

An abstract painting featuring two figures. The figure on the left is larger, wearing a white shirt and a red and blue striped garment. The figure on the right is smaller, wearing a blue dress with a white collar. The background is a mix of purple, blue, and white. The style is expressive with visible brushstrokes.

Annual Report 2022



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2022 Highlights



SOUTH LUANGWA:

- 100% of the 2020 Female Empowerment cohort proceeded to secondary school
- Graduates from the HBE programme improved from an average of 48% at baseline to 92% at end line across their developmental metrics

LIUWA PLAIN:

- First Sponsored Student from Liuwa proceeded to university
- 100% of parents with HBE graduates reported their own improved mental or physical health

LOWER ZAMBEZI:

- For the first time, girls in the FE programme outperformed girls outside of the club on their government exams
- 86% of children on HBE programme now enrolled in formal schools

NOSY ANKAO:

- 100% of graduating primary school students passed their final government exams
- 27% increase in breeding tern pairs recorded on Nosy Manampaho



Mary Zulu, Lower Zambezi
Member, Parents Committee
Accompanied TTF on 2 school tours, 6 meetings with students, participated in 4 educational awareness events



Our Approach

For the Time + Tide Foundation, 2022 was a year of refinement: We reviewed our programme outcomes and corresponding activities, revised our organisational strategy, implemented our first conservation strategic plan in Madagascar, undertook a communications survey to understand how we can better engage with key stakeholders, and increased our capacity to quantify the social value generated through our programmes.

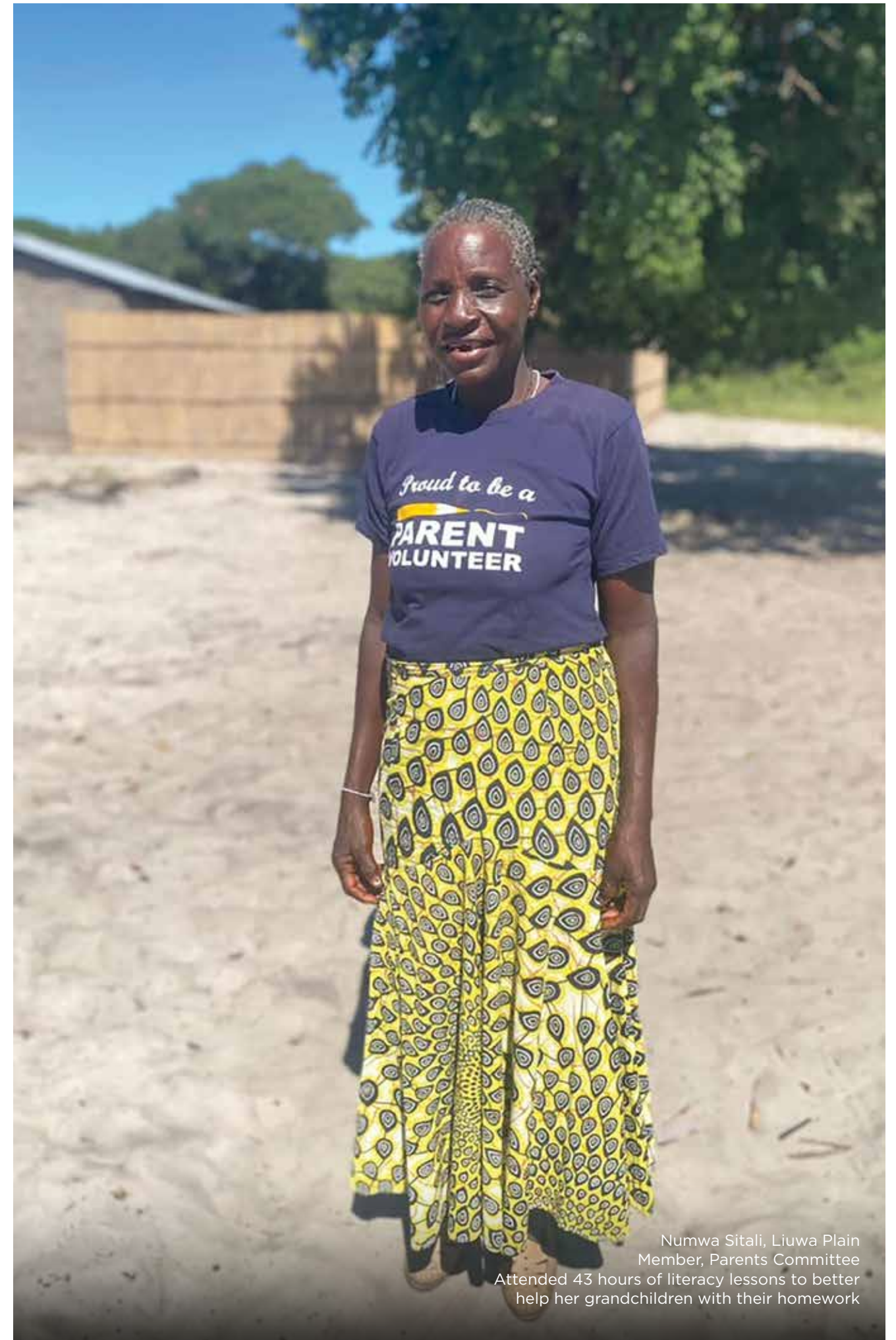
Together with Time + Tide, we placed more emphasis on showcasing the philanthropic investments of the company by offering Community Excursions as an alternative to wildlife activities for guests. We hosted 20 of these excursions in our focal communities and met with over 200 guests across the lodges, explaining how their stay with Time + Tide enhances the quality of life for some of the most underserved residents in our areas.

We explored a social impact assessment methodology in 2022 that involved valuing outcomes using net present values, avoided and opportunity costs, and through this process we realised we needed more qualitative data to accurately describe our programmes' reach. We were then introduced to the methodology of Social Value International, which relies on stakeholders to articulate and value the change they have experienced as a result of programme activities. Thereafter, the Time + Tide Foundation Executive Director, Programmes Manager and Monitoring and Evaluation Manager all received the initial qualification as Social Value Associates in 2022, and in 2023 we will undertake Social Return on Investment (SROI) analyses of our core programmes. At the end of this process, we will be able to more effectively allocate resources to optimise those programme components that stakeholders report as the most valuable.

Additionally, we are committed to ensuring that we communicate our programme objectives and activities clearly to all stakeholders. In 2022, we undertook a survey to ask our stakeholders, those internal and external to Time + Tide, about our core programmes and the links between the work of the Time + Tide Foundation and the lodges. Fifty percent of both employees and community stakeholders understood the two entities were related and less than 25% of each group could accurately describe this relationship. For our programmes, close to 70% of stakeholders

could identify our core programmes but again less than 25% could speak to the specifics of our activities and key performance indicators. With this data, we are now able to revisit our communications strategy and include new approaches such as joint branding and outreach from Time + Tide and the Time + Tide Foundation, including involvement of Time + Tide staff in our interventions. We will implement more in-person gatherings to verbalise our recent developments and reiterate the interdependency between Time + Tide and its Foundation.

Thank you for your interest and support, and we hope you enjoy reading about our 2022 programme activities and outcomes. As always, we would love the opportunity to welcome you to our communities in Zambia and Madagascar so that you can meet the people whose lives have measurably, positively changed thanks to Time + Tide.



Numwa Sitali, Liuwa Plain
Member, Parents Committee
Attended 43 hours of literacy lessons to better
help her grandchildren with their homework



Note from the Foundation Council

As pandemic-related travel restrictions eased through the course of 2022, Africa experienced a huge resurgence in adventure travel.

Most operators, including the [Time + Tide](#) travel business, allowed guests impacted by travel restrictions to postpone their trips to later dates. The resolution of this backlog has been an important contributor to guest numbers. However, the desire of new travellers to journey through the profound spaces of the African wilderness, together with a new appreciation that such experiences should not be deferred, has also driven demand to the Foundation's programmes over the last year.

Since the [Time + Tide](#) travel business and the [Time + Tide](#) Foundation operate symbiotically, we believe that the resurgence of African travel will continue to benefit both entities. The [Time + Tide](#) business, through its direct commitment as well as guest contributions, is a significant funder of the Foundation, and provides the geographic focus for the Foundation's efforts. In turn, the Foundation, through its successful engagement with local communities, is a critical element to the sustainability of the lodges and the biomes in which they are located.

The Foundation team continues to demonstrate resilience, determination, and a nuanced understanding of the social challenges faced by the remote communities that we serve in Zambia and Madagascar. Our primary focus remains the strengthening of the social fabric of these communities by supporting their most vulnerable members. We concentrate our efforts in the local communities through girls clubs, support for households with differently abled children, business training for women who dropped out of school, and scholarships to secondary schools and universities in larger towns and cities.

Our engagement models are now well established, and we continue to refine them. We use an array of metrics to determine whether we are leveraging our limited resources effectively.



As our programmes have matured, so has the sustainability of our funding. For the past two years, [Oak Foundation](#) has complemented the funding provided by our individual donors and [Time + Tide](#) guests. We are most appreciative of the financial support and insights provided by [Oak Foundation](#), together with those of our other donors, council members and stakeholders. We will continue our efforts to broaden our funding base by ensuring that we deliver high social returns through efficient and effective deployment of funds into the communities we serve.

