

Annual Report 2021





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2021 Highlights



SOUTH LUANGWA:

- 46% of the 2021 Female Empowerment cohort acquired English literacy in less than one year
- Graduates from the first cohort of the Home-based Education Programme improved from an average of 62% to 78% across 15 developmental metrics

LIUWA PLAIN:

- 0 pregnancies reported for the first time since we launched the Female Empowerment Programme
- 100% of Grade 7 girls from the Female Empowerment Programme proceeded to secondary school

LOWER ZAMBEZI:

- Average self-esteem for 2021 Female Empowerment cohort improved from 57% to 70%
- 89% retention rate for first two cohorts of sponsored students

NOSY ANKAO:

- Crowned lemur population grew by 29%
- 100% of surveyed residents were able to cite the biological causes of disabilities



Fadzanai, Grade 5
Lower Zambezi Girls Club
Acquired English literacy



Our Approach

2021 was the final year of the [Time + Tide Foundation's](#) first strategic plan, with a specific focus on learning outcomes and physical and cognitive development for some of the most disadvantaged residents in our focal communities, namely adolescent girls and children with special needs.

The [Time + Tide Foundation](#) is the philanthropic arm of the [Time + Tide](#) safari tourism brand, working in the communities that immediately neighbour [Time + Tide](#) lodges. Our focus as an organisation is on generating educational and economic opportunities for children and families who have been historically unsupported by available social services.

In conjunction with [Time + Tide](#), we aim to enhance the quality of life for local communities that live in or adjacent to national parks, mirroring the direct economic investment from the [Time + Tide](#) lodges with educational interventions that yield high social returns. Our approach is grassroots: we work in our focal communities daily, with 98% of our team living in the four protected areas and overseeing programmes that span over 300 villages.

Over the past three years, we have grown our core programmes to serve 700 primary beneficiaries directly, with a further 8,800 of their relatives indirectly benefitting from the development, academic advancement, training, and employment of family members. Moreover, our community education, medical outreach and operational funding to 14 primary schools extends our reach to an additional 19,000 residents. The combination of individualised, highly personal support to our primary beneficiaries and our broader community engagement means that over 28,000 residents receive daily positive impacts thanks to the presence of [Time + Tide](#) lodges.

Quantifying that “positive impact” is a priority for us, and over the course of 2021 we transformed our data management from hard copy surveys and manual analysis to electronic, tablet-based data collection, with data automatically linked to and analysed through a dashboard. This platform gives us real time visualisation of the outputs (hours, attendance, quantity

of beneficiaries reached) and the outcomes (literacy rates, academic results, developmental achievements, income generated) we track through our programmes. Furthermore, we are currently developing our own methodology to allocate monetary values to those impacts, which will allow us to generate social return on investment figures for each of our core programmes. We look forward to publicising our first social impact assessment in 2022.

The continuation of the pandemic resulted in the second year of highly reduced revenue for [Time + Tide](#), which affected its ability to donate to the [Time + Tide Foundation](#). Fortunately, we were successful in our application to [Oak Foundation](#), a grant-making organisation that commits its resources to address issues of global, social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged. The three-year grant from Oak commenced in April 2021, which has allowed us to continue operations at full capacity, incorporate new resources and work towards a sustainability plan for diversified core funding while the [Time + Tide](#) tourism business recovers. Additionally, through the Oak grant, we have strengthened our inclusion of parents and guardians in our educational programmes, reinstated and reinforced our conservation work in Madagascar and have begun to facilitate economic and educational opportunities for women in our communities who dropped out of school.

Thank you for your interest and support, and we hope you enjoy reading about our 2021 programme activities and progress. And when you have finished reading, we look forward to welcoming you to Zambia or Madagascar, introducing you to our beneficiaries and showing you the tremendous difference you make to the lives of local residents when you travel with [Time + Tide](#).



Josephine, Grade 7
South Luangwa Girls Club
Progressed from 57% to 70% in
her academic average



Note from the Foundation Council

Following on the heels of unprecedented global times, 2021 was a year of continued adaptation and some challenges.

At the same time, the [Time + Tide Foundation](#) continued to grow and roll out its programmes. During the year under review, the [Time + Tide Foundation](#) provided its legacy interventions to over 700 primary beneficiaries and expanded three of its programmes across its four locations.

As you will see from this report, our team, our communities, our partners, and our donors worked together to ensure a sustainable end to the Foundation's programmes over the last year.

Since joining the Foundation Council, I have been privileged to interact with some of the incredible young women and men who represent [Time + Tide](#) to their communities in Liuwa Plain, Lower Zambezi, and South Luangwa in Zambia, and on Nosy Ankaio and the nearby mainland in Madagascar. Their resilience, care and commitment under-pinned by innovation, have enabled us to embark on new projects this year - projects that will reach even more children and their families in the communities where we work. Our new efforts to support parents of children on our programmes are already yielding fruit by empowering women on a journey to financial independence.

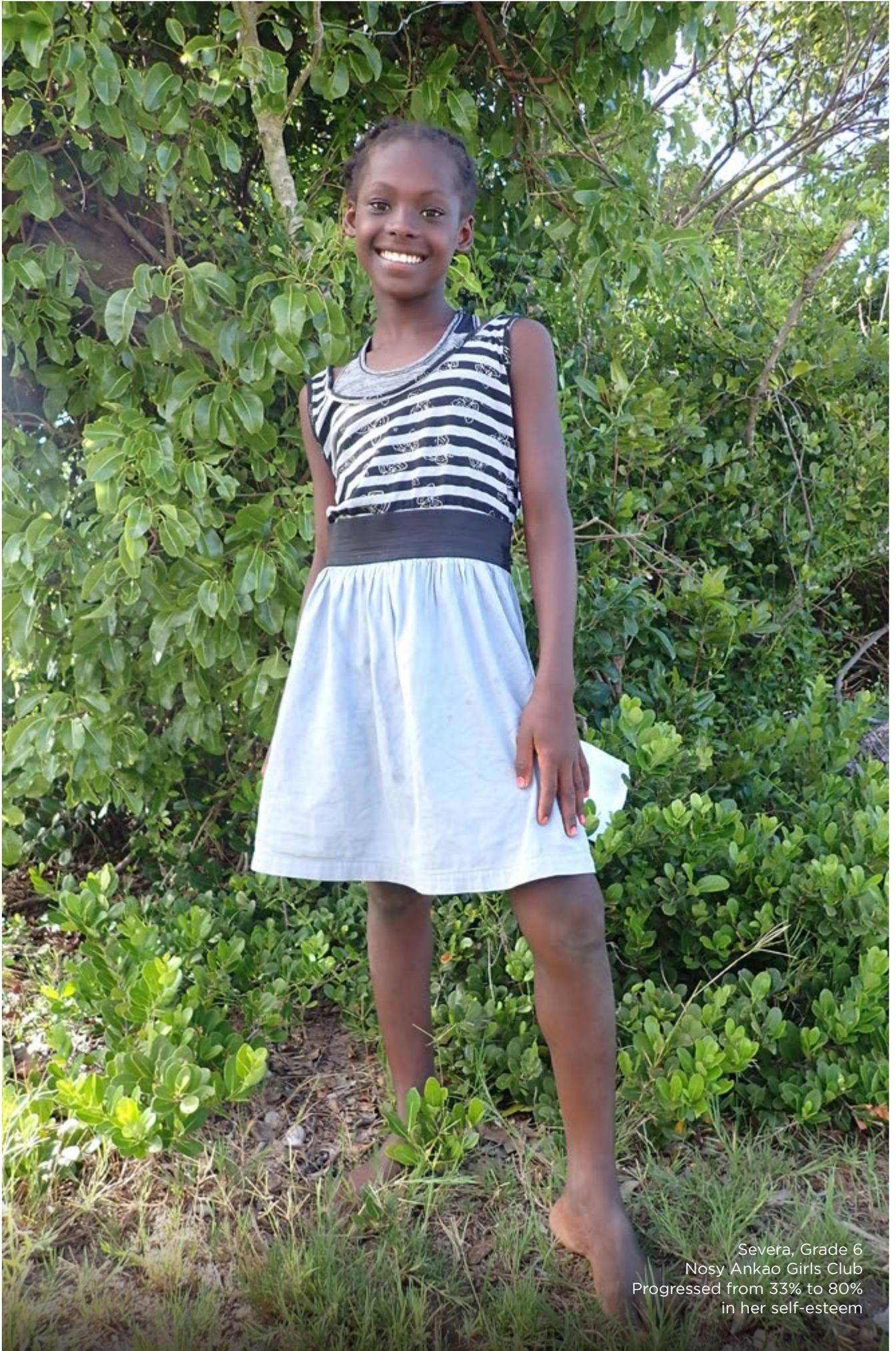
There is an African proverb that says, "if you want to go fast, go alone; if you want to go far, go together." To me, this exemplifies what the [Time + Tide Foundation](#) is all about and how we work with others to transform the everyday lives of children and their families in small and big ways every day.



