

WILDERNESS
WILDLIFE TRUST

CHILDREN IN THE
WILDERNESS



Annual Report **2015**



CONTENTS

Wilderness Wildlife Trust

About the Trust	5
From the Trustees	6
Trust Project Locations 2014	7
Trust-supported Academic Outcomes 2003 – 2014	9

Featured Project

Botswana Rhino Reintroduction and Monitoring Project	13
--	----

Research and Conservation

Botswana Carnivore Monitoring Methodology Development	19
Botswana Cattle Predation Study	20
Botswana Zebra Migration Project	21
Central Kalahari Game Reserve Wildebeest Study	22
Education for Carnivore Conservation	23
Hwange Elephant Movements Study	24
Okavango Spotted Hyaena Study	25
Whale Coast Cetacean Project	26
Zimbabwe Cheetah Conservation Project	27

Anti-Poaching and Management

Liwonde National Park Annual Aerial Wildlife Census	30
Malawi Mobile Response Unit	31
Victoria Falls Anti-Poaching Unit	32
	33

Community Empowerment and Education

Children in the Wilderness Projects	36
Education Bursaries	37
	39

Completed Projects 2013 – 2014	41
Make a Difference to Africa	47
Acknowledgements and Donors	48

Children in the Wilderness

About Children in the Wilderness	51
From the Trustees	52
Children in the Wilderness Numbers	53
How Children in the Wilderness Works	54
Children in the Wilderness Team	55

Eco-Clubs

57

Eco-Mentor and Teacher Training

67

Camp Programmes

76

Youth Environmental Stewardship (YES) Programme

88

Other Projects

92

Scholarships	93
Community Initiatives and School Support	97

Fundraising

101

Make a Difference	104
Donation Options	105
Our Sponsors	107





The Wilderness Wildlife Trust supports a wide variety of conservation projects in Africa within the categories of wildlife management, research and education. These projects address the needs of existing wildlife populations, seek solutions to save endangered species and provide education and training for local people and their communities.

The goal of the Trust is to make a difference to Africa, its wildlife and its people.

About the Trust

The Wilderness Wildlife Trust, an independent entity within the Wilderness Group, was formed in the late 1980s when it was understood that Wilderness Safaris could only do so much for conservation in the course of its day-to-day activities and needed a dedicated vehicle to take matters further. More funds and a greater reach were needed in order for overall conservation activities to be more effective.

Accordingly, it was decided that an independent entity that facilitated fundraising and the disbursement of the monies to deserving projects would mean that, both directly and indirectly, Wilderness could reach more people, wildlife and places.

The relationship between Wilderness Safaris and the Trust is therefore symbiotic. In many projects supported financially by the Trust, Wilderness is able to contribute through logistics and in-kind support (e.g. equipment; manpower; fuel; vehicle servicing; access; accommodation) to ensure the enhanced viability of the work.

On the other hand, the fact that the Trust is independent also means that it is able to engage with projects beyond the geographic scope of Wilderness Safaris' camps and concessions and ensure that conservation is the driving force.

The Trust focuses its work in three key areas:

- i) Research and conservation*
- ii) Community empowerment and education*
- iii) Anti-poaching and management*



Research and Conservation:

These include ecological studies of specific species, transboundary movements, migration corridors and human-animal conflicts, interactions between species, and climate change. Such studies are not science for the sake of science, but rather help pave the way for better informed conservation management decisions and thus the sustainability of Africa's wildlife and wilderness areas.



Anti-poaching and Management:

Hands-on management contributes to the survival of both individual species and their endangered habitats.

The Trust supports a number of anti-poaching entities and assists in further management initiatives, such as aerial surveys.



Community Empowerment and Education:

Conservation of animals and plants is only as strong as the people who live in their vicinity. Without the engagement and involvement of such people, conservation is likely to exist only on paper. Therefore, educational and financial empowerment of local communities is the bedrock of the Trust, providing much-needed skills and knowledge to these communities.