We believe that the resurgence of travel to Africa will provide further opportunities to the Foundation to grow support from institutional funders based on our strong track record of growth and measurable impact since our establishment in 2015. We look forward to another year of growth and positive impact in 2023.

James Orford
Council Member
[Time + Tide](#) Foundation



Esther Nkhoma, South Luangwa
Member, Parents Committee
Following a commitment to help her daughter study,
her daughter's term results improved by 100%



Institutional Information



SENIOR MANAGEMENT:

Elizabeth Ellis - Executive Director
Naonga Shawa Banda - Programmes Manager
Shirley Chung - Chief Financial Officer
Francesca Cooke - Administration Manager

Sipho Muyangana - Monitoring & Evaluation Manager (Incoming)
Kalinda Muyembe - Monitoring & Evaluation Manager (Outgoing)
Thokozile Phiri Mwamba - Communications Manager

FOUNDATION COUNCIL:

Mark Carnegie (Chairperson)
Dolika Banda
Thierry Dalais
James Orford
Carolyn Sutton

FIELD-BASED TEAMS:

ZAMBIA

Kazau Fumbelo - Female Empowerment, Liuwa Plain
Chate Kaunda - South Luangwa Programme Officer
Patrick Kazadi - Theatre Facilitator, Lower Zambezi
Inonge Liboma - Home-based Education Manager
Victoria Lisimba - Liuwa Plain Programme Officer
Isabel Luundu - Home-based Education, Liuwa Plain
Catherine Makoni - Assistant Programme Officer, Lower Zambezi
Mukelabai Muhongo - Home-based Education, Lower Zambezi
Mutinta Mulaye - Lower Zambezi Programme Officer
Charity Mushokabanji - Sponsorship Administration, Liuwa Plain
Bupe Musonda - Body Stress Release Practitioner

Pumulo Muyunda - Female Empowerment, Liuwa Plain
Ritah Muyunda - Home-based Education, Liuwa Plain
Mambwe Mwanza - Home-based Education, South Luangwa
Alice Mweetwa - Wellness Assistant
Mulemba Ndonji - Wellness Manager
Sephewe Ncube - Female Empowerment, Liuwa Plain
Cleopatra Ngoma - Intern, South Luangwa
Linda Njobvu - Home-based Education, South Luangwa
Prisca Sakala - Female Empowerment, South Luangwa
Sarah Stella - Female Empowerment, Lower Zambezi

MADAGASCAR

Dr. Julien Andriamampianina - Medical Doctor, Ampisikinana
Angelo - Teacher, Ambanifony
Fidson Edmond - Teacher, Ampisikinana
Daniel Falimiarintsoa - Community Liaison
Victor Jaosidy - Teacher, Nosy Ankao
Zach Jordaan - Conservation Field Officer (Outgoing)
Clarita Saniva Joromaiva - Conservation Agent, Nosy Ankao
Volatsara Mayrah - Teacher, Nosy Ankao
Saifa Mboty - Nurse, Amparihirano
Moussine - Nurse, Ambanifilao
Edith Moussynah - Teacher, Nosy Ankao
Tiasy Nedson - Nurse, Ampangia
Jean Nono - Nurse, Ampasimadera
Julie Pezin - Conservation Field Officer (Incoming)
Rabetiana - Conservation Agent, Nosy Ankao

Eugenie Raheliarimalala - Teacher, Ampasimadera
Pierrah Rakotoarison - Education Manager
Ny Sanda Ranaivoson - Conservation Coordinator
Zozola Randrianaviana - Conservation Agent, Nosy Ankao
Jocelyne Rasoafeno - Nursery Teacher Assistant, Nosy Ankao
Célidia Rasoamazava - Conservation Agent, Nosy Ankao
Léonette Rasoarinirina - Teacher, Ampisikinana
Lea Razafimanitsony - Nosy Ankao Programme Officer
Soandalana Marie Sandra - Teacher, Amparihirano
Jaozily Simon - Lemur Conservation Coordinator, Amparihirano
Sonia Soariziky - Teacher and Nurse, Antsampilay
Larissa Soatsara - Teacher, Nosy Ankao
Ursula Tora - Nursery Teacher Assistant, Nosy Ankao
Tombohasina Gerancia Velo - Teacher, Ambanifony





Mboty Sakalava, Nosy Ankao
Member, Parents Committee
“I am at peace now because ... the curse of being
uneducated ends with me.”



Programme Summaries

SECTION A: HOME-BASED EDUCATION

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Average/Total
Number of children enrolled	118	23	16	9	166
% children of school-going age enrolled in primary school	75%	89%	69%	71%	77%
Number of volunteer caregivers	120	21	36	12	189
Hours of caregiver training	379	127	186	23	715
Hours of home-based education	3,374	708	677	400	5,159

OVERVIEW

The Time + Tide Foundation provides individualised education plans for 166 children with a variety of developmental conditions. We work across 300 villages, and we train local volunteers as community caregivers to lead one-on-one weekly activities and exercises for the children. In addition, we provide medical and nutritional support, school scholarships, counselling for parents, alternative therapy, and several other services to holistically approach the challenge of raising children with special needs in rural Africa.

Weekly activities and exercises are implemented at the children’s homes in conjunction with their primary guardians, after which the primary guardians repeat these exercises daily. We carefully monitor the children’s development and, when the children gain sufficient independence, assist their families with enrolment into formal schools and eventual graduation from the programme.

Additionally, we tackle traditional stigmas around developmental differences and encourage residents to build inclusive communities that foster learning opportunities for all children equally. In 2022, we expanded our nutritional support to all Zambian sites, enhanced our oversight of medical interventions for children and increased the amount of physical and emotional therapy offered to children and their guardians. We had 18 children graduate off the programme over the year, with 16 (88%) of them now enrolled in formal school.

In 2018, following a fundraiser in Australia hosted by our Chairperson, Mark Carnegie, we were able to expand the programme from our pilot site in the South Luangwa to our other areas of operation in Zambia and Madagascar. The table below details the change across our key performance indicators over the past four years:

	2018	2022	% Change
% Children enrolled in school *	24%	75%	212%
% Capability across developmental metrics	56%	82%	46%
Community members able to cite biological causes of disabilities	63%	80%	27%
Volunteer retention rate	95%	93%	-2%
Parents able to cite biological causes of disabilities	25%	75%	200%
Average family monthly income for programme graduates	35 USD	54 USD	54%

*South Luangwa site

In the South Luangwa, we began 2022 with 141 children and 121 caregivers.

Over the course of the year, 20 children were reassigned to what we call our “medical intervention” initiative for those children who require operations and/or ongoing medical oversight as opposed to developmental support. Three children graduated after reaching their developmental milestones and enrolled in boarding schools with special education departments. In exit interviews with their families, we learned that 100% of parents reported an increase in their income generation, which they attributed to their children’s self-sufficiency and the ability of primary guardians to regularly partake in farming and other income generation activities. Additionally, 100% of parents stated they had improved mental health and 100% reported decreased stigmas about developmental differences in their communities. We saw an improvement from 60% to 83% across the children’s developmental capabilities, with 100% of 2022 graduates now enrolled in primary school.

We held a total of eight trainings in 2022 for our operational team, volunteer caregivers and parents, specifically on topics such as autism spectrum disorder, nutrition and safe feeding practices, children’s neurological development, management of children who have sight and hearing impairment, menstrual hygiene training for girls with special needs, as well as the roles of caregivers and parents in the oversight of children’s conditions. Our Wellness Manager, Mulemba Ndonji, expanded nutritional support for children in need by training parents on safe feeding practices. This included implementing monthly to quarterly measurements of key malnutrition parameters such as weight, height or length and haemoglobin levels for children who are malnourished or at risk of malnutrition. Additionally, we strengthened our capacity in non-verbal

communication through training by sign language specialists from Bauleni Special Needs Project in Lusaka, and we were visited by a speech therapist in November who assessed each child’s level of communication and recommended specific exercises for improvement.

In May, we recruited Alice Mweetwa, a qualified nurse, to our programme as an assistant to our Wellness Manager to oversee the hospital visits and treatment plans for children who required medical interventions. We funded 49 hospital visits in 2022, with Alice accompanying families and/or following up directly with the doctor in charge to help interpret the diagnoses and treatment plans to parents. Oftentimes, parents do not feel empowered to ask questions directly during the consultations and feel ill equipped to monitor their children’s treatment and progress. Alice helped parents plan treatment schedules for their children so that they knew their daily responsibilities and all upcoming appointments. Together, the Wellness team held 28 support group meetings for mothers of children on the programme, and they noted greater acceptance of their children’s conditions and improved efforts in trying to manage their personal stress.

Prior to joining the Home-based Education Programme (HBE), most of the mothers lived with guilt thinking they had done something wrong to cause their child’s condition. In the counselling groups, the mothers collectively reflected on their personal journeys and how much knowledge they had gained, encouraging each other by showing compassion and explaining their experiences.



Sophia, mother to Ethel, an eight-year old girl with microcephalus, has become more confident in sharing her personal story: “The support group has been a sisterhood, and it made me realise that other women are facing challenges like mine, and this makes me stronger. My child is a blessing. I am more patient with my child and do my best to make her comfortable. The community is more accepting of our children when we love them unashamedly.”