On behalf of my fellow Council Members, I would like to thank the Foundation Team for your indefatigable spirits, your diligence, and your dedication to our communities.

To our [Time + Tide](#) Lodges and our incredibly generous donors, your support has enabled us to go farther than ever. It is my hope that we will continue to walk together and to crowd in other like-minded partners in serving our communities.

Dolika Banda
Council Member
[Time + Tide Foundation](#)



Severa, Grade 6
Nosy Ankao Girls Club
Progressed from 33% to 80%
in her self-esteem



Institutional Information



SENIOR MANAGEMENT:

Elizabeth Ellis: Executive Director
Francesca Cooke: Administration Manager
Milambo Mavuba: Programmes Manager
Kalinda Muyembe: Monitoring & Evaluation Manager
Thokozile Phiri: Communications Manager
Avinasha Ramsamooj: Accountant

FIELD-BASED TEAMS:

ZAMBIA

Chate Kaunda: South Luangwa Programme Officer
Patrick Kazadi: Theatre Facilitator, Lower Zambezi
Inonge Liboma: Home-based Education Manager
Catherine Makoni: Lower Zambezi Assistant Programme Officer
Mutinta Mulaye: Lower Zambezi Programme Officer
Charity Mushokabanji: Liuwa Plain Programme Officer
Bupe Musonda: Body Stress Release Practitioner
Ritah Muyunda: Home-based Education Coordinator, Liuwa Plain
Gerald Namuchana: Primary School Teacher, Liuwa Plain
Nachilima Namwala: Wellness Manager
George Nasilele, Community Liaison, Liuwa Plain
Sephewe Ncube: Female Empowerment Coordinator, Liuwa Plain
Linda Njobvu: Home-based Education Assistant, South Luangwa
Prisca Sakala: Female Empowerment Coordinator, South Luangwa
Ephenia Soko: Intern, South Luangwa
Sarah Stella Zulu: Assistant Wellness Manager

MADAGASCAR

Dr. Julien Andriamampianina: Medical Doctor, Ampisikinana
Angelo: Teacher, Ambanifony
Joël Henri Jao: Community Liaison
Victor Jaosidy: Teacher, Nosy Ankao
Clarita Saniva Joromaiva: Conservation Agent, Nosy Ankao
Saifa Mboty: Nurse, Amparihirano
Moussine: Nurse, Ambanifilao
Tiasy Nedson: Nurse, Ampangia
Jean Nono: Nurse, Ampasimadera
Ben Parker: Conservation Programme Manager
Rabetiana: Conservation Agent, Nosy Ankao
Eugenie Raheliamalala: Teacher, Ampasimadera
Pierrah Rokotoarison: Education Manager
Ny Sanda Ranaivoson: Nosy Ankao Programme Officer
Zozola Randrianaviana: Conservation Agent, Nosy Ankao
Célidia Rasoamazava: Conservation Agent, Nosy Ankao
Cathie Rasolofonjatovo: Nursery Teacher, Nosy Ankao
Ravoliny: Teacher, Ambanifony
Soandalana Marie Sandra: Teacher, Amparihirano
Larissa Soatsara: Teacher, Nosy Ankao
Tombohasina Gerancia Velo: Teacher, Ambanifony

FOUNDATION COUNCIL:

Sir John Rose (Chairperson)
Dolika Banda
Mark Carnegie
R. Thierry Dalais
James Orford
Carolyn Sutton



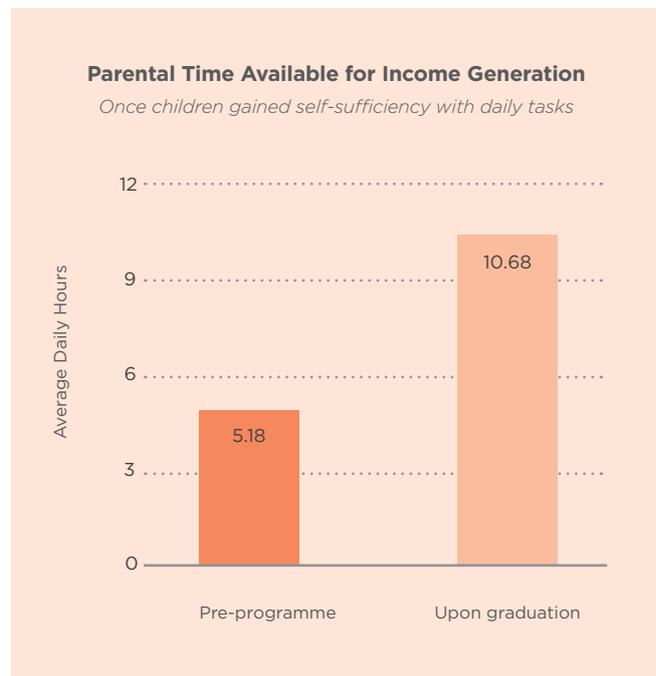
Sepiso, Grade 7
Liuwa Plain Girls Club
Progressed from 42% to 80%
in her academic average



Programme Summaries

SECTION A: HOME-BASED EDUCATION

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Total
Number of children enrolled	151	27	35	12	225
Number of children attending primary school	68	12	24	8	112
Number of volunteer caregivers	122	36	29	12	199
Hours of caregiver training	283	188	185	22	678
Hours of home-based education	5,498	891	638	632	7,649



OVERVIEW

Through the Home-based Education Programme, we provide individualised education plans for children with special needs who require additional support with their physical and/or cognitive development. We train local volunteers as community educators to lead one-on-one weekly activities and exercises for the children at their homes in conjunction with their primary guardians, after which the primary guardians repeat the activities on a daily basis. We carefully monitor the children’s development and, when the children gain sufficient independence, assist their families with enrolment into formal primary schools.