From the Trustees

For the Trust, 2014 could have been named “the year of the rhino.” After more than six years of fundraising towards the urgent needs of the threatened rhino populations of southern Africa, this year saw the culmination of a dream: the translocation of a viable number of black rhino to the safe haven of the Okavango Delta in Botswana. Over 14 months, Wilderness Safaris and its partners completed the largest ever cross-border relocation of black rhino in the history of conservation – approximately 1% of the global population of this species was moved. It’s the single most important conservation action with which the Trust has been involved in since its inception, and we are humbled and proud to have helped it come to fruition.

Of course, the translocation itself, while vital to the survival of the species, is not the end point. The Trust and its partners are committed to the ongoing monitoring and protection of the translocated rhino population, with resources both financial and human being continually allocated – including a special Rhino Unit allocated by the Botswana Defence Force.

The Trust has also been involved with the protection of rhino in other countries, with Namibia receiving Nissan vehicles to aid its rhino monitors in the north-west of the country.

Other needs across the subcontinent have not been ignored, with projects covering species such as spotted hyaena, cheetah, zebra, elephant movements as well as those giants of the sea – the southern right and humpback whales of the Cape coast. Meanwhile, human-wildlife conflict continues to be a challenge in Africa, and projects such as the Botswana Cattle Predation Study addressed this in 2014. Support of anti-poaching units and Malawi’s aerial census of Liwonde National Park look to the long-term conservation of species on the subcontinent.

Education bursaries this year supported students at South African educational institutions, some of whom are South African and others from further afield, such as Zambia.

We acknowledge the generous support from partners such as auditors (Deloitte & Touche), legal advisors (Fasken Martineau), printers (Colorpress) and Amos Eno (Resources First Foundation).

We could not have achieved all we have without those who devote so much of their time to the efficient running of the Trust: Mari dos Santos, Richard van der Wel, Chris Roche and Ilana Stein. 2014 saw the creation of a brand-new and easy-to-navigate website, thanks to Wilderness Safaris’ Webmaster, Carel Loubser, and we thank him for his expertise and enthusiasm as well as to Sue van Winsen and Jo Bestic for their work. We are grateful to designers Motheo Sehlako and Ulrike Howard-Ginsberg for this year’s beautiful Annual Report.

Lastly, a sincere thank you to all our generous donors and supporters as well as those in the field who have dedicated themselves to Africa, its people and its wildlife.