Last year, we welcomed Mambwe Mwanza, former Sponsored Student who graduated high school in 2020, to the team as the Home-based Education Assistant in the South Luangwa. After finishing school, Mambwe interned with the Time + Tide Foundation in 2021 and was then hired full-time to oversee data collection and programme logistics. Additionally, we employed 10 assistant teachers across seven primary schools in 2022 and continued to support Hanada Orphanage with operational funding as well as the employment of six caregivers. The orphanage board met three times to brainstorm on fundraising and sustainable approaches to maintain long-term operational costs. With support from the Provincial Minister, a poultry business was started at the orphanage with 100 chicks, selling a total of 87 throughout the year for revenue of 8,700 ZMW (just over \$500 USD, which is over one month’s worth of operational costs). Further, the orphanage preschool expanded to include a class for students in grade one. The Department of Social Welfare continued providing technical guidance, ensuring that the facility maintained the government prescribed minimum standards of care.



MEMORY

Memory joined the Home-based Education Programme at the age of 10 due to the physical impairment of his right leg, which was caused by a crocodile bite when he was an infant. His mother was carrying him while washing clothes at the river when a crocodile leapt out to attack them, grabbing hold of Memory’s leg and breaking his tibia. His parents treated the wound themselves as they did not have the knowledge or resources to take Memory to a hospital. As a result of his injury, Memory did not attend school because he could not walk the required distance. Once enrolled on the programme, we firstly funded Memory to go to an Italian Orthopaedic Hospital in Lusaka, where it was discovered that he had been living with a bacterial infection in his bone marrow. He was given antibiotics and then underwent open reduction and internal fixation to stabilise and heal the broken tibia. With young children at home, his mother could not remain with Memory the whole time he was in the hospital, so his caregiver acted as a substitute and used that opportunity to teach him to count, read and write.

After several months of rest, Memory’s leg healed and for the first time he could remember he was living without pain. We then enrolled Memory in the best private primary school in Mfuwe so that he could catch up in the learning he had missed. This private school was a far distance from Memory’s home, so together with his family, we helped him set up temporary home at Hanada Orphanage, which was within walking distance to the school. At the end of 2022, he wrote his final primary school exam and performed extremely well with a score of 84%. Memory then became the first student ever to transition from the Time + Tide Foundation’s Home-based Education Programme to the Student Sponsorship Programme, through which he is now supported to attend a co-educational boarding secondary school outside of Mfuwe.

LIUWA PLAIN

At the start of 2022, we had 27 children enrolled on the programme and finished the year with 16: seven children graduated, two relocated, and two left following decisions by their parents and the Liuwa coordinators.

We held four trainings for the Liuwa caregivers on child protection, management of different conditions, children's neurological development, as well as business management. We saw four children graduate off the programme in 2022, with all of them successfully enrolled in school at programme completion. Our Body Stress Release practitioners visited Liuwa Plain twice, once in March and again in August 2022, and they were able to provide six releases to each child, with parents reporting better sleep and play patterns, reduced discomfort for children who previously complained of pain and a reduction in the number of seizures for children with epilepsy.

In mid-2022, our HBE Coordinator in Liuwa was recruited by the government to be a full-time teacher elsewhere in the Western Province. She was replaced temporarily by our HBE Assistant in the Lower Zambezi, Mukelabai Muhongo, who spent six weeks in Liuwa and was instrumental in orienting our new Coordinator, Isabel Luundu. Isabel joined the programme as a trained physiotherapist, coming from [Levy Mwanawasa Teaching Hospital](#) in Lusaka where she had been volunteering for one year. As a physiotherapist, Isabel carefully monitored the physical exercises for all children and was able to advise caregivers and parents on how those exercises influenced each child's anatomy.



In July 2022, we awarded 15 grants to volunteer caregivers who underwent a year's worth of financial training and business management courses and then passed their final exams. Almost all of the caregivers chose to expand their fish trading businesses, which involves catching fish from the seasonal pans in Liuwa and sending them to markets on the border of the Democratic Republic of Congo and Lusaka. To help caregivers understand the fish market better, we undertook research on the trade and tracked all costs in moving the fish from their origin in Liuwa to their largest target markets and then presented this data back to the caregivers. We also recommended an untapped market at the Angola border, which is currently much more difficult to access because of the undeveloped road network but potentially more profitable.

Mr. Simangolwa, one of the beneficiaries, reported over 100% increase in his profit in 2022, which he credited to changes in his business practice following the courses. Specifically, he started to carefully budget all business-related expenses and made more informed decisions about re-investment. With this improved income, Mr. Simangolwa was able to provide a better standard of life for his family and he sent his two children to boarding schools outside of the national park, which he had never before been able to do.



Our Wellness Manager, Mulemba, led a workshop on child protection with all caregivers to enhance their understanding of abuse and its implications on child wellbeing. Additionally, Mulemba spent 12 hours counselling 17 parents on the management of developmental differences, and she held individual sessions on safe feeding practices, reinforcing the information shared in early 2022 by the nutritionist from Kalabo District Hospital. The nutritionist showed parents how 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). She too 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. Mulemba showed parents how to physically position their children (the optimal position of their heads, necks, legs, and feet), how to assist with lip and jaw support and how to facilitate chewing and swallowing.



LOWER ZAMBEZI

We had exciting team developments in the Lower Zambezi this year, with Mukelabai Muhongo, one of our most committed caregivers, joining us as a programme assistant while Catherine Makoni was undergoing training to become a Body Stress Release Practitioner.

Mukelebai was one of the first caregivers to join in 2019 and later was elected coordinator because of her steadfast commitment to each child on the programme and her willingness to assume the duties of other caregivers when they were not available. Catherine was our third team member and the first from one of our focal communities to attend the Body Stress Release (BSR) Academy in South Africa, from which she successfully graduated as a qualified practitioner in October 2022. Upon completion, Catherine returned to the Lower Zambezi and modified her schedule to offer BSR sessions twice weekly.

We began the year with 35 children on the programme and finished with 23, with five leaving the programme due to either relocation or 'mis-recruitment' (when a child was accidentally enrolled without a developmental or medical condition) and seven children graduated.

Of these seven families, 71% reported improved income as an indirect positive result of their children becoming more independent and parents therefore having more time to work. One of the trainings for our parents and caregivers focused on stimulating learning environments to improve retention and foster children's socio-emotional growth. Parents and caregivers were taught how to make learning experiences interactive, such as incorporating play, song and dance into lessons. 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. Our Wellness Manager, Mulemba, reinforced this information later in the year with a session on positive parenting techniques, such as using non-violent approaches to discipline, allowing children to express themselves and modelling good behaviour for children with words and actions. Mulemba and the parents also discussed the positive academic and development outcomes that are linked to gentle, loving home environments and the significant role parents play in fostering emotional independence in their children.



In 2022, we were more deliberate in our community outreach, with four theatre performances on the causes, prevention and management of cerebral palsy and intellectual impairments, which make up 40% of the conditions seen in the Lower Zambezi. Each of these performances were attended by audiences of over 300 residents. Sharing information on the causes and treatment of special needs is essential to building community compassion for families with differently abled children, and for students in the local primary schools to accept integrated classroom environments.

Three of our children benefitted from academic tutoring in 2022, in the absence of a preschool in Mugurameno Village. We worked with two teachers from Mugurameno Primary School who concentrated on basic literacy and numeracy. By the end of the year, all children were able to count to 20 and successfully identify and transcribe a minimum of 10 letters. All children were enrolled in formal school in 2023 and will continue with tutoring after school hours.

We sponsored seven children to go to hospitals for review or operations, either at the hospital in the nearby town of Chirundu or at specialist facilities in Lusaka. One of the children, Moses, had urethral stricture, which was causing extreme discomfort and resulted in him frequently missing school. He had a catheter installed to help open the urethra, which resolved his pain and thereafter he no longer missed school. Another child, Kagwa, presented with an inguinal hernia, and his intestines were protruding through a weak spot in his abdominal muscles, causing him pain when he bent over. He had transabdominal preperitoneal surgery, the hernia was successfully covered, and he now moves unencumbered.



MAPALO

"I did not think Mapalo would ever be in school. Among the fears I had were him not being comfortable in a school environment, him being made fun of for his condition and the teachers not being able to understand what he is saying. I also thought he would be far behind the rest of the class. I then learnt that he could learn and do things just like the other children in school. When I check his books, I can see he writes better than what I expected to see. Mapalo has a bright future and I know he can complete school if we all work together," Sekai, Mapalo's Mother

NOSY ANKAO

Towards the end of 2022, after reassigning three children (25% of enrollees) to the medical programme, we re-evaluated all children's conditions alongside our resident medical specialist, Dr. Julien Andriamampianina.

Of the nine remaining children, eight had physical conditions, and nearly all children of school going age were attending school. Dr. Julien recommended that the nurses employed on our medical programme would be best placed to oversee medical treatment plans for each child. We therefore decided to migrate these children to our medical support programme in 2023 and provide the nurses with the necessary training to identify and manage future developmental and congenital conditions. The 12 caregivers we have engaged through the programme will remain involved by continuing their work in community outreach. Going door-to-door and speaking at public gatherings about the biological causes of developmental differences continues to be a strong focus. We will retain our stakeholder partnerships and continue to involve specialists as and when the nurses require external consultations.



SECTION B: FEMALE EMPOWERMENT

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Average/Total
Female students enrolled	54	21	29	52	156
Final retention rate for 2020 cohort (graduated in 2022)	100%	65%	40%	32%	49%
Hours of Girls Club activities	162	177	540	269	1,148
Hours of language and literacy lessons	59	50	275	82	466
Hours of sexual and reproductive health lessons	27	13	35	23	98

OVERVIEW

The objective of our Female Empowerment Programme is to assist girls at risk of dropping out of primary school to successfully complete their primary education and transition to secondary school.