Additionally, we tackle traditional stigmas around disabilities and encourage residents to build inclusive communities that foster learning opportunities for all children equally. In 2021, we included 39 more children on the programme, expanded our emotional support and counselling groups for parents to all sites in Zambia, offered workshops on child protection, continued funding the operations of Hanada Orphanage, sponsored the training of an additional Body Stress Release practitioner, and celebrated

the graduation of 10 children who reached their developmental milestones.

In 2019, we set the target of enrolling 75% of children who had been on the programme for over three years into primary school. For the 2016, 2017 and 2018 cohorts in the South Luangwa, we had a total of 56 children on the programme who were of school going age when we met them, only 23% of whom were enrolled in primary school. Today, 69% of those children are enrolled in primary school. For the 2019 cohorts in Liuwa Plain, Lower Zambezi and Nosy Ankao, we had a total of 30 children on the programme who were of school going age at baseline, 66% of whom were enrolled in primary school. Today, 73% of those children attend primary schools, and we are re-evaluating our targets given the high baseline of primary school enrollment for children with special needs outside of the South Luangwa site. Nonetheless, the above data gives us confidence that it is achievable for children who’ve received three years of home-based education to transition to formal schools.

SOUTH LUANGWA

In the South Luangwa, we began 2021 with 156 children and 124 caregivers. We continue to record high retention in the programme with both child beneficiaries (only 3 children left due to relocation) and caregivers (2 departed: 1 employment related, and 1 due to lack of motivation). After having been on the programme for an average of 3 years, we successfully saw 6 children graduate. In exit interviews with their families, we learned that 83% of parents reported an increase in their income generation, which they attributed to their children's increased independence and the ability of primary guardians to regularly partake in farming. Additionally, 83% of parents explained their own mental and physical health had improved as a result of their children's development, and 100% said they would be willing to volunteer as caregivers as a way of giving back to their communities.

We held a total of 7 trainings in 2021, for volunteer caregivers and parents, totalling 283 hours on topics such as developmental stimulation exercises, sign language and specialised lessons on catheterisation for parents of paralysed children. In partnership with the [Catholic Medical Missions Board](#), we also assisted parents with individualised nutrition plans for children who have been categorised as severely malnourished. Moreover, we funded 45 children to travel to various hospitals for medical interventions, primarily for regular physiotherapy treatments. An additional child was relocated to Hanada Orphanage by Social Welfare in 2021, bringing the total number of resident children to twelve. On a monthly basis, the [Time + Tide Foundation](#) covers the operational costs of the facility, including food for all children (those on the programme and resident children who don't

have special needs), and the salaries of 3 permanent caretakers and 2 caregivers who act as teaching assistants. In addition to those at the orphanage, we employ 10 teaching assistants across 7 primary schools in the South Luangwa to promote positive integration of children with special needs, and we provide teaching materials to all of these schools.

Twenty volunteer caregivers formed a theatre group and performed across 14 villages to share information on special needs with their communities, which we reinforced through 5 radio broadcasts. Ten children were identified and/or referred to the programme as a direct result of these performances. We have integrated community outreach more strategically into our programming after learning from our first community survey that only 33% of community members could cite the biological determinants of disabilities. Upon re-surveying the same community in 2020, 83% could name biological causes, and residents explained that information shared by families and caregivers, radio broadcasts and theatre performances had improved their knowledge.

In 2021, we hired a Wellness Assistant to work closely with our Wellness Manager in supporting mothers on the programme who suffer with depression and social isolation. The Wellness team formed 3 support groups with a total of 15 women and provided 43 hours of individual and group counselling. In addition to offering the mothers guidance, the Wellness team befriended these mothers, providing them with an outlet to discuss the difficulties of raising children with special needs and equally the opportunity to socialise in a safe, judgement-free environment.



GREAT

Great, age 3, was born blind with Hypotonic Cerebral Palsy, a condition that affects his posture and makes it difficult for him to balance. He joined the programme in 2017 when he was 9 months old and only fully able to complete 2 out of 9 diagnostic developmental exercises, scoring a total of 46% on our development scale. Great has undergone 15 body-stress release sessions in the past four years, and he has flourished in the weekly meetings with his diligent caregiver. In 2021, he started standing independently and attempting to walk. His most recent evaluation revealed an average of 75% across the same developmental metrics.

LIUWA PLAIN

At the start of 2021, we had 16 children on the programme and recruited 12 more, the majority of whom had Cerebral Palsy and Autism. Unfortunately, one child with Down Syndrome passed away, most likely due to congenital heart abnormalities (autopsies are uncommon in Zambia). We held our first child protection workshop in Liuwa this year led by former Director of the [Zambia Institute of Special Education](#) and the [Time + Tide Foundation](#) Wellness Manager, with a focus on the rights of children and managing learning environments for children with special needs. Additionally, we taught the new parents about

the biological determinants of disabilities. Of the 2021 cohort, only 45% of parents were able to cite biological reasons for disabilities upon joining, with 92% attributing disabilities to witchcraft.

This year, we sponsored two more children at Senanga Special School from Munde Village: Lifuna and Nayato, 7 and 6 years old respectively, both with speech and hearing impairments. Senanga School is the closest special needs facility to Liuwa Plain National Park, however it is over 250 km away from the boys' homes. Without financial

support, the families in Liuwa would be unlikely to know about this school and would never be able to afford to send their children. In order to assist the under-resourced school, the Time + Tide Foundation funds two permanent house parents who reside with the children in their dormitories.

We received special funding in 2021 to facilitate financial and adult literacy classes for 30 volunteer caregivers in Liuwa Plain. Employment opportunities inside the national park are incredibly scarce,

and most families engage in fish trading, which is dependent on water levels and not permitted for a quarter of the year when the park authorities enforce a ban to replenish stocks. Before beginning the courses, the facilitators evaluated the caregivers' financial literacy knowledge to be 0%. Over the course of 2021, caregivers participated in 99 hours of classes, which will continue through the first quarter of 2022, after which they will be eligible to submit proposals to grow and diversify their businesses.



NALISHEBO

Nalishebo is a 1 year old girl with Cerebral Palsy, whom we identified and enrolled in July 2021. When we met Nalishebo, she spent most of the day in one reclined position, had difficulty swallowing and could not sit on her own. Her mother was unable to contribute the time she desired to household chores and farming because she often needed to hold Nalishebo upright. She scored 13% across 12 developmental metrics. Through the support of her caregiver and construction of a special chair, Nalishebo is now able to practice sitting and she is able to swallow in small quantities. This has allowed Nalishebo's mother to attend to household needs and, most significantly, given her hope that Nalishebo will continue to grow in her independence.

LOWER ZAMBEZI

The programme was expanded in 2021 to include 23 additional children from 4 villages in the Lower Zambezi, which brought total enrolment to 35 children.

Thereafter, we recruited 21 additional volunteer caregivers to be trained and assigned to the new cohort. We financially supported 14 children to receive medical interventions related to their conditions, the most common of which was visual impairment. One of these children, Loveness, needed a specialised operation in Lusaka to correct nerve damage in her left eye. The cost of this correction was untenable for her family, and Loveness herself had assumed and accepted that she would never be able to see clearly. "Before she joined the programme, she had no sight in her left eye, and she was unable to close it even during sleep. After several hospital visits, medications, exercises with her eye, and finally an operation, some vision has been restored in her eye. She is now able to move and close her eye," explained Loveness's mother.