The Trustees

Russel Friedman



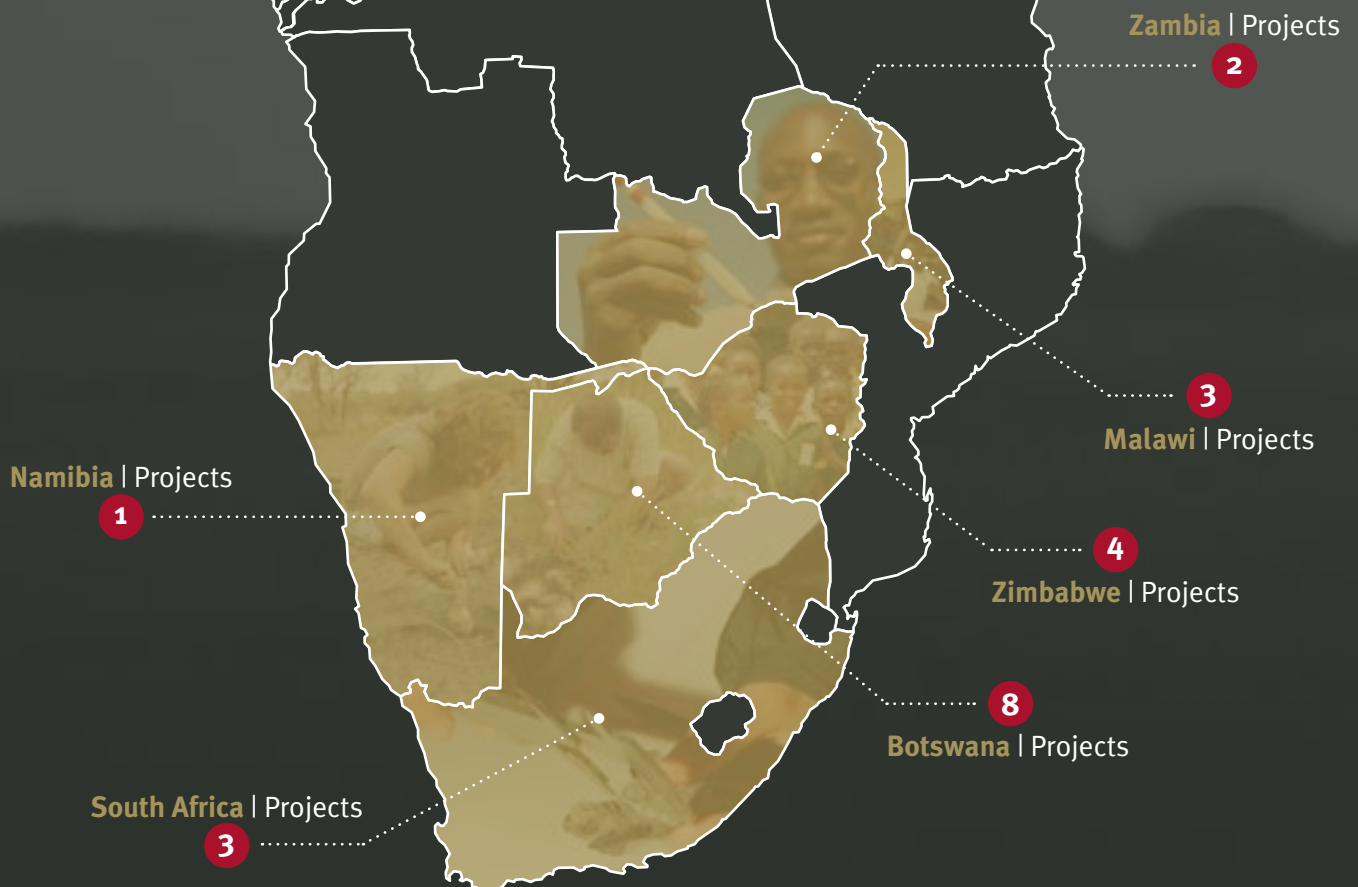
Andrew Leontsinis



Dr Jennifer Lalley



Trust Project Locations 2014



The Wilderness Wildlife Trust provided funding for **21** projects during **2014** across six African countries.

Botswana

Botswana Carnivore Monitoring Methodology Development	19
Botswana Cattle Predation Study	20
Botswana Rhino Reintroduction and Monitoring Project	13
Botswana Zebra Migration Project	21
Children in the Wilderness and related programmes	37
Central Kalahari Game Reserve Wildebeest Study	22
Education for Carnivore Conservation	23
Okavango Spotted Hyaena Study	25

Malawi

Children in the Wilderness and related programmes	37
Liwonde National Park Annual Aerial Wildlife Census	31
Malawi Mobile Response Unit	32

Namibia

Children in the Wilderness and related programmes	37
---	----

South Africa

Children in the Wilderness and related programmes	37
Education Bursaries	39
Whale Coast Cetacean Project	26

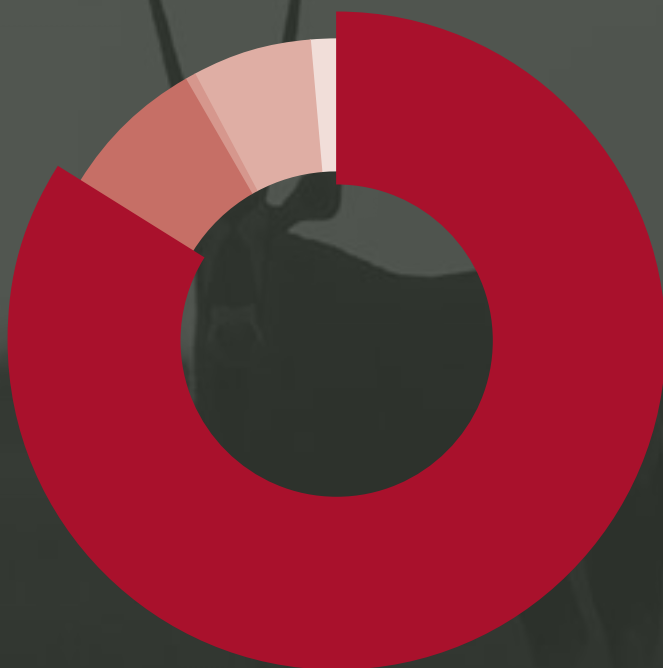
Zambia

Children in the Wilderness and related programmes	37
Education Bursaries	39

Zimbabwe

Children in the Wilderness and related programmes	37
Hwange Elephant Movements Study	24
Victoria Falls Anti-Poaching Unit	33
Zimbabwe Cheetah Conservation Project	27