In Southern Africa, especially in remote areas, girls most commonly leave the schooling system towards the end of primary school, with 65% of girls in Zambia dropping out at this point.¹ Our approach is to identify girls from the most vulnerable homes, those struggling academically or with their self-esteem, and invest in building their confidence, exposing them to academic and professional opportunities and providing academic support in their areas of need. In 2022, we involved girls’ parents more strategically by inviting them to lessons, holding sessions for parents on sexual and reproductive health and asking them to accompany us on visits to secondary schools so that they could help make decisions about the best learning environments for their daughters.

We saw the 2020 cohort of girls graduate in 2022, with a collective retention rate of 49% across all sites. For the retention rate, we exclude those girls who leave the programme due to relocation, and so the 51% drop out represents those girls who either failed out of the programme, decided to leave for personal reasons or those who were asked to leave due to poor attendance. For those girls on the programme who were retained to the point of taking their final primary school exam in 2022, collectively 78% proceeded to secondary school, with 100% of the Zambian grade seven graduates successfully enrolling in high school. The 2020 cohort was the last year we accepted girls into the programme across all grades. From 2021 onwards, we refined our programme entry criteria to grade five only and mandated a three-year commitment. As a result of this adjustment, we expect to see higher retention rates for the 2021 cohorts and beyond.

On average, the graduating cohort improved three levels on their English literacy assessment, with 46% acquiring functional literacy at the point of graduation.

We have identified the need for more focused attention on literacy in the clubs over 2023, and we will be engaging early childhood education teachers to guide us on phonics methodologies and introducing new literacy tools such as literacy apps with learning games. The average self-esteem level at baseline was 64% (mid-range), which increased to 75% (high range) by the end of their three years in the programme.

In 2021, we expanded our Female Empowerment Programme to include women from our communities who dropped out of school. We held several initial meetings with the women to identify the barriers to their financial independence and the necessary trainings for them to start or grow their businesses. Over time, we will track if and to what extent their income generation, self-esteem and levels of literacy improve.

We learned that there were two distinct age groups of women who enrolled in our pilot cohorts: 1) teenage girls who sought funding to return to school and 2) mature women who mostly did not want to return to school as a means to improve their income generation. The realisation was that the programme expansion was geared more towards the second category, and as a result most of the enrollees in the first category decided to leave our programme to re-enrol in school, which left us with 60% retention rate by the end of 2022. In Madagascar, due to changes in the Time + Tide Foundation team and prolonged pandemic-related travel restrictions, we only enrolled the pilot cohort of 16 women in August 2022. Collectively, in 2022 the women attended 575 hours of literacy classes and 1,048 hours of business management, financial literacy, skill development, and wellness sessions. At the close of the year, all women in the South Luangwa and Lower Zambezi cohorts were in the final stages of their business proposals, with grant distribution expected in early 2023.

SOUTH LUANGWA

We started the year with 61 girls enrolled across two primary schools in the South Luangwa, of which 25 formed the incoming 2022 cohort of grade five girls. Seven girls left the programme due to relocation, and for the first year since beginning the programme, we had no girls leave due to unexcused absence or failing. Our baseline assessments of the 2022 cohort revealed 15% were functionally literate with a high average self-esteem score of 73%. At the end of the year, we recorded a slight improvement in self-esteem to an average of 75% and nearly half of the cohort (46%) tested as functionally literate.

Three girls sat for their grade seven exams in December 2022 and on average scored approximately 10% higher than girls not in the clubs. One hundred percent of these girls progressed to secondary school, two of whom received scholarships under the Time + Tide Foundation Student Sponsorship Programme.

Over the course of 2022, we placed more emphasis on sexual and reproductive health with sessions on puberty, the biology of menses and pregnancy, as well as specific sexually transmitted infections that can be caused by unprotected sex and their respective causes, preventative measures and treatment. Alice, our qualified nurse under the Home-based Education Programme, met with the girls twice and offered confidential one-on-one sessions. Alice also introduced the girls to new forms of menstrual hygiene management, including menstrual cups, which come with the benefits of longer wear times, fewer leaks and discreetness.

These cups were generously donated by [DivaCares](#), the social impact arm of DivaCup that fights for menstrual equality worldwide. We took our time introducing this new menstrual hygiene tool, starting first with teachers at one of our focal primary schools, then mothers and female relatives of the girls in the club and finally to those girls who had started their menses. The majority (75%) of women and girls who received the cups had positive experiences and have become advocates themselves for a wider variety of menstrual hygiene options for girls.

Towards the end of 2022, one of the members of our pilot cohort of girls from 2016, Ephenia, was accepted to a five-year medical programme at Zambia’s top university with 100% bursary from the government. Ephenia graduated from an all-girls high school in 2020, interned with the Time + Tide Foundation in 2021 and then attended a computer course in 2022 while applying to university. One of 34 children, Ephenia’s enrolment in the Female Empowerment Programme was a pivotal moment in her life and allowed her to continue school, which ultimately resulted in her acceptance to one of the most selective university programmes in the country. Ephenia is a remarkable example of why it is so important to invest time in those girls who have fallen behind. Most often, the academic and social challenges they face can be overcome when provided with a safe environment to ask questions, practise the more difficult subjects and learn to believe in their own capabilities.



¹<https://diggers.news/local/2021/12/15/pac-queries-education-ministry-over-high-dropout-rate-of-girls-from-school/>



LYDIA

Like several of the women enrolled in our programme, Lydia dropped out of school after falling pregnant and failing her grade nine exam. Due to lack of financial support, she could not repeat school and was instructed to marry the man who was responsible for her pregnancy. After six years and two additional children, Lydia divorced her husband for being unfaithful. When we met her, Lydia's primary source of livelihood was maize farming, and she invested part of the proceeds from her sales in buying and reselling used clothes. When Lydia joined our Community Women's group, her monthly income was recorded as \$35 USD and she was not literate in English. Since 2021, she has participated in more than 400 hours of literacy training, and she decided in 2022 to retake the final primary school exam.

She performed ahead of everyone else at her testing centre with a score of 86% (the equivalent of an A in the American grading system) and was commended widely within her community. In 2023, she plans to take the high school exam, which could allow her to re-enter the schooling system with three years to complete her secondary education. In the meantime, Lydia wrote a successful business proposal after attending business management and mentorship courses in the latter half of 2022 and was provided with seed capital at the end of the year to start a poultry business. This programme has successfully advanced Lydia's economic and academic position as well as her self-confidence; she feels her potential for growth as a single mother is more than she ever anticipated.



TAONGA



Taonga joined our Girls Club in 2021 with a 35% academic average and only able to identify letters on her literacy assessment. She had repeated grade five because of her poor academic performance and limited attendance at school. When we noticed her attendance at club reducing, we had a one-on-one counselling session with her and learned that she'd been bullied in class after answering a question incorrectly. We spoke to her class teacher and her parents, neither of whom were aware of Taonga's distress. Thereafter, we began regular counselling sessions with Taonga, and her parents took an active interest in her schoolwork and daily experiences. Immediately we noticed an improvement in Taonga's attendance and academic performance; by the end of 2022, her academic average improved to 75% and she was assessed as fully literate. By not regularly attending school or club, Taonga was on the path to dropping out. We intervened, steered her back, and with compassion and encouragement by her parents, teachers and mentors, her performance skyrocketed.

Community Women

In the South Luangwa, our group of nine Community Women had four primary interventions over and above their regular adult literacy classes. In the first quarter, we organised a 21-day course led by the Ministry of Community Development with a focus on life skills and business management. The women received instruction on effective communication, record keeping, business sustainability, and how to identify and mitigate risks and competition. They also had a session on identifying potential businesses within their communities and how to write business proposals. Secondly, we consulted with the [Regional Psychosocial Support Initiative \(REPSSI\)](#) for workshops on self-awareness and confidence. This personal development module was important for the women as all of them dropped out of school at a young age and have felt undermined by their spouses, extended families and community members. This engagement with REPSSI was complemented by a five-day workshop with the [Zambian National Men's Network](#) to discuss relevant gender issues

that negatively impact on women's self-esteem and financial advancement. The Men's Network facilitators encouraged open discussion about gender-based violence, power struggles and they engaged the women's male partners on their reactions to their wives' educational and financial advancement. They emphasised the need for respectful and supportive home environments to ensure financial sustainability for their families.

Lastly, we consulted with [Restless Development](#), a non-profit that supports community-based changemakers, to lead a three-phased business training module. Together with Restless Development facilitators, all nine women successfully developed their business plans, which included poultry rearing, re-sale of clothes and opening a hair salon. All women will receive the initial capital to begin these ventures in early 2023, and they will continue to be closely mentored over the first six months of their business development to ensure they feel confident to address forthcoming challenges.





LIUWA PLAIN

We began 2022 with a new intake of 10 girls in grade five, bringing our total enrolment across both the Munde and Sibemi clubs to 29 girls.

No girls left the programme over the course of the year, and we had 15 girls graduate from primary school, all of whom successfully transitioned to secondary school. The 2022 cohort collectively improved two literacy levels over the year and their average self-esteem score jumped from 63% at baseline to 81% by December.