We held four workshops with caregivers and parents, led by three different facilitators who introduced the new parents and caregivers to the structure of the programme, shared activities for how to effectively engage children with developmental differences and discussed the importance of inclusive learning environments. Additionally, we hosted the first Disability Awareness Day in the Mugurameno Village in June, which was attended by 50 parents and 65 children. Eight volunteer caregivers performed a short play with the message to care for all children equally and the importance of school integration. One of our primary partners and founder of the home-based education model in Zambia, Mikala Mukongolwa, presented on the daily practices of managing different disabilities, with a particular focus on simple stretching exercises that can greatly improve muscle coordination for children with cerebral palsy (three children in the Lower Zambezi have this condition). She also spoke about the importance of child protection and stressed that everyone in the community has an obligation to ensure all children are safe from abuse and neglect. To further our community awareness, we presented on the primary radio station in the district, describing different types of disabilities, management of these conditions and announced the upcoming recruitment for families with differently abled children in our catchment area.

KIANA

Kiana, a four-year old with equinus gait (toe walking condition), began receiving regular physiotherapy after joining the programme in August. Prior to these sessions, she could only walk on the toes of her left foot and standing for long durations caused her considerable pain. By December, she reported a reduction in pain and was even able to run short distances. Her mother credits the progress to the physiotherapy interventions and the continuous foot exercises she and the caregiver have overseen.

"I did not know that Kiana's foot could be improved in such a short time. I thought she would grow up facing the same problem. But for a change to be seen in such a short time, I have hope that she will be able to continue to walk and run without assistance even as she grows up" - Sylvia Munsaka, Kiana's mother



Towards the end of 2021, the coordinator for the volunteer caregivers, Catherine Makoni, applied to attend the [Body Stress Release Academy](#) in South Africa. Catherine has been working with the [Time + Tide Foundation](#) for three years, and we have assisted her with training in computer literacy to better prepare her for further studies. In December, she received her acceptance letter and will be attending the six-month course beginning in May 2022. Catherine was born and has lived her entire life in Mugurameno Village, and she is our first local staff member to be awarded sponsorship to an international school.

NOSY ANKAO

In late 2020, 14 new children were identified as potential candidates for the programme during a screening event, 7 of whom met the developmental criteria for enrolment.

Accordingly, we recruited 7 new caregivers in 2021 who underwent a total of 24 hours of training by our partner organisation L'Association pour le Mieux-Etre et Insertion Sociale des Personnes en Situation d'Handicap (AMIS), during which they learned how to foster mobility for children with physical disabilities, gross motor skills and the rights of children with special needs. These 7 new caregivers joined the existing 5 for an additional 38 hours of training later in the year, reinforcing the information shared at recruitment and learning new practical exercises for each condition. Additionally, AMIS joined the caregivers for door-to-door monitoring and spoke individually to parents about conducting daily exercises with their children, explaining the biological causes of disabilities and the rights of children who are developmentally different.

In November, we funded surgery for Richna, a 10 year old girl who had been living with a swollen knee since birth. The pain and swelling in her right leg made it challenging for her to walk. She travelled to the town of Vohemar for a procedure called joint aspiration, to remove fluid from the joint around her knee. Upon returning home, she was monitored closely by the local medical doctor, and now Richna is happily running alongside her peers.

This year, we introduced kinesiology, a therapy that uses muscle monitoring and biofeedback to correct imbalances, as a treatment for children on the programme. Currently, there are no body stress release practitioners in Madagascar and kinesiology is a comparable alternative. We partnered with a kinesiologist in Vohemar who travelled to our focal villages and provided a total of 24 hours of treatment to 3 children. He also trained parents and caregivers on a variety of everyday exercises to help children strengthen their muscles.



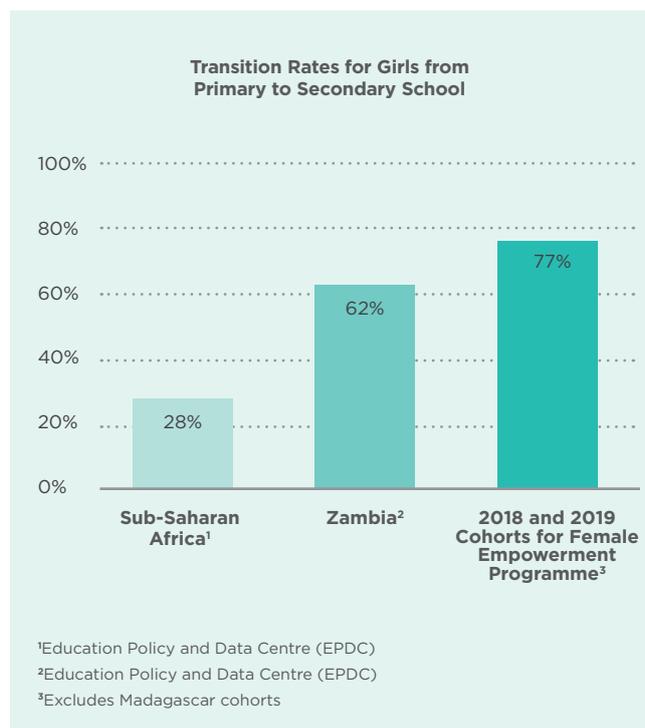
Richna Before



Richna After

SECTION B: FEMALE EMPOWERMENT

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankaio	Total
Number of girls enrolled	56	30	25	42	153
Hours of home visits	29	47	58	40	174
Hours of Girls Club activities	232	227	189	318	966
Hours of language and literacy lessons	92	138	62	147	439
Hours of community outreach	6	5	11	75	97



OVERVIEW

The Female Empowerment Programme is designed to help at-risk girls at the end of primary school successfully transition into secondary school. The programme is structured through extracurricular activities known as Girls Clubs, where 20 girls per 1 facilitator meet at least once per week to follow a bespoke curriculum on language and literacy, self-esteem, sexual and reproductive health, the rights of women and girls, and menstrual hygiene management. Our 2021 target was for 70% of girls on the programme to receive what we consider a ‘quality’ pass (equivalent to a B+ or higher in the American grading system) on their government exams and proceed to secondary school. For our 2019 Zambian cohorts, we recorded a retention rate of 42%. However, for those girls who remained in the programme for three consecutive years, 100% advanced to secondary school, with 18% achieving a quality pass. Moving forward, we are confident that the revision and standardisation of our curriculum will lead to improved academic results and increased retention on the programme; indeed for the 2021 Zambian cohorts, we noted a retention rate of 89% at the end of the year.¹

We piloted the programme with 20 girls at one school in the South Luangwa in 2016 after observing low rates of attendance in primary school (only 41% for the Eastern Province of Zambia)² and high dropout rates for girls when they enter secondary school³. In 2021, we had over 150 girls enrolled in the programme

across 9 primary schools. At the start of the year, we refined our policy to include intake at grade 5 only. This modification was made after reflecting on the improved literacy outcomes for girls who were enrolled for three consecutive years. The girls who enrolled in grade 5 as part of the 2019 Zambian cohorts had an average baseline self-esteem of 60%, which improved to 76% by the end of their third year, with 88% of girls advancing in their literacy levels. By comparison, for students who enrolled in grade 6 and spent 2 years on the programme, their self-esteem levels improved similarly (from an average of 58% to 75%), however only 74% of girls advanced in their literacy levels.

Additionally, the programme expanded to include committed parents who are helping us to explain the educational and social value of this extracurricular activity to the larger community. What’s more, with support from [Oak Foundation](#), we were able to recruit women from our communities who dropped out of school – women who likely would have benefitted from the Female Empowerment Programme had it been in place when they were in primary school. Our objective with the pilot group of 42 women is to identify the barriers to their financial independence, equip them with the necessary skills and training to start or grow their businesses and, over time, track if and to what extent their income generation improves.