Source of funds



Distribution of funds



- Wilderness Safaris guests and trade partners 84,2 %
- Wilderness Safaris 7,7 %
- WildlifeCampus Royalties 0,5 %
- Vehicles 6,6 %
- Wilderness Warmers 1,1 %

- Research & Conservation 85,2 %
- Anti-Poaching & Management 8,1 %
- Community Empowerment & Education 6,0 %
- Administration (website, annual report) 0,7 %

Note: The majority of funds in Research and Conservation were allocated to the Botswana Rhino Reintroduction and Monitoring Project.

Trust-supported Academic Outcomes 2003 – 2014

Over the years, the Trust has partly funded or supported by other means a number of projects that have resulted in academic outcomes such as Doctoral and Masters dissertations and published, peer-reviewed papers. A preliminary assessment of these over the period 2003-2014 is below, which even at 80% complete, is a record of which the Trust can be proud.

Summary:

- 13 Doctoral theses
- 10 Masters theses
- 53 published papers

PAPERS AND MASTERS/DOCTORAL THESES ARISING FROM PROJECTS FUNDED BY THE WILDERNESS WILDLIFE TRUST, 2003-2014*

*This includes only those documents in the public domain and excludes unpublished reports

YEAR	PROJECT	GRANTEE	PUBLICATION
BOTSWANA			
2003-2006	Fire and Rodents	Militsa Plavsic	Plavsic, MJ. 2007. Small mammal responses to fire in the Okavango Delta, Botswana. Unpublished DPhil Thesis, University of Cambridge.
			Plavsic, MJ. 2011. Quantifying disturbance resistance in an ecologically dominant species: a robust design analysis. <i>Oecologia</i> 166(4): 923-934.
			Plavsic, MJ. 2014. Proximate and ultimate drivers of small-mammal recolonization after fire: microhabitat conditions, rainfall and species traits. <i>Animal Conservation</i> 17(6): 573-582.
			Plavsic, MJ. 2014. Seasonal dynamics of macrohabitat use by small mammals in the Okavango Delta, Botswana: implications for landscape-level disturbance resilience. <i>African Journal of Ecology</i> .
2006-2008	Elephants and vegetation	Gabi Teren	Teren, G. & Owen-Smith, N. 2010. Elephants and riparian woodland changes in the Linyanti region, northern Botswana. <i>Pachyderm</i> 47: 18-25.
2006-2009	Large herbivores of the Okavango Delta Zebra Movements	Harriet Bartlam	Bartlam, HLA. 2010. Spatial heterogeneity in a dynamic wetland: determinants of herbivore distribution in the Okavango Delta and their relevance to conservation. Unpublished DPhil Thesis, University of Bristol.
			Bartlam-Brooks, HLA., Bonyongo, MC. & Harris, S. 2011. Will reconnecting ecosystems allow long-distance mammal migrations to resume? A case study of a zebra (<i>Equus burchelli</i>) migration in Botswana. <i>Oryx</i> 45(2): 210-216.
			Bartlam-Brooks, HLA., Bonyongo, MC. & Harris, S. 2013. How landscape scale changes affect ecological processes in conservation areas: external factors influence land use by zebra (<i>Equus burchelli</i>) in the Okavango Delta. <i>Ecology and Evolution</i> 3(9): 2795-2805.
			Bartlam-Brooks, HLA., Beck, PSA., Bohrer, G. & Harris, S. 2013. In search of greener pastures: Using satellite images to predict the effects of environmental change on zebra migration. <i>Journal of Geophysical Research: Biogeosciences</i> 118(4): 1427-1437.