The key activities over the year included English literacy courses, life skills lessons, public performances, parents' days, and visits from motivational speakers. One of these speakers was a nurse from Mishulundu Health Post who addressed menstrual hygiene management and teenage pregnancy, both topics of immediate relevance to the girls. We also had lessons with representatives from the Zambian National Men's Network who acknowledged the commonality of gender-based violence, the rights of girls and the respect that women and girls deserve and should demand from the men in their lives. The girls went on an educational tour of two secondary schools in Mongu, accompanied by members of our Parents Committee, so that they could develop reference points for

their secondary school trajectories. Only two of the girls had ever been to Mongu before and half had never left the national park. These reconnaissance visits are essential for girls to imagine what their future education could look like if they successfully completed primary school with grades high enough to qualify to boarding schools. In mid-2022, both of our Female Empowerment leads in Liuwa Plain were recruited by the government as full-time teachers outside of the national park. While this proved a slight setback for us, we were also able to review the most pressing needs of the girls in Liuwa and decide on a recruitment strategy accordingly. Given the low literacy rates, we decided to recruit teachers with backgrounds in Early Childhood Education and literacy. In September, we were joined by Pumulo Muyunda, who was previously a teacher at a private school in the town of Mongu. Under her leadership and with a second teacher of similar profile to be recruited for the Munde club in 2023, we will place a strong emphasis on literacy, which is not reinforced in regular Liuwa classes or in home environments at the same level as our other Zambian sites.



Community Women

The Community Women underwent business management training to learn how to write business proposals, start and maintain a business. Next, the women requested a course on weaving, which was delivered in two phases: part one was held in the town of Mongu, where the women learned how to use soft grass to weave simple patterns, and part two was inside the national park, where women experimented with coarse grass and more complicated patterns. This course was taught by women in a weaving cooperative called "Mongu Limulunga la Makuwa Women's Weaving Group." The cooperative has represented the Western Province at domestic and international weaving and development conferences, and their stories inspired the women from Liuwa, especially as 100% of the women in the cooperative also dropped out of school at a young age. Lastly, they underwent a course on sexual and reproductive health, through which they learned about a variety of birth control methods, their side effects and the financial importance of family planning.

LOWER ZAMBEZI

In the beginning of 2022, our Wellness Assistant from South Luangwa, Sarah Stella, underwent literacy training at Chazanga Basic School in Lusaka and transferred to the Lower Zambezi to oversee the Female Empowerment Programme.

Sarah is our first designated academic lead for the Lower Zambezi Girls Club, and she immediately instilled a feeling of safety: the girls began visiting her at home less than a month after she joined to ask specific questions about the club content. What's more, for the first time since implementing the programme in the Lower Zambezi, the girls in the club outperformed girls not in the club on their final government exams. This is a huge achievement and testament to the effectiveness of the safe-space model with a designated academic lead.



At Mugurameno Primary School, we recruited seven new members into grade five to bring total girls club enrolment to 25. Over the course of the year, four left: two girls relocated outside of Mugurameno and two were asked to leave following a number of unexcused absences. For the graduating cohort, collectively the girls' literacy improved by three levels over their time in the programme, their self-esteem grew from 66% at baseline to 82% at endline, and we recorded an overall retention of 40%. While this retention rate is far lower than desired, the 2020 cohorts across all sites had the unfortunate disruptions of school closures over the pandemic, which negatively impacted on their school performance and involvement in club activities. We expect to see retention levels improve significantly with the more recent cohorts.

In order to further focus on literacy, Sarah and Mutinta Mulaye, our Lower Zambezi Programme Officer, offered private tutoring sessions to eight girls outside of the club. These eight girls on average advanced three levels of literacy over the course of the year, with three of them achieving full literacy by the end of 2022. During normal literacy lessons, Patrick Kazadi, our Theatre Facilitator, encouraged girls to improve their projection, suggested ways to adjust their posture and included skits and dances to keep the atmosphere lively and fun. Together, Sarah and Patrick designed word games, which the girls took part in collectively, and they practised these words in front of the class to build confidence and to refine their pronunciations.

In October, we took the girls on a tour to Livingstone town, Livingstone Museum and Victoria Falls, which was the first time any of the girls had travelled to this part of the country. The purpose of the trip was to expose the girls to a new area of Zambia, one with rich historical and natural heritage. The girls asked several questions, including the whereabouts of the Zambezi River origin, the percent of the falls that lie within Zambian vs. Zimbabwean borders, the number of museums in Zambia, and if the way the people in the museum exhibits were dressed had symbolic meaning. Our biggest theatrical performance this year was on International Day of Menstrual Hygiene. The girls presented a sketch and speech to highlight the importance of menstrual care and to raise awareness about issues faced by girls who do not have access to sanitary products. We had two nurses join us, and they urged parents to allow their daughters to attend classes even when they are on their menses and to not compromise their daughters' academic performance.



Community Women

Our pilot group of five Community Women attended three financial literacy workshops and six business management mentorship sessions in 2022. The financial literacy classes were focused on loan management, financial service providers and investment, while the business management trainings identified the possible challenges of proposed business ideas and how to assess feasibility. The women also attended a five-day workshop with their spouses, facilitated by the Zambian National Men's Network. The aim of the workshop was to urge the women's husbands to be supportive of their wives' efforts in business, underscoring the importance of their encouragement. In addition, the women went to Woman of Skill Hub, a Trade School in Lusaka, for a Chitenge Arts and Crafts course to teach them how to weave and make cloth bags. The women also underwent 80 hours of adult literacy classes over the year, in a continued effort to improve their written and spoken English, an essential skill to access markets outside of the Lower Zambezi.

After brainstorming different business ideas with the Community Development Officer from Kafue Town Council, who facilitated the business management and mentorship workshops, the women learnt how to evaluate the potential profitability of their business ideas. Some of the ideas that the women explored were selling of high-quality clothes, slippers, wraps, and improving farm production. All of these lessons were designed to help the women manage their business ventures more effectively with the ability to set long-term goals, establish a budget, save regularly, and explore practical ways to reinvest their earnings.



SHERRY

"I have acquired a lot of knowledge from the trainings since this programme was introduced. Before joining, I had many business ideas but no confidence or capital to pursue any of them. I sold sugar and fritters at the market, but I didn't realise that I was not making much profit. This is because I did not understand the value of keeping track of my sales and records. To reinvest, there are times I had to borrow money, which I did not realise was not helping me. After being taught strategies of proper money management, business management and all the mentorship we received, I started managing my expenses, saving, as well as keeping my goals in mind. I now know how much I am spending and how much is coming in," Sherry

When Sherry joined the Community Women's group, her monthly income was the equivalent of \$58 USD, which did not meet the daily needs of her and her two sons. With the skills learned through the various training courses, specifically how to evaluate the potential profitability of a business initiative, Sherry has ventured into other businesses, including selling shoes, clothes and cosmetics and as a result has quadrupled her monthly earnings.

NOSY ANKAO

The academic year in Madagascar finished in June 2022, and we had 22 girls graduate primary school. Of these 22, 50% successfully advanced in their education, while 45% repeated primary school grades and 5% dropped out of school. In Madagascar, the biggest challenge for girls in school is their limited French literacy, which means they cannot adequately undertake their school assignments. All of the girls who repeated or left school were from the mainland, where the community schools are overcrowded, and teachers don't have the capacity to provide one-on-one tutoring. On Nosy Ankao, French literacy lessons begin from the preschool level, which means that students on Nosy Ankao are more advanced in their French skills than their mainland peers.

Our Education Manager on Nosy Ankao, Pierrah Rakotoarison, also serves as the lead for the Female Empowerment Programme and supervises seven teachers on the mainland, who are in turn responsible for running the clubs at the mainland schools. Pierrah reviews their lesson materials each week and advises the teachers on class preparation. Making time for this oversight between full teaching loads can be difficult and these meetings often take place in the evenings or over the weekends. In September, prior to the start of the new academic year, we held a course for the teachers led by Pierrah and our Programme Officer, Lea Razafimanitsony, on French lesson delivery, creativity, life skills, self-esteem, how to create individualised education plans, and the Time + Tide Foundation child safeguarding policy.

In October 2022, we welcomed the new cohort of 16 girls: 14 on the mainland and two on Nosy Ankao. Ahead of their enrolment, Pierrah prepared booklets with extracts from French stories, which they used to practice reading and for comprehension exercises. Their baseline literacy score was at Word Level (Level Three) and the average self-esteem score was 69%. With the increased attention to literacy and capacity building for the teachers, we expect to see faster improvement with the girls' reading and writing abilities.

In 2022, we also hired a new Girls Club mentor on the mainland, Sonia Soariziky, who is a qualified nurse. Under Sonia's leadership, the attendance of her club increased from 50% to 90%. As a nurse, Sonia has brought a strong focus on sexual and reproductive health to the club, and she engaged one-on-one with the girls' mothers outside of the club, sharing specific information about sexual health and encouraging them to speak openly about these topics with their daughters. Moving into 2023, Sonia will hold joint mother-daughter lessons on sexual and reproductive health to foster open communication and help mothers to better understand the modern-day pressures their daughters face.



Community Women

In February 2022, we hired a new Programme Officer who was unable to access Madagascar until April, when the country re-opened its commercial airline access following Covid closures. Due to this delay, we recruited the first cohort of sixteen Community Women in August 2022. Of this pilot cohort, only two were assessed as literate in French, we recorded an average baseline self-esteem score of 58% and the average baseline monthly income was the equivalent of \$14 USD. In the last quarter of 2022, we held four meetings to understand the women's perceptions of their barriers to better income generation, eight meetings to plan and prioritise the forthcoming lessons, and we held our first literacy workshop, which was attended by the full cohort. As we move forward to 2023, we have both financial literacy and business management courses scheduled for the first quarter of the year, the outcome of which will be the women identifying viable business opportunities.