¹We have excluded the Madagascar clubs from this analysis as the programme did not get off the ground effectively until early 2020, and then was suspended until 2021 due to government restrictions on student gatherings.

²2015 Living Conditions Monitoring Survey Report. Republic of Zambia Central Statistical Office. November, 2016. Page 32

³50% of the girls in our 2016 cohort dropped out of school

SOUTH LUANGWA

We started the year with 61 girls enrolled across two primary schools in the South Luangwa, of which 35 formed the 2021 cohort of grade 5 girls. Five girls left the programme due to relocation to other districts and unexcused absenteeism. Our baseline assessments of the 2021 cohort revealed 0% were functionally literate with an average self-esteem score of 58%. At the end of the year, we recorded an improvement in self-esteem to an average of 73% and nearly half of the cohort (46%) tested as functionally literate.

Twenty girls sat for their grade 7 exams in December 2021 and on average scored 19 points higher than girls who were not in the clubs, with an average mark of 73%. This is especially impressive given girls are chosen for the programme based on their low self-esteem, poor academic performance in early primary school and/or exceptionally challenging home environments. Of the grade 7 graduates, 20% achieved what the Time + Tide Foundation deems a 'quality'

pass on the exam, and 100% proceeded to secondary school, three of whom received scholarships through the Time + Tide Foundation. All of the girls participated in the Creative Contest, a competition developed by Global Sojourns Giving Circle, our primary donor. The objective of this competition is to help girls increase their self-confidence through creative expression, specifically fine art, crafts and poetry. Mapalo, a grade 7 pupil from Matula Primary School, won first position in the 12-13 age category. Her poem, entitled "In Sickness and in Health," was a call to end early and child marriages in the South Luangwa communities. Mapalo joined the club in 2020 and had a relatively high baseline self-esteem score of 89%, which improved to 96% by the end of 2021. Due to her exceptional performance in school and in Girls Club, Mapalo was awarded a place in the Time + Tide Foundation Sponsorship Programme after gaining acceptance to St. Monica's Secondary School, the premier all-girls boarding school in the Eastern Province of Zambia.

TRINAH

Trinah, age 13, was a grade 5 pupil at Yosefe Primary School when she joined the Girls Club. She is the last born in a family of five children and aspires to be an Environmentalist. Her baseline self-esteem score was 46%, however after participation in several public-speaking events and benefitting from motivational talks by female entrepreneurs, her score skyrocketed to 96%. She maintained a consistently high academic average of 73% and achieved functional literacy over her time in the programme.

"I am happy to be a member of Girls Club because I now have the opportunity to learn how to read and write in English. I am also able to confidently share what we learn in Girls Club with other girls in the community who do not have the same privilege as me" - Trinah





LIUWA PLAIN

In 2021, we observed parents taking stronger interest in the Female Empowerment lessons, and 2 mothers separately approached the club mentors to discuss ways to dialogue with their daughters about sexual and reproductive health.

In the Liuwa communities, where discussing sex is traditionally taboo, we considered the openness of these mothers as a positive sign that some long-held views may be shifting.

We began 2021 with 34 girls enrolled at Munde and Sibemi Primary Schools and ended the year with 30 girls (3 transferred schools and 1 dropped out of the club). For the 2021 cohort, 0% of girls were functionally literate at baseline and their initial self-esteem average was 46%. By the end of the year, 33% of girls had improved in their literacy levels and the average self-esteem score rose to 58%. Of the 8 girls who sat for their grade 7 exams, 100% proceeded to secondary school, with 25% achieving what the [Time + Tide Foundation](#) deems a 'quality' mark.

A primary focus in Liuwa this year was sexual and reproductive health, with lessons devoted to prevention of pregnancy and sexually transmitted infections. While parents and teachers were initially uncomfortable with direct discussions about sex, we shared that over the past three years 5 girls on our Female Empowerment and Student Sponsorship Programmes have had their schooling disrupted due to unplanned pregnancies. Equipping girls with the information they need to make informed decisions about their sexual health has a direct impact on their ability to succeed in school. Parents ultimately agreed and signed consent forms allowing us to share information about sexual intercourse, contraception and -- most importantly -- the right to choose when and with whom girls become sexually active. We had no pregnancies reported over the course of 2021.

SEPISO

Sepiso is a 15-year-old girl from Munde Village. She joined Girls Club in 2020 while in grade 6. Initially, Sepiso was shy and hardly ever responded to questions in school, even though she often knew the correct answers. Over the course of her two years in the programme, her academic performance jumped from 42% in grade 6 to 80% by the end of grade 7. She also became one of the more vocal and committed members, never missing a Girls Club session or day at school unless she was sick. Consequently, her reading and speaking skills improved and she became the top performing student in her grade 7 class. What's more, she was selected to participate in the Zonal Reading Competition in Liuwa and contributed to Munde Primary School receiving second place.

"When I was in grade 5, I didn't know how to read and write but through Girls Club activities my English has improved, and I want to encourage other girls to join" – Sepiso



LOWER ZAMBEZI

At Mugurameno Primary School, we began 2021 with 30 girls on the programme and ended the year with 25 (2 girls lost interest and decided to leave, and 3 were asked to leave due to poor attendance).

More than 50% of the girls in the 2021 cohort advanced in their literacy levels, however no one achieved functional literacy. Going forward, we have identified the need for additional literacy focused lessons and activities, with a designated Female Empowerment Programme coordinator in the Lower Zambezi. At baseline, the 2021 cohort of girls recorded an average of 57% on their self-esteem assessments, which improved to 70% by the end of the year. In this site, we have integrated theatre as part of our regular Girls Club programming, which assists the girls to overcome their insecurities about speaking in English and gives them an opportunity to perform for large audiences, practicing vocal projection, strong body posture and creative self-expression. Teachers from Mugurameno Primary School reinforced our data by reporting an increase in girls' willingness to participate during class. In October, on International Day of the Girl Child, three members in grade 5 individually presented speeches on the importance of female education to an audience of over 300 people.

Given the success of theatre in boosting girls' self-confidence, this year we formed a new partnership with the Dance Africa Initiative, a non-profit based in Lusaka and focused on interpreting Zambian culture through traditional dances. The aim of our engagement was to improve the girls' confidence by giving them an opportunity to perform with a group of professional dancers. From our observations, this pilot collaboration was successful: we saw the girls warm quickly to the dancers, expressing little to no insecurities about performing alongside urban professionals.

In October, we recruited the pilot group of 5 community women who dropped out of primary school. After an initial meeting to discuss the barriers to sufficient income generation, the women decided they would like to attend financial and English literacy lessons. Accordingly, in collaboration with Nanosoft Code Limited, we organised 72 hours of classes in the last quarter of the year. One of the women, Blessing, shared how she felt about the opportunity: "I have always wanted to get an education, but my parents did not have finances to support me through school. The lessons we have been attending are giving me hope for a better future. I am slowly learning how to write, and I am learning many things about how to handle a business. I did not even know the difference between needs and wants until financial literacy classes started."

