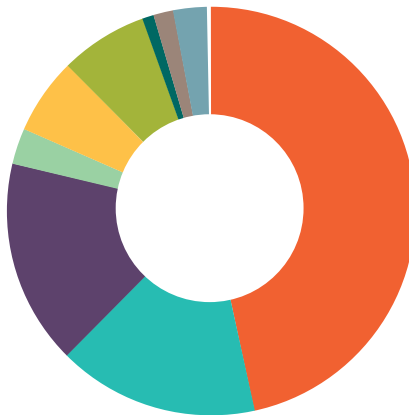
# 2020 Financial Overview



Income



Project Expenditures



Opex vs Project Costs



Private Donors	\$	414 931
Grants	\$	30 056
Time + Tide	\$	11 677
<b>Total Income</b>	<b>\$</b>	<b>456 664</b>

Home-based Education	\$	121 813
Immersive Research	\$	41 802
Student Sponsorship	\$	41 577
School Support	\$	17 895
Female Empowerment	\$	15 809
Crowned Lemur Conservation	\$	8 438
Medical Support	\$	7 318
Sibemi Community School	\$	4 014
Eco Research & Education	\$	2 791
Yosefe Library	\$	441
<b>Total</b>	<b>\$</b>	<b>261 898</b>

Project Costs	\$	261 898
Operational Costs	\$	150 438
<b>Total</b>	<b>\$</b>	<b>412 336</b>

\* All figures in US Dollars and based on preliminary analysis. Audited accounts will be available from July 2021



Margret Nkhoma, age 18

Graduated Secondary School in 2020,  
current Data Collection Intern for the Home-  
based Education Programme



# 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

- Dawn and Geoff Dixon
- Felicity and John Rose
- Greg and Mary Moga
- The Carnegie Family
- The Edge
- The Jones Family
- The Kitagawa Family
- The McMurray Family