SECTION C: STUDENT SPONSORSHIP

	South Luangwa	Liuwa Plain	Lower Zambezi	Nosy Ankao	Average/Total
Students	44	12	10	3	69
Students who dropped out	1	3	1	0	5
Average hours of extracurricular support per secondary student	45	96	251	55	112
Average school attendance rates for secondary students	98%	90%	68%	95%	88%
Average academic results for secondary students	61%	41%	50%	50%	53%*

Equivalent of a C- in the U.S. grading system

OVERVIEW

Since the Time + Tide Foundation began administering student sponsorships, we’ve learned many lessons about the support structures that are most helpful for students moving from under-resourced rural schools to better-equipped urban ones. In 2022, in addition to academic tutoring, we hired independent counsellors to coach some of our students through the socio-emotional challenges they faced at boarding schools that were so far away from their familiar home environments. We also involved our Parents Committees in meetings with both students and school administrations to bring parents closer to their children’s education and help parents understand that it is their right to hold schools and teachers accountable, even if they themselves never had formal education. We’ve recorded significant milestones this year, including our first sponsored student from Liuwa Plain starting medical school at one of the best universities in the country, and four of the 2020 sponsorship graduates receiving 75-100% government bursaries for their college educations. Moreover, as at the end of 2022, we tracked 100% retention rate for our 2021 and 2022 cohorts, which signified to us that the greater attention to students’ emotional well-being was resulting in positive academic outcomes.

In addition to our scholarships and involvement of parents, we provide operational and special project funding to nine primary schools across our areas. While the majority of these schools are managed by the Ministry of Education, they are always in need of more materials, teachers, better infrastructure, and a means of generating their own income as termly grants from the government are unreliable. Our funding to the schools resolves some of their immediate needs and allows head teachers to plan their annual development. While our sponsorship programme is focused on individual students, providing primary schools with materials, infrastructure and human resources extends our reach to many more students in our focal communities. We also appreciate the inextricable link between the quality of learning at the primary level and students excelling to the point of eligibility for top secondary schools, which is why it is necessary to maintain positive, close relationships with our focal schools and assist them as much as possible.



SOUTH LUANGWA

In 2022, we had 43 students supported in the South Luangwa: 34 in secondary school, three in university and six at a year-long computer course, with a total of 14 males and 29 females. Of the 29 females, 18 were beneficiaries of our Female Empowerment Programme in primary school. The computer trades course was the first short-term, post high school course we have supported, which all students successfully completed.

At the start of the year, we asked the secondary school students to articulate attainable academic goals and keep journals of their progress. These included desired improvements in their term tests, increased hours of study and the goal to join new study groups at their respective schools. At our termly meetings, we reviewed each of the goals with the students, discussed their challenges and helped them brainstorm on potential solutions. Additionally, we strengthened our relationship with the guidance teachers at each school through termly meetings and flagged specific areas for oversight with students as required.



Our first differently abled sponsored student, Dorothy, finished her college coursework in 2022 and is expected to graduate with a teaching diploma in mid-2023. Dorothy is visually impaired, and she was supported by the Time + Tide Foundation to attend a boarding secondary school for the blind from 2017-2019. Following her graduation from secondary school, we continued sponsoring Dorothy at college to attain her teaching diploma. In Zambia, inclusive education is a priority for the Ministry of Education, however only an estimated 2% of teachers in the country are differently abled themselves. Dorothy will be an important role model for all learners, and she will be able to instil multi-sensory teaching techniques into her future classrooms to accommodate and create a safe learning environment for all pupils.

We continued our internship programme with formerly sponsored students in 2022, with six graduates volunteering across our three programmes and in our office administration. This post-graduate participation is an important way for students to give back to their sponsoring organisation, and to act as role models for current primary and secondary school students. Towards the end of 2022, we endeavoured to get in touch with formerly sponsored students to track their whereabouts and current educational and professional standing. We reached 17 students, all of whom graduated from secondary school in 2020 or earlier and learned that 11 continued their education at college or through specific courses. Of the remaining six, two were employed and four were searching for employment.

We have 25 parents enrolled in our Parents Committee, and in 2022 they held 20 community outreach sessions to educate other parents about the importance of investing time and interest in their children’s educations. On one occasion, a village headman requested that the parents return and repeat the performance as he wanted to make sure that all village residents heard the messaging and understood their role in supporting local educational development.

MAMBWE

“Mambwe is my son, second born child in a family of six children. He is the first to reach this far with his education, and as a mother this gives me a great sense of pride. From the time he got the sponsorship in grade 8, Mambwe displayed commitment, hard work and exceptional behaviour, which led him to passing his grade 12 exam with flying colours. When his results came out, I was nervous and anxious about where the money to pay his university fees would come from. He applied to the Copperbelt University and was accepted in the school of business. He further applied for a bursary and was awarded 100% waiver on his fees. Even then, we could not figure out where rest of the money would come from ...

When I heard that he was awarded another scholarship by Time + Tide Foundation, I couldn’t find the words to express my gratitude” – Margret, Mambwe’s Mother



LIUWA PLAIN

We accepted only one new student in 2022, bringing our total sponsored students to eight, all at Sefula Secondary School in Mongu, the capital of the Western Province. In administering our bespoke aptitude test, which was written based on content in the Zambian curriculum and verified by head teachers, we realised there was a significant gap between how students performed on this test and their government exams: students who received high exam results were scoring only 20% on the aptitude test. We presented these inconsistencies to the local Ministry of Education office as well as the Head Teachers for both Munde and Sibemi Primary Schools, and then all key stakeholders collectively shared the results with Parent Teacher Associations (PTAs) in both villages. We also took careful time this year to detail to parents the challenges we have had with the sponsorship programme in Liuwa, which currently tracks 20% retention for the 2016 – 2020 cohorts, and that this low retention rate makes it difficult for us to raise funds for additional sponsored students.

When students score below 60% on our aptitude test and specifically struggle with the writing and math exercises, we know from experience that they will face significant academic challenges at secondary school. We pledged our support to continue working with both primary schools to raise the quality of learning, and the Ministry of Education made this commitment as well. During the national government teacher recruitment in 2022, two teachers were assigned to Sibemi Primary School but none to Munde School. Together with the Munde PTA, in the third quarter of 2022 we approached the Ministry of Education and successfully advocated for additional teaching resources at Munde School: three teachers were hired to begin in January 2023, with another two promised for later in the year.

For the sponsored students, we invested more heavily this year in students' academic, socio-emotional and personal support. This amounted to over 250 hours per student with 10 different facilitators and mentors involved over the course of the year. We were pleased to see the Parents Committee in Liuwa take an active role in traveling to Mongu and meeting with the students themselves to reiterate the expectations of their parents and communities. Sadly, despite these efforts, one student was expelled for truancy, which left us with six girls and one boy remaining at the end of the year.



Moving forward, we foresee small cohorts of one to three students per year in Liuwa until such time as there is measurable improvement in the quality of learning at the primary level, and we feel confident in how we can meaningfully accompany students to the point of successful completion of grade 12.

In 2022, two students graduated from high school, making them the second and third ever graduates from the Liuwa sponsorship programme, following our first sponsored student, Chinyama, who completed high school in 2020. One of the sponsored students received the equivalent of an A- on his grade 12 exam, and the other received the equivalent of a B, both of which are highly respectable scores and will render the students eligible for university admission and bursaries. These results are the reason we persist with the programme in Liuwa, despite the low historical retention rate and challenges. We know there are talented students in Sibemi and Munde villages who would never get the opportunity to continue with their educations if it weren't for our sponsorship programme.

The Parents Committee was actively involved over the course of the year, with 18 community awareness activities and 14 strategy meetings. Amongst themselves, the parents designated chaperons to escort the sponsored students to school, and the committee was quick to respond to challenges faced by students at boarding school, traveling to Mongu to join us in resolving these with the school administration. Empowering parents to take an active role in overseeing their children's education is a key objective of ours, and one that is not easily achievable as many parents feel that without formal education themselves, they do not have the power to hold schools accountable. By joining us at stakeholder meetings and engaging more frequently with their children on their academics, parents are exposed to the bureaucracy and expectations of secondary schooling, which in turn helps them establish their role in supporting their children through school.

LOWER ZAMBEZI

In 2022, we focused considerable time and energy on identifying a new high school option for female students.

Previously, sponsored students attended the local Mugurameno high school or the co-ed nearby boarding school called Chitende, which is located within the Chiawa Chiefdom. There is no all-girls boarding school in close proximity to the Lower Zambezi, and so mid-year we travelled with our Parents Committee to the Southern Province of Zambia to tour St. Joseph's Secondary School. Following this assessment and partnership agreement with the head teacher from St. Joseph's, we transferred our two grade eight sponsored girls, Audrey and Brandina. Both girls were impressed with the school grounds, the ability to study computer science and constant use of the English language, which is not mandatory at schools in Chiawa Chiefdom.