AGNESS

Being among the most committed Girls Club members has paid off for Agness, a student in grade 6 who advanced two literacy levels and increased her termly results by 57% over the course of the year. When we conducted self-esteem assessments in January 2021, Agness scored 53% and ended the year with an impressive 80%. Agness comes from a family of 10, with her grandmother as the primary provider. In a short interview, her grandmother shared her observations of the programme's impact: *"I have seen how the Girls Club has improved Agness's reading. [I always excuse her from chores] when it's time for Girls Club because it has also increased her interest in learning. She enjoys reading, she is now confident and determined regarding school matters"* - Mattness, Agness's grandmother



NOSY ANKAO

In 2021, we hired a new Education Manager, Pierrah Rokotoarison, to lead the Female Empowerment Programme on Nosy Ankaao and oversee the clubs on the mainland.

Due to quarantine regulations on the island of Nosy Ankaao, it was difficult for Pierrah to monitor the mainland clubs in person, and so she established a system of remote capacity building with the mainland teachers. These teachers received 208 hours of training from Pierrah, which was hugely beneficial: at the start of 2021, the teachers collectively scored 25% on French vocabulary, grammar and conjugation assessments; this score improved to 76% by the end of the year.

Across the four schools in Madagascar, we had 54 girls enrolled in the programme at the start of the year and ended with 42, with 12 girls leaving the programme due to disruptions of schooling, relocation and lack of interest. We recorded 50% of the girls advancing in their French literacy levels over the course of the year, with only one student achieving functional literacy. In 2022, one of our top priorities is to review the curriculum for the Female Empowerment Programme, effectively incorporate language lessons into all activities and standardise programme delivery. Moreover, with Covid related restrictions predicted to ease in 2022, we will implement more in-person monitoring of the mainland clubs to ensure the girls are consistently practicing both oral and written French.

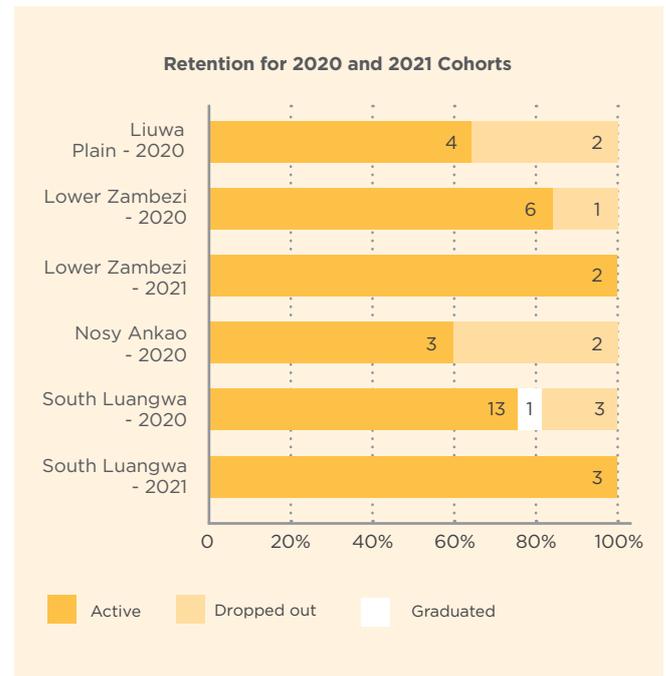


For the girls on Nosy Ankaao, we commemorated World Biodiversity Day on the 22nd of May and World Environmental Day on the 5th of June in conjunction with our conservation team. Such activities underscore the importance of conservation in the protected area and expose the girls to non-traditional female career opportunities. Together, the team marked 4 sea turtle nests, identified 7 tern species and collected 110 kg worth of beach waste. Simultaneously, the girls at the mainland schools participated in a reforestation project organised by the local education authorities, during which they planted 374 mangrove trees.



SECTION C: STUDENT SPONSORSHIP

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Total/Average
Number of sponsored students	42	7	8	3	60
Students who dropped out	3	4	1	2	10
Average hours of academic tuition per student	39	31	39	17	32
Average attendance rates	95%	87%	83%	80%	86%
Academic averages	58%	40%	56%	53%	52% ¹



OVERVIEW

The Sponsorship Programme alleviates the financial burden of schooling from parents whose children have performed exceptionally well in primary school yet cannot afford the high costs of secondary schools.

Through a rigorous application process, which includes a written assignment, a bespoke aptitude test, interview, and a letter of recommendation, we select the most talented students for sponsorship and commit to providing them with the necessary academic and socio-emotional support they need to successfully complete secondary school. Our three-year objective was to see 85% of sponsored students retained through secondary school by 2021, with 50% of students achieving a 'quality' pass on their final exams, which would render them eligible for bursaries and other scholarships to attend college. We are still working on reaching this target, with the current retention rate for the 2020 cohort of students at 76%. Of the students who graduated from secondary school in 2020 and 2021, 24% obtained the desired 'quality' pass.

In order to address the challenges of students dropping out and not receiving the desired marks, in the next strategic phase, Programme Officers at each location will develop intervention strategies

to ensure students have adequate extracurricular academic resources. For many sponsored students, the cultural, social and linguistic shock of attending boarding schools in urban and peri-urban areas can be paralyzing, causing them to fall behind their peers, most of whom have already had the advantage of better primary school educations. Across all sites, the sponsored students need consistent nurturing. Through support from [Oak Foundation](#), we have been able to better integrate the students' parents into the programme, helping them to get more involved with their children's education and arranging for parents to visit their children at the boarding schools. In 2021, we had to again contend with mandatory school closures and the resulting academic setbacks of two years of interrupted learning. Socially, however, we saw a reduction in reported pregnancies over this period, from 2 in 2020 to 0 in 2021.

¹ Equivalent to a C+ in the American grading system

SOUTH LUANGWA

In the South Luangwa, the Time + Tide Foundation began the year with 39 sponsored students in secondary school and 6 in university.

In 2021, 3 of the college sponsored students completed their degrees and 10 of the secondary school students graduated from high school. In Zambia, secondary school is split into “lower” secondary (grades 8 and 9) and “upper” secondary (grades 10-12), with government exams administered at the end of grade 9 and the end of grade 12. If students fail their grade 9 exams, they are either required to repeat lower secondary school (returning to grade 8) or they drop out of school. While most grade 9 students achieved scores that exceeded the Time + Tide Foundation quality pass, unfortunately three girls performed below average.

Coupled with poor academic performance and attendance during the school year, these girls lost their places on the sponsorship programme. From this experience, we have implemented more regular checks with the students’ class teachers so that those who are under-performing can receive the necessary academic support well in advance of exam time.

In 2021, grade 12 graduates from the 2020 cohort began their internships with the Time + Tide Foundation, with 2 students volunteering for the Female Empowerment Programme, 6 assisting with data collection, 3 student teaching, and 1 based in the office for general administration. This was the first year that we requested the sponsored students to give back to their communities upon graduation, and their participation was hugely beneficial. Not only did they provide support to our programmes, but their presence in the primary schools and more widely throughout the community reinforced the myriad opportunities that arise through completing one’s education.

NOAH

Noah joined our sponsorship programme in 2016 as a college student. He attended a local secondary school in the South Luangwa and was among the best performers in his class, which gained him acceptance to Evelyn Hone College to pursue a diploma in biomedical sciences. Noah has a severe stutter, which makes it difficult for him to communicate orally and often results in him feeling frustrated. As part of his sponsorship support, we arranged for a speech therapist to assist Noah on a weekly basis. Through one-on-one sessions, the therapist helped Noah to manage the pace of his speaking and to avoid words that were difficult for him to pronounce. Over the course of these sessions, Noah’s speech improved, and he gained the self-confidence to re-evaluate his academic interests and apply to change degrees and universities, transferring to the Copperbelt University in 2017. There he successfully completed a degree in Organic Chemistry, with which he aspires to become a Laboratory Technician.

