

# TIME + TIDE FOUNDATION

QUARTERLY NEWSLETTER

JANUARY - MARCH 2016



# Introducing the first Time & Tide Foundation Chairperson



This quarter, the Time & Tide Foundation is thrilled to announce the first Chairperson of our independent governing council: **Sir John Rose**

Born in Malawi and having lived in Uganda, Nigeria and Lesotho, Sir John Rose understands first-hand the importance of integrating the needs of rural populations with conservation of wild and remote African places.

Currently the Chairman of the Holdingham Group, Deputy Chairman of Rothschild Continuation Holdings and a Senior Adviser to N M Rothschild & Sons Limited, Sir John also makes time for numerous charitable involvements, acting as a Trustee to the Eden Project, the Baker Dearing Trust and The Royal Marsden Cancer Charity.



## Nosy Ankao: ASSOCIATION VAHATRA

Over the first two weeks of March, we welcomed Association Vahatra to Nosy Ankao to run biodiversity surveys. Association Vahatra is a Malagasy non-profit dedicated to conservation biology and terrestrial research on Madagascar.

The Vahatra scientists, along with numerous collaborators, worked side-by-side with the Nosy Ankao environmental team to install a variety of different trapping devices on Nosy Ankao and the neighboring islands of Nosy Manampaho, Nosy Ratsy and Nosy Borona. During fieldwork, the team researched the local diversity of mosquitoes, ants, invertebrates, reptiles, amphibians, small mammals, bats, and birds and documented vegetation structure and associated plant diversity.



Some of the most surprising findings included a micro-scorpion of the genus *Microcharmus*, which is almost certainly new to science, some interesting reptiles such as a large skink (genus *Amphiglossus*), a dwarf chameleon (genus *Brookesia*) and a leaf-tailed gecko (genus *Uroplatus*), all of which are either new to science or significant distributional extensions of previously described taxa.



All *Uroplatus* species are endemic to Madagascar and nocturnal, with fascinating camouflage capabilities in two variations: leaf-form and bark-form. Only four leaf-form species have been formally identified.



## South Luangwa: BAULENI SPECIAL NEEDS PROJECT



In March, we welcomed back Bauleni Special Needs Project Head Teacher Ms. Mikala Mbewe and Chairperson Mr. Robam Mwaba to institute a home-based education programme in Mfuwe for children with special needs. Over the course of 10 days, the Bauleni facilitators recruited 35 volunteers and trained them extensively in the theoretical, social and legal background of special needs in Zambia and conducted one-on-one practical training, working directly with children affected by cerebral palsy, epilepsy, down syndrome, and hydrocephalus.

Each volunteer was then assigned to one handicapped child in his or her immediate community whom he or she will visit weekly. During these visits the volunteer and the parent will devise individual education programmes and assist each child with basic motor skills. The Head Teacher at Yosefe Basic School, Mr. Tuke Chulu, a qualified special needs teacher, will serve as the volunteer coordinator, visiting all parents on a monthly basis to check on the children's progress.

**Thanks to generous support from Mark Carnegie, this home-based education programme will run indefinitely in Mfuwe, with regular monitoring, further specialized training and expansion into other communities.**



## South Luangwa: GIRLS CLUB

In 2015, the Kapani School Project facilitators noticed a drastic decline in academic performance from girls aged 14-16: girls who had previously scored top marks on their grade 7 government exams were failing their grade 9 tests and school-based assessments.



In an effort to empower girls and offer them support through the challenges of adolescence, the Kapani School Project started a girls club at Yosefe School. Last year, the girls had several lessons from local powerful women who are pioneers in their respective fields, all of whom attributed their successes to serious academic study and determination. This term, the girls had more focused classes on children's rights, the consequences of early pregnancies and sexually transmitted infections, interspersed with fun cooking demonstrations and game drives in the South Luangwa National Park.



## Lower Zambezi: CHITENDE SECONDARY SCHOOL

Barefeet Theatre and the Zambian National Men's Network (ZNMN) are Zambian non-profits that inspire youth to lead healthy and educated lives.

Barefeet uses a theatre-for-development approach, whereas the ZNMN holds focus groups with students over evening campfires, during which they encourage open discussion about the modern issues affecting Zambian youth. Over the first term of 2016, the Foundation welcomed both organisations to Chitende Secondary School, where they employed 'edu-tainment' as a method of motivating students.

The Barefeet coordinators began a Theatre and Performing Arts Society, holding full day workshops twice per month on how theatre can serve as an important political, social and academic tool. The ZNMN hosted Youth Day at Chitende, with activities themed around combatting gender-based violence and adopting respectful attitudes towards female peers and women in general.





## Liuwa Plain: MUNDE SPONSORSHIP PROGRAMME

Situated in one of the poorest Liuwa communities, Munde Basic School has faced many challenges over recent years, including the unexpected departure of two heads of the school and abandoned development projects.

While the Ministry of Education is responsible for the infrastructural needs of government schools, the Time & Tide Foundation aims to encourage and assist Munde students by annually sponsoring the top graduates to attend nearby boarding schools. In January 2016, the Foundation selected the best performing graduates from Munde Basic School to attend Mishulundu Boarding School, located within the national park, and Kalabo Secondary Boarding School, located in the closest town. Sponsorships include boarding school fees and all necessary supplies for students whose families could otherwise not afford formal education.

GENEROUSLY  
SUPPORTED BY:



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