Overall, we had 12 students under sponsorship in 2022: five girls and seven boys. Our first batch of sponsored students who joined the programme in 2020 sat for their final high school exams in December. Unfortunately, none of those students received the marks required to successfully graduate from high

school. We have strengthened the sponsorship programme considerably since this first cohort joined in 2020, and we now only accept students from the beginning of high school, in grade eight, so that they have the full five years of support. Moreover, we have recognised that the local boarding school option does not have the structures or resources we desire for our sponsored students, and we are working hard to find alternative, as far as Lusaka and Livingstone. The challenge we continue to face is that schools prioritise students from their immediate geographic area, and so accepting students from the Lower Zambezi is only possible if there are available spots. With more than 70% of Zambia's population under the age of 30, both public and private schools are overcrowded, with ratios of 70 or 80 students to one teacher. Together with our Parents Committee, we will persist with identifying schools that have capacity for students from the Lower Zambezi so that we can feel confident in the quality of their high school education. In the meantime, we will continue to organise extra lessons as required for students at the local boarding school, as well as regular oversight from the guidance counsellor and quarterly visits from the Parents Committee.



AUDREY

In 2022, we enrolled four more students from the Lower Zambezi onto our Sponsorship Programme, including 22 year-old Audrey who dropped out of school at the age of 16 after falling pregnant. On her own initiative, she re-enrolled in primary school at the age of 20. Despite being mocked because of her mature age, she performed well on her final government exam, scoring the equivalent of 80%. We accepted Audrey into the programme in January 2022 and sent her to the local boarding school, but she was unimpressed with the learning environment and lack of structure. Audrey felt confident to share her dissatisfaction with us, and this prompted us to search for a better schooling option for our female students. We identified St. Joseph's Secondary School in the Southern Province, to which Audrey transferred in September 2022. She was immediately relieved with the quality of the lessons and resources, and the school has commended her exceptional behaviour and eagerness to learn.

"I never thought I would have a second chance at getting an education. I am in a place where I am being motivated to aim high and believe that if others can score such high marks, then so can I. I wish to be an inspiration to girls who get pregnant and drop out of school, as well as all girls who come from a rural background like me, that they only need to persevere and be determined, and they can have different opportunities," Audrey



NOSY ANKAO

In Madagascar, we continued with three students from 2019 cohort, all of whom started the year at Notre-Dame High School, with extra academic support in Math, French, Chemistry, and Malagasy.

In October, we helped one student, Sandrico, transfer to a new school in the town Sambava, which is closer to his home village and allows him easy access to supplementary literacy classes. Encouragingly, Sandrico's father took an active role in helping us identify the best school for his son and joined us for each school tour.

In 2022, 35 students from our partner schools sat for their grade seven exams, 54% qualified to secondary school, including 100% of the students from Nosy Ankao. Here, our Education Manager, Pierrah, oversees the primary school curriculum and makes a point to form individual relationships with students and their parents outside of the classroom. This enables her to build a foundation of trust with each family, and as a result students freely approach Pierrah for academic assistance and as a sounding board for challenges in their home and social lives. Fifteen of the students who did not qualify have elected to repeat the final year of primary school and retake the government exam in 2023, and one student decided to discontinue his education. The primary reason why students do not pass their exams is inadequate command of the French language (all national exams in Madagascar are conducted in French), and the students who chose to repeat grade 7 will have more opportunity to build their language skills before retaking the exam.

In Madagascar, we saw tremendous support from the Parents Committee, with members devoting 18 hours to home visits across five villages in 2022 to discuss the importance of parents investing in their children's educations. This messaging resonated with the parents of students who were selected for the 2023 French literacy programme, all of whom joined us on a tour of the facilities in Sambava and pledged to contribute

whatever financial support they could manage towards their children's food and lodging costs. We will be trialling this intensive French literacy programme with Alliance Française in 2023 as a bridging course for students who passed the government primary school exam but scored poorly on our aptitude test, which is a strong indicator of readiness for secondary school classes. This six-month course will include a variety of subjects with students exclusively learning in French. The students' progress will be tracked through language exams, literacy assessments and tests across the subjects. Our first cohort of sponsored students in Madagascar has a retention rate of 60%, and we know now that the transition from these remote primary schools to secondary boarding schools, especially those in a different province of Madagascar, has proved overwhelming. We believe this literacy course will ease this transition from both a linguistic and academic standpoint as well as socio-emotionally as students leave home for the first time.



SANDRICO

Sandrico was part of our original 2019 cohort of sponsored students at Notre-Dame in Diego, but he found living in the north of Madagascar both isolating and expensive. While he consistently attended the extra tutoring sessions, he still struggled academically, and so we contacted his parents in 2022 to brainstorm how we could better help Sandrico to excel in school. Sandrico's father, Christian, suggested he might perform better if his parents could visit him more often, and then he took the lead in searching for a high-quality secondary school closer to their home. He identified the Orchide School in the town of Sambava, one of the most reputable schools in that area, and organised a meeting with the head teacher to discuss the transfer, which was approved for the start of the 2022/2023 academic year. This proactiveness from Sandrico's father sets an important, tangible example for other parents on the positive role they can play in directing the course of their children's educations.



ADDITIONAL PROJECTS

CONSERVATION

The objective of our Conservation Programme in Madagascar is to address threats to biodiversity in and around the island of Nosy Ankao. In early 2022, we concluded the development and began implementation of a three-year conservation strategy, which focuses on five key areas of conservation: Crowned lemurs, sea turtles, terns, coral reef restoration, and educational outreach to fishing associations. The conservation team worked closely throughout the year with key stakeholders such as Fanamby, Sahanala, University of Antsiranana, University of Tulear, Madagascar Biodiversity Partnership, the Ministry of Environment and Sustainable Development, local fishing associations, and community leaders to strengthen knowledge and build capacity to conduct research, monitoring and educational activities.



CROWNED LEMURS

In 2022, the monitoring team spent 2,000 hours tracking, observing and collecting behavioural data on the translocated Crowned lemurs on Nosy Ankao. In September and November, representatives from the Ministry of Environment and Sustainable Development were hosted on Nosy Ankao to discuss the future of the lemur conservation strategy and all participants agreed that another translocation of individuals was required due to ongoing threats to the population on the mainland. In late November, we recorded the birth of a lemur, which confirmed the viability of this initiative and underscored the need to diversify the gene pool on the island.

In August, a survey was conducted in the donor community of Amparihirano to assess the residents' perception of the programme and ongoing threats in the mainland forests. While the residents expressed appreciation for the project and were able to cite the shared benefits, the persistent threats described were significant and concerning.

One of the major threats is habitat destruction due to deforestation and *tavy* (slash-and-burn agriculture). Ninety-six percent of surveyed residents stated that they practise *tavy* at least once a year and 64% of them believe there is no environmental threat caused by *tavy*. Additionally, direct poaching of lemurs remains a challenge: while there were no recorded poaching incidents in Bekaraoka Forest adjacent to Amparihirano, there was an incident in the Maintiala Forest, approximately 15 km from Amparihirano, with local authorities arresting two poachers in May 2022 with 46 deceased Crowned lemurs. These were destined for the restaurant industry in Sambava, the same town from which the poachers originated. To address these ongoing threats within the greater Loky-Manambato Protected Area, our Lemur Conservation Coordinator holds regular educational outreach sessions in the schools of Amparihirano and registered associations, devoting 40 hours to meetings in 2022. We will re-assess residents' understanding of key threats and their thoughts on lemur conservation through a survey scheduled for quarter three 2023.