“I am a proud father because Noah has a degree from one of the top universities in Zambia. He is a source of pride for the family. I am very happy because he is the first one in the family to go this far in his education and he is a shining example to his younger siblings.” Ruben Muombo Zulu, Noah’s father and mechanic at Time + Tide

“I now have a Bachelor of Science from one of the highest learning institutions in Zambia. I am the first university graduate in my family, and this has brought new hope to me because I will be able to help my family financially. I am currently working on starting a personal project offering soil testing services to farmers in my community. This will help maximise the farmers’ produce and protect the environment from excess use of artificial fertilisers.” Noah, Bachelor of Science in Organic Chemistry, graduated in 2021 from Copperbelt University





LIUWA PLAIN

In Liuwa Plain, students from the extremely remote villages of Sibemi and Munde, the residential areas that neighbour Time + Tide King Lewanika, are eligible to apply for the Sponsorship Programme.

Both schools are located approximately 45 km into the national park, through thick Zambezi River sand, and become seasonally inaccessible due to the annual floods. As a result, the resources at these primary schools are severely limited and students are typically behind their peers who attend primary schools elsewhere. In order to help improve learning outcomes in Liuwa, the Time + Tide Foundation has fully funded the operational costs of Sibemi Primary School, which was originally a community school and not supported by the government. Moreover, we committed to sponsoring the school's volunteer teachers to go to college so that they could become qualified instructors, with the agreement they would work at Sibemi School for a minimum of 3 years post-graduation. In 2019, the first teacher, Gerald, returned from college to take up his full-time post as a teacher at Sibemi, and in 2021 the second teacher, Lungowe, received sponsorship to begin his degree at a teaching college in Mongu, the capital of the Western Province.

Since beginning the Liuwa Sponsorship Programme in 2016, we have struggled with retention rates: for the past five years, only 22% of students have been retained. We therefore decided to pause intake in 2021 to structure a more comprehensive support scheme for students, and we trialled a new school for the 2020 cohort, a boarding school in Mongu with stricter rules and a more focused learning environment. Of the 6 students in the 2020 cohort, 4 successfully passed their grade 9 exams to continue secondary school and will be assisted by an external counsellor, an external mentor, an external tutor, and 4 internal tutors for grades 10-12. We are committed to finding a solution for students from Liuwa, the majority of whom find it incredibly difficult to cope with the high learning standards and social challenges outside of their small and relatively isolated villages. This solution is two-fold: continue to support the Ministry of Education to enhance the quality of learning at the primary schools in Liuwa Plain, and provide the sponsored students with as many resources as possible to help them complete their education.

MONDE

Monde is 15 years old and in grade 9 at Sefula Secondary School. Growing up in a community where many girls her age have dropped out of school, Monde is unique in her determination to complete her education. Over the course of 2021, we saw an increase in her results, from 37% on her term 1 assessments in April to 53% on her final exam in December. While there is still room for significant improvement, Monde's commitment to her studies, the positive trajectory of her results and our new support structures give us confidence that she will continue to strengthen.

"The sponsorship has given me an opportunity to think about my future. I will become a role model to my young sister and the Sibemi community"
- Monde



LOWER ZAMBEZI

In 2021, two new students were accepted onto the Sponsorship Programme and 4 parents joined as community ambassadors in Mugurameno Village.

To help improve the academic performance of the sponsored students, we held 4 hours of meetings with teachers at Chitende Secondary School and designed individualised intervention strategies for each of the students on sponsorship. We spent 14 hours

in one-on-one sessions with the students, meeting during term breaks and in their homes over school closures. Despite these efforts, 1 student dropped out of the programme in 2021 due to poor academic performance. One of the challenges in the Lower Zambezi is the close proximity of the secondary school to learners' homes and the ease with which students can leave school grounds unauthorised. Having experienced a similar dynamic in Liuwa and the repercussions on students' academic performance, in 2022 we will prioritise identifying a boarding school that is further away from Mugurameno, with improved educational resources and stricter oversight.

PRISCILLA

Priscilla was one of the first sponsored students in Lower Zambezi, and she will enter her final year of secondary school in 2022. In 2020, due to health reasons, she transferred from the local boarding school near Mugurameno to a boarding school 160 km away, east of Lusaka. In 2021, she placed first in her class with an average score of 82%, which is equivalent to an A in the Zambian scoring system. Priscilla's experience reinforces our desire to search for more boarding schools outside of the Lower Zambezi, where we believe students will be exposed to better academic resources.

"Before I was awarded the sponsorship, my sister would struggle to fund my school needs, but now I'm hopeful that I will be able to complete my studies. I enjoy studying and playing netball in my free time. I want to be a nurse so that I can help the sick in my community and assist my family financially" - Priscilla



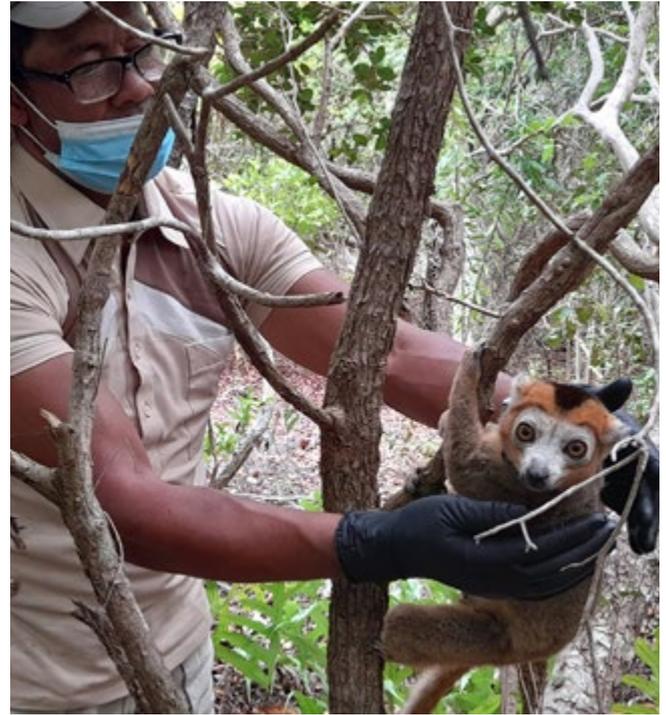
NOSY ANKAO

In February of 2021, we initiated a tutoring programme for the sponsored students in the city of Diego-Suarez.

Twice a week, they devoted two hours to learning French and other challenging subjects, such as Mathematics and Biology, with a total of 112 hours spent on academic tutoring over the year. Additionally, in June we introduced a French reading group at Alliance Française as part of their tuition. Because of this attention on language, we recorded an increase of 65% in the students' French results. Unfortunately, two out of five sponsored students dropped out of the programme: one to assist with income generation

for his family and the other due to poor performance. Similar to Liuwa Plain, the [Time + Tide Foundation](#) invests in the primary school education on Nosy Ankao and the adjacent mainland villages, which has been particularly under-resourced given the remoteness of these coastal and island communities. Specifically, we employ 5 teachers and assistants to run the schools on Nosy Ankao, and an additional 8 teachers on the mainland. We provide materials and stationery to 5 schools and in early 2021, together with [Miavana by Time + Tide](#), established a preschool on Nosy Ankao to serve the youngest age class of learners. The preschool teachers concentrate on didactic games and devote a minimum of 7 hours each week to French literacy, which we believe will equip these young students with the language skills they need to excel in primary school.

