

# TIME + TIDE FOUNDATION

QUARTERLY NEWSLETTER

JANUARY - MARCH 2022



3  
NOSY ANKAO  
FEMALE EMPOWERMENT  
PROGRAMME



4  
SOUTH LUANGWA  
STUDENT SPONSORSHIP  
PROGRAMME



5  
SOUTH LUANGWA  
FEMALE EMPOWERMENT  
PROGRAMME



6  
LOWER ZAMBEZI  
HOME-BASED EDUCATION  
PROGRAMME



7  
LIUWA PLAIN  
HOME-BASED EDUCATION  
PROGRAMME

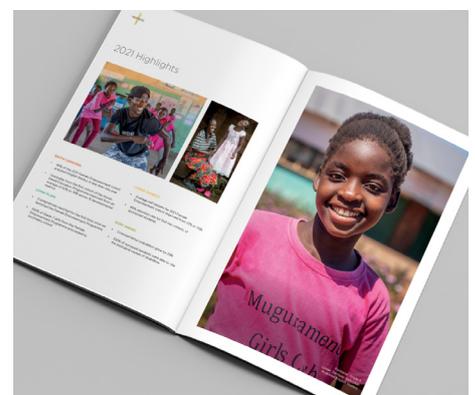
# 2021 Annual Report



We are pleased to announce that the 2021 Annual Report has been finalised and is now **accessible online**.

In the final year of our first strategic phase, we report on the progress of our original targets across our three primary programmes, as well as the lessons learned and new approaches that we have adopted.

During the first quarter, we accepted 13 new students into our Student Sponsorship Programme, and they are enrolled across 6 different secondary boarding schools in 3 provinces of Zambia. Our Sponsorship Programme has historically received funding from guests of Time + Tide who, after visiting our areas, wish to continue offering educational support to local residents. Additionally, we have received monetary and in-kind support from Time + Tide for this programme in the South Luangwa, where we have the largest student cohorts. Unfortunately, the loss of tourism revenue over 2020 directly affected our ability to provide new scholarships in 2021. We therefore suspended intake and rather took the opportunity to re-think our approach to fundraising, refine our programme entry criteria and organise more intensive extracurricular academic tuition, one-on-one emotional counselling and mentorship for students.



# Nosy Ankao:

## FEMALE EMPOWERMENT PROGRAMME

On the 8th of March, we celebrated International Women's Day. This year's theme was "Gender equality today for a sustainable tomorrow".



As part of our commemoration, the girls on Nosy Ankao performed a play to an audience of over 50 people, including [Miavana](#) staff and parents of primary school students. The play showcased examples of gender inequalities faced by women worldwide, with a specific focus on salary discrepancies between male and female employees. Malagasy women often face discrimination in hiring as well as compensation, with lack of wage transparency [a known challenge in Madagascar](#).<sup>1</sup>

Through the play, we imparted the message that women can hold high positions in a variety of professional fields, and they are within their rights to demand equal pay to their male colleagues. Working with girls to educate them on their rights and self-advocacy are objectives of the Female Empowerment Programme and building this knowledge and skill set will serve them throughout their educations and beyond.



<sup>1</sup>"Fighting gender inequality and violence in Madagascar," Industrial Union, accessed on April 1, 2022.

# South Luangwa: STUDENT SPONSORSHIP



In January, six of our sponsored students who graduated from secondary school in 2020 began a course in computer studies at Chipata Trades College in Eastern Zambia. The course will run for one year and give the students exposure to computer literacy and information technology, skills they did not satisfactorily acquire during secondary school due to limited technological resources at their schools. Upon completion of the course, the students will be better positioned to apply for university and government bursaries.

The policy to introduce information communication technology (ICT) studies in Zambian schools was made in 1998. A follow up study conducted in 2019 by [Mulauzi, Walubita and Pumulo](#)<sup>2</sup> revealed that implementing this policy was challenging due to lack of electricity and computers in rural schools. However, the Ministry of Education has been working with both public and private sectors to address the limitations, including specific ICT training for teachers, a well-structured ICT curriculum and partnering with the Rural Electrification Authority to provide power to schools in rural and peri-urban areas.

*"The computer studies course will greatly help me when I go to university as I will not have challenges researching and completing assignments. It will also help in my application for [a government] bursary. I feel so privileged and happy about being accepted to the Copperbelt University to study medicine because it's something that I never imagined could happen for me."*

- Ephenia, Sponsored Student graduate



<sup>2</sup>Mulauzi Felesia, Walubita Gabriel and Pumulo Judith, "Introduction of computer education in the curriculum of Zambian primary and secondary schools: Benefits and challenges," accessed on April 1, 2022.