2006-2010	Meyer's Parrot Ecology	Steve Boyes	Boyes, RS. 2008. The Ecology of Meyer's Parrot (<i>Poicephalus meyeri</i>) in the Okavango Delta, Botswana. Unpublished PhD Thesis, University of KwaZulu-Natal.
			Boyes, RS. & Perrin, MR. 2009. <i>Flocking dynamics and roosting behaviour of Meyer's parrot (Poicephalus meyeri) in the Okavango Delta, Botswana.</i> <i>African Zoology</i> 44(2): 181-193.
			Boyes, RS. & Perrin, MR. 2010. Patterns of daily activity of Meyer's Parrot (<i>Poicephalus meyeri</i>) in the Okavango Delta, Botswana. <i>Emu</i> 110(1): 54-65.
			Boyes, RS. & Perrin, MR. 2010. Do Meyer's Parrots (<i>Poicephalus meyeri</i>) benefit pollination and seed dispersal of plants in the Okavango Delta, Botswana? <i>African Journal of Ecology</i> 48(3): 769-782.
			Boyes, RS. & Perrin, MR. 2010. Aerial surveillance by a generalist seed predator: food resource tracking by Meyer's parrot (<i>Poicephalus meyeri</i>) in the Okavango Delta, Botswana. <i>Journal of Tropical Ecology</i> 26(4): 381-392.
			Boyes, RS. & Perrin, MR. 2010. Nest niche dynamics of Meyer's Parrot (<i>Poicephalus meyeri</i>) in the Okavango Delta, Botswana. <i>Ostrich</i> 81(3).
			Boyes, RS. & Perrin, MR. 2013. Access to cryptic arthropod larvae supports the atypical winter breeding seasonality of Meyer's Parrot (<i>Poicephalus meyeri</i>) throughout the African subtropics. <i>Journal of Ornithology</i> 154(3): 849-861.
2007-2010	Buffalo Ecology	Emily Bennett	Bennett, E. 2012. The ecology of African buffalo (<i>Syncerus caffer</i>) in the Okavango Delta, Botswana. Unpublished PhD Thesis, University of Bristol.
			Bennett E, Bonyongo MC, Harris S (2014) Habitat Selection by African Buffalo (<i>Syncerus caffer</i>) in Response to Landscape-Level Fluctuations in Water Availability on Two Temporal Scales. <i>PLoS ONE</i> 9(7): e101346.
2007-2012	Human-Elephant Interaction	Anna Songhurst	Songhurst, AC. 2012. Competition between people and elephants in the Okavango Delta Panhandle, Botswana. Unpublished PhD Thesis, Imperial College London.
			Songhurst, A. & Coulson, T. 2014. Exploring the effects of spatial autocorrelation when identifying key drivers of wildlife crop-raiding. <i>Ecology and Evolution</i> 4(5): 582-593.
2008-2009	Amphibians of the Okavango	Marleen le Roux	Le Roux, M. 2009. The influence of hydrology on amphibian diversity and breeding behaviour in the Okavango Delta, Botswana. Unpublished BSc (Hons) Thesis, North West University.
2008-2011	Zebra movements in Makgadikgadi	James Bradley	Bradley, JT. 2012. The effect of environmental variability on the foraging behaviour of plains zebra (<i>Equus quagga</i>) in the Makgadikgadi, Botswana. Unpublished DPhil Thesis, University of Bristol.

2009	Giraffe Genetics	Julian Fennessy	Bock, F., Fennessy, J., Bidon, T., Tutchings, A., Marais, A., Deacon, F. & Janke, A. 2014. Mitochondrial sequences reveal a clear separation between Angolan and South African giraffe along a cryptic rift valley. <i>BMC Evolutionary Biology</i> 14:219.
2009-2010	Cheetah & Other Predator Niches	Femke Broekhuis	Broekhuis, F. 2012. Niche segregation by cheetah (<i>Acinonyx jubatus</i>) as a mechanism for co-existence with lion (<i>Panthera leo</i>) and spotted hyaena (<i>Crocuta crocuta</i>). Unpublished PhD Thesis, University of Oxford. Cozzi, G., Broekhuis, F., McNutt, JW., Turnbull