CONSERVATION



Our Conservation Programme in Madagascar prioritises the protection and preservation of key marine and wildlife species and their habitats.

Through partnerships with 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 robust research and monitoring.

The programme was temporarily suspended in 2020 due to Covid- related lockdowns and the loss of revenue from [Miavana by Time + Tide](#), our primary programme donor. In 2021, thanks to funding from [Oak Foundation](#), we were able to re-establish the conservation programme, hire the first Conservation Manager, re-connect with stakeholders, and begin to develop our Conservation Strategy. In April, we rehired rangers for daily sea turtle monitoring activities, the data from which is shared with national and regional research partners to include in Western Indian Ocean sea turtle databases. In December, one member of our team joined a workshop on satellite tagging Hawksbill turtles for genomic sampling run by [Kélonia](#), a marine research institution and aquarium in Réunion. The Nosy Ankaos conservation team will begin tagging Hawksbills in April 2022, with the first regional data set expected to be analysed by mid-2022.

In July and August, two population and diet surveys were conducted on Nosy Manampaho and Nosy Ratsy by a doctoral student named Anasvaler Mbelomanana as part of the partnership between the [Time + Tide Foundation](#) and the University of Diego. Seabirds can serve as good indicators of marine food supply and ecosystem functioning, which are two of Anasvaler's research interests. Additionally, we banded one hundred Sooty terns this season to further studies on reproductive success and population growth. It has been estimated that the population of Sooty terns on Nosy Manampaho has now reached over 62,000 individuals with seven species present on the island.

We conducted over 1,900 hours of lemur monitoring on Nosy Ankaos in 2021, recording 397 separate sightings of the resident Crowned lemur population. Together with our partners at [Madagascar Biodiversity Partnership](#), we recaptured two individuals to replace their radio collars and conduct health screenings. What's more, two babies were born in December 2021, bringing the total population of Crowned lemurs on the island to 9, with 2 females and 7 males. In August, we held meetings with the mainland community of Amparihirano, who serve as the guardians for the Bekaraoka Forest, the location from which the lemurs originated. The agreement from 2017 was reviewed with suggestions for better collaboration moving forward. Accordingly, in 2022, we will formally amend the agreement and hire a biology student from the University of Diego to be stationed in the community, assisting rangers with daily monitoring and collecting behavioural data on Crowned lemurs in readiness for the next translocation.

MEDICAL SUPPORT

Medical support to the eight most remote communities of Ampisikinana was increased with the addition of three nurses in late 2020, all of whom were stationed in coastal villages.

Together with Dr. Julien Andriamampianina, the team of four provided close to 2,300 medical consultations free of charge over the year, sparing residents an estimated collective cost of \$88,000 USD in health expenses.

We continued our support for women affected by obstetric fistula, a condition that is often found in remote areas with poor medical resources. We partnered with Operation Fistula (OpFistula), an organisation located in nearby Sambava, and conducted outreach to over 1,000 residents. Our objective was to explain obstetric fistula, the ease with which it can be corrected and where women can turn for help. If untreated, the condition can cause a range of physical complications as well as psychological distress and social isolation. We will continue with outreach and nurse training for at least another year, until we feel confident that residents know how to identify the condition and where they can go for treatment.



DIGITISATION OF DATA COLLECTION AND ANALYSIS

From its inception, the [Time + Tide Foundation](#) has placed high value on evidence-informed programming through immersive research, as well as continuous monitoring and evaluation.

Previously, our data was collected using hard copy papers and then entered and analysed in Microsoft Excel. However, with growing numbers of beneficiaries and frequent backlogs in data entry and analysis, in 2020 we realised this method was no longer tenable. In early 2021, we partnered with [Proof of Impact](#), a U.S. based company that builds digital tools, to design bespoke dashboards for our core programmes, linking historical Excel data with electronic data collected through ODK, an open source software. With the generous help of Johns Hopkins Senior Research Associate Aveika Akum, from March - August 2021 we migrated all paper questionnaires onto the ODK digital platform, with each data set linked to historical information and consolidated on the dashboards. By the end of the year, all of our data was collected on tablets, uploaded immediately to ODK and then piped directly to our dashboard, saving us thousands of hours in entry and analysis and greatly reducing the risk of human error.





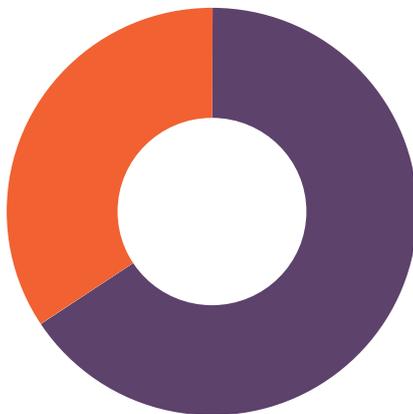
Precious, Grade 6
Lower Zambezi Girls Club
Progressed from 71% to 92%
in her self-esteem



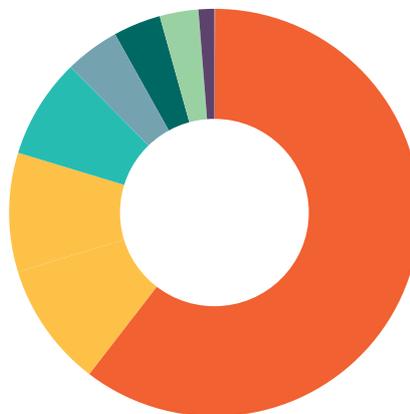
2021 Financial Overview



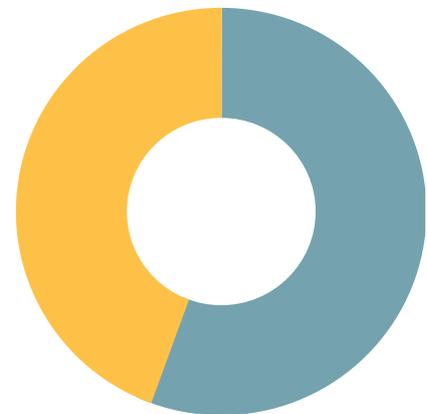
Income



Project Expenditures



Opex vs Project Costs



■ Grants	\$ 436,033
■ Private Donors	\$ 255,962
Total Income	\$ 691,995

■ Home-based Education	\$ 199,458
■ Student Sponsorship	\$ 57,658
■ Female Empowerment	\$ 32,851
■ Medical Support	\$ 14,157
■ Ecological Research and Monitoring	\$ 12,569
■ Crowned Lemur Conservation	\$ 9,830
■ Immersive Research	\$ 4,131
Total	\$ 330,654

■ Project Costs	\$ 330,654
■ Operational Costs	\$ 257,864
Total	\$ 588,518

All figures in US Dollars and based on preliminary analysis. Audited accounts will be available from July 2022.



Jane, Grade 6
South Luangwa Girls Club
Progressed from 71% to 92% in
her self-esteem



Funders + Partners

In 2021, Time + Tide was not in a position to contribute to the core costs of the Time + Tide Foundation due to the continued loss of income from global travel restrictions.

Fortunately, we were successful in our application to Oak Foundation, and consequently Oak funded all operational expenses as well as the expansion of our Female Empowerment, Student Sponsorship and Conservation programmes.

Additional funding was raised through private donations and grants, with 100% of these donations 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
- Dawn and Geoff Dixon
- The Edge
- The Jones Family
- The McMurray Family
- Felicity and John Rose