SEA TURTLE CONSERVATION PROGRAMME

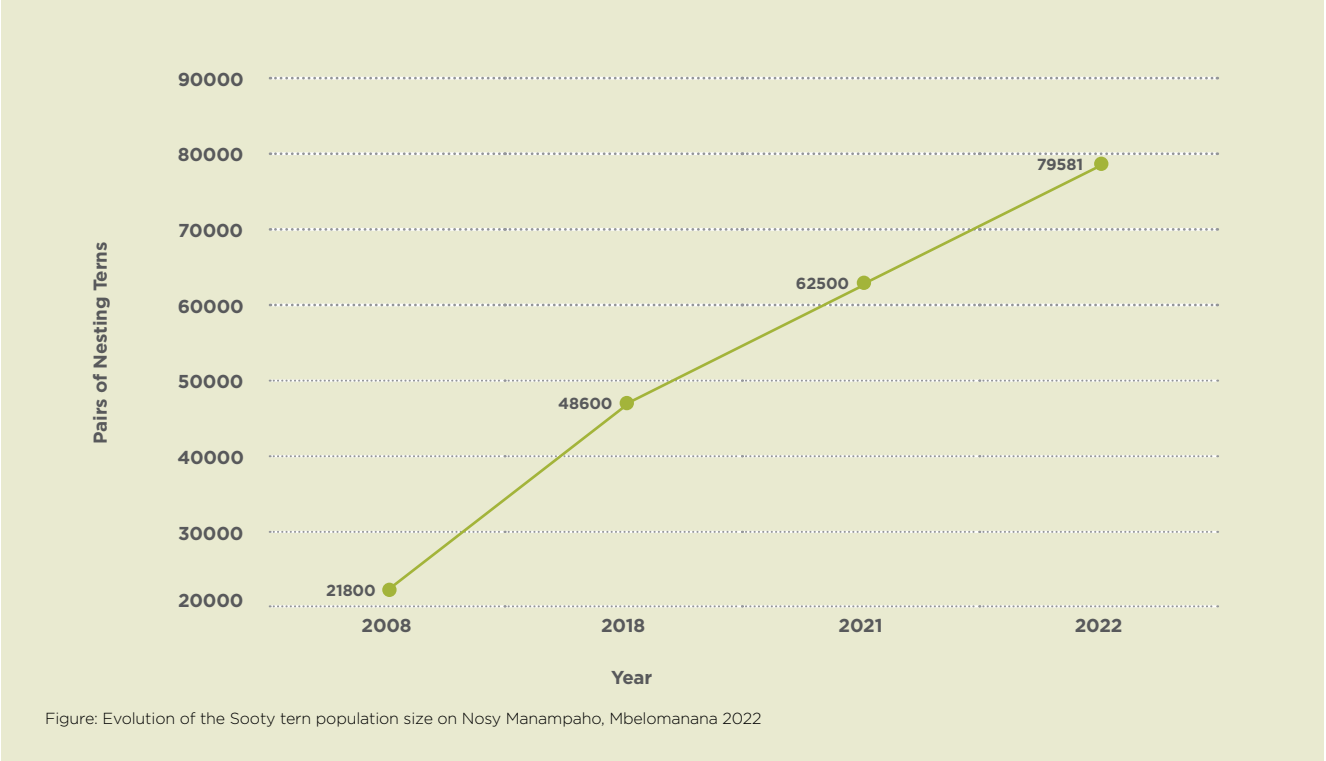
In 2022, the team spent 1,900 hours monitoring turtles and recording turtle tracks and nesting activities on the beaches of Nosy Ankao and neighbouring islands. The species nesting most frequently is the Hawksbill turtle (*Eretmochelys imbricata*), which is listed as critically endangered on the IUCN Red List. In 2022, 49 turtles came to shore on Nosy Ankao to nest, with 90% of these Hawksbills and 10% Green turtles. Twenty-five Hawksbill nests and five Green turtle nests were recorded on the island with the average number of hatchlings per nest 107 and 124 respectively. The estimated number of hatchlings was 2,675 Hawksbills and 620 Green turtles. When nests were spotted in areas of high erosion, we relocated the eggs to undisturbed areas as per guidance from our primary sea turtle conservation partner, [Kélonia](#).



Our contribution to the database managed by [Kélonia](#) aims to increase knowledge and understanding of sea turtle populations and their distribution, enabling targeted conservation measures to be implemented (such as habitat protection, reduction of bycatch through educational outreach, and enforcement of regulations), ultimately leading to improved conservation for sea turtles in the Western Indian Ocean region.

SEA TERN CONSERVATION

In August, University of Antsiranana PhD student Anasvaler Mbelomanana returned for his second annual survey of the marine birds nesting in the Levens archipelago. A total of seven tern species were observed nesting on Nosy Manampaho and the surrounding islets. Anasvaler recorded a 27% increase in Sooty terns in 2022 and 65% increase in the chosen nesting area for Sooty and Crested terns (the area of occupancy in 2022 was 27,690m², an increase from 16,780m² recorded in 2021). We believe this expansion is due to consistent monitoring efforts and increased conservation activities in the marine protected area, specifically enforcement of no tern egg collection on Nosy Manampaho.



FISHING ASSOCIATION OUTREACH

In November, a week-long educational outreach to fishing associations was conducted in the Loky Manambato coastal villages. The outreach was led by Professor Amelie Landy, the head of the Marine Science Department at the University of Antsiranana. Approximately 100 fishermen from 20 villages participated, and we presented on best practices and sustainable fishing methods, the importance of the conservation of protected species that inhabit Loky-Manambato as well as a general assessment of the current state of fisheries within the protected area. Fishermen agreed that sustainable off-take is of major concern and shared that their daily catches have reduced significantly from on average 50 kg of fish in 2000 to only 3 kg on average in 2022. All fishermen expressed their commitment to reinforcing the local regulations in the marine reserve and willingness to partake in the active safeguarding and replenishment of marine resources.

LONG TERM CORAL REEF RESTORATION

In November, consultants from the [University of Tulear](#) assessed the health of the reefs surrounding Nosy Ankao. With the support of conservation managers [Fanamby](#), data across 11 hotspots were collected. Additionally, permanent transects to facilitate future monitoring of the sites and a pilot restoration project were established. The main observations from the data were the high abundance of small fish, the high overall level of fish biomass and the low contribution to the total biomass of groups of high trophic level fish. Data collected in the region since 2014 indicates a low rate of hard coral recovery and an increase in macroalgae and soft corals. During the 2022 survey, the sites on the outer slopes and the flats were the ones identified with the healthiest coral reefs, with a coral cover greater than 45% and some exceptional sites approaching 70% coral cover. The overall generic richness of coral assemblages around Nosy Ankao represent 36 genera (36 genera for adults and 21 genera for juveniles). At the regional level, the generic richness of Nosy Ankao is similar to that of other reefs in the Western Indian Ocean and Pacific region (Jouval et al., 2020). Results from the survey will assist us in driving long-term restoration and growth initiatives for coral reefs in the marine protected area.



MEDICAL SUPPORT

In 2022, we continued providing medical support to the residents of the Ampisikinana District through our local medical team.

This initiative aims to relieve residents in this remote and difficult-to-access area from the time and cost of travel to reach the nearest medical facility. Throughout the year, Dr. Julien and the three nurses we employ collectively provided 2,947 free medical consultations to Ampisikinana residents, and we estimated the avoided fees and travel costs of these consultations to be approximately \$75,000 USD.

We also welcomed our first female nurse, Sonia Soariziky, to our team in October 2022, who acted as a part-time additional medical resource. Sonia's primary role was to work with women in our communities

who dropped out of school in improving their income generation capabilities, however she was also eager to use her medical skillset. We supplied Sonia with medical equipment in November 2022, at which point she began offering private consultations to residents in her free time, with a focus on equipping women with the necessary sexual and reproductive health knowledge to make informed decisions about family planning and their relationships.

Following the decision to migrate children under the Home-based Education Programme to the Medical Support Programme in late 2022, the next step will be to articulate a treatment plan for each child in conjunction with the nurses. Thereafter, the nurses will undergo training in identification and management of developmental conditions. The nurses will actively manage the treatment plans for each child, with close consultation from Dr. Julien as required.



IMMERSIVE RESEARCH

Following a meeting with the Litunga (King) of the Western Province, Zambia in 2020, we undertook research to learn from local businesspeople how they felt revenue could be maximised over a regionally important traditional ceremony called the *Kuomboka* (*Kuomboka* is an annual event during which the Litunga is moved from the Barotse floodplains to his dry winter residence). We documented that local business revenue during the ceremony increased by 540% in 2021 and that entrepreneurs felt frustrated by their inability to access potential investment opportunities. Moreover, entrepreneurs stated they lacked sufficient capital to scale up business production and the knowledge on how to seek new and larger markets. In presenting the findings in late 2022 to the Barotse Royal Establishment (BRE), the governing body over which the Litunga presides, we recommended initiating economic forums as part of marketing the *Kuomboka* ceremony, applying for government funds to train entrepreneurs on business management and, in partnership with venture capital firms and provincial administration, actively link

entrepreneurs with investors through an investor hub programme. One of our objectives across all programme areas is to help our stakeholders become self-sufficient in their advocacy and fundraising, which we achieve by collecting, collating and interpreting the relevant baseline data on their behalf.



Queen Gomo, Lower Zambezi
Primary guardian of Fadzanai, Girls Club Member
With her support, Fadzanai's self-esteem jumped
from 68% to 96%



2022 Financial Overview



Income



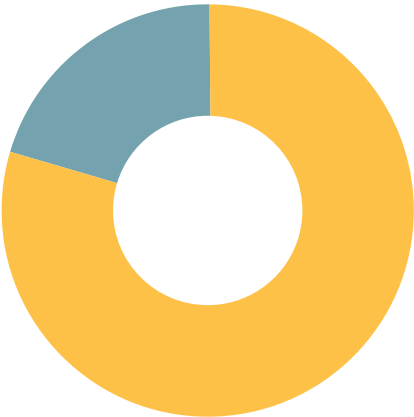
Private Donors	\$ 379,760
Grants	\$ 371,080
Time + Tide	\$ 82,715
Total Income	\$ 833,555

Project Expenditures



Home-based Education	\$ 254,140
Student Sponsorship	\$ 84,593
Conservation Programme	\$ 72,896
Female Empowerment: Community Women	\$ 61,775
School Support	\$ 46,381
Female Empowerment: Girls Clubs	\$ 42,780
Immersive Research	\$ 37,581
Parent Engagement	\$ 35,908
Medical Support	\$ 17,239
Total	\$ 653,293

Opex vs Project Costs



Project Costs	\$ 653,293
Operational Costs	\$ 169,166
Total	\$ 822,459

All figures in US Dollars and based on preliminary analysis. Audited accounts will be available from July 2023.



Alice Banda, South Luangwa Member, Parents Committee
Attended 60 hours of literacy lessons to better support her daughter through boarding school



Funders + Partners

In 2022, Time + Tide resumed donations to both overhead and project costs following two years of severely reduced revenue over Covid.

Oak Foundation continued to supplement our core costs and fund 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 improving the lives of residents in our focal communities and to biodiversity conservation in these remarkable protected areas.



MAJOR PRIVATE DONORS

- The Carnegie Family
- Dawn and Geoff Dixon
- The Edge
- Bill and Jennifer Hoyer
- The Jones Family
- The McMurray Family