# South Luangwa:

## FEMALE EMPOWERMENT PROGRAMME

In 2021 we expanded our Female Empowerment and Student Sponsorship Programmes to regularly involve students' parents in their children's learning, and to work with them on sharing the value of education with other parents and members of their community.

In order to better include parents in their children's educational material, we organised adult literacy classes and discovered that 89% of surveyed parents were not literate. Without the ability to read and write, parents expressed a strong sense of disconnect from their children's schooling. From November 2021 through March 2022, 10 parents attended 210 hours of literacy classes

and organised 4 community sensitisation campaigns. The goal of these campaigns was to raise awareness among parents and members of their community about the value of educating girls and the correlation between parental support and increased academic achievements of students.<sup>3</sup>



*"I have never been to school because during my time, many people didn't see the value of education, especially for girls. However, through this programme, I hope to learn how to read and write so that I can confidently run my business as I am a small-scale businesswoman. Additionally, I want to help with my children's homework."*

- Alice Banda, mother to Lillian, a Grade 9 student on the Sponsorship Programme



<sup>3</sup>Muhammad Tariq Shahzad, Farooq Abdullah, Sammer Fatima, Farhan Riaz, and Shazia Mehmood, "Impacts of parental support on academic performance among secondary school students in islamabad," Research Gate, accessed on April 1, 2022.

# Lower Zambezi:

## HOME-BASED EDUCATION PROGRAMME



From the 28th of February to the 5th of March, our Body Stress Release (BSR) Practitioners offered release sessions to 33 children in the Lower Zambezi.

BSR helps children with special needs to manage muscle tension and stress that can accumulate from living with a disability. Shepard, a 12-year-old boy with Cerebral Palsy, was one of the children who received BSR. He has a limp because of his condition, which makes it difficult for him to balance and walk without pain. His mother shared that since Shepard started receiving BSR sessions in October 2020, the pain in his leg has reduced, and he can stand and walk for much longer without the need to rest.

During the last quarter, we also hosted a workshop with our partner Mr. Mwaba, former Director for [Zambia Institute of Special Education](#), who spent 21 hours teaching 27 parents and 20 caregivers on how to plan lessons and activities for their children. Parents and caregivers were taught how to make learning experiences interactive, such as incorporating play, song and dance into lessons. Several studies have shown that [enjoyment and happiness have a positive effect on learning, memory and social behaviour](#).<sup>4</sup> Fostering a playful learning environment is especially important for children whose educations have been delayed due to misconceptions about the academic potential of children with special needs.

<sup>4</sup>Hernik Joanna and Jaworska Elzbieta, "The effect of enjoyment on learning," Research Gate, accessed on April 1, 2022.

# Liuwa Plain:

## HOME-BASED EDUCATION PROGRAMME

During the last quarter, we engaged Joy Kalaluka, a Nutritionist from Kalabo District Hospital, to train parents of children with special needs on nutritious meal planning for their children.



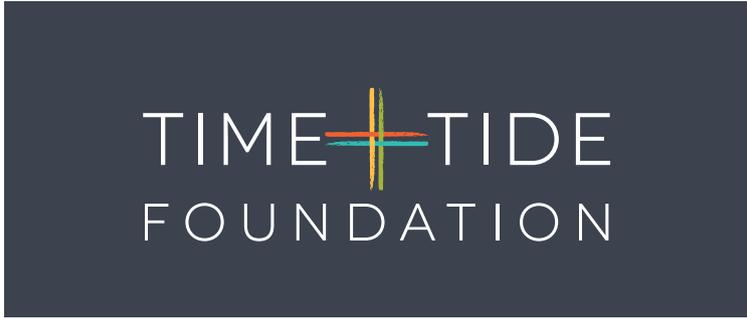
The aim of the training was to equip parents with the knowledge to use a diversity of locally available foods in their cooking, with a focus on added protein such as soya, groundnuts and kapenta (small sardine-like fish). Joy also shared tips on good feeding practices, including the quantities a child needs to eat depending on his or her age, the frequency of feeding and signs that a baby or child who cannot speak may still be hungry. She further emphasised the importance of hygiene in the preparation of food and feeding processes. Nutritional trainings like these form part of the Wellness component to the programme, through which we ensure that children who are malnourished receive food supplements and their parents are trained on healthy feeding practices.

*“Before my daughter joined the programme, I didn’t know the right types of food to feed her and how to prepare it. But after attending the nutrition training, I have learnt that nutritious food for children doesn’t have to be bought from the market, I can use what is locally available like soya and groundnuts.”*

- Nalishebo Namushi, mother to Nakweti, a 3-year-old with Cerebral Palsy



For more information, please e-mail: [info@timeandtidefoundation.org](mailto:info@timeandtidefoundation.org)



[www.timeandtidefoundation.org](http://www.timeandtidefoundation.org)

GENEROUSLY  
SUPPORTED BY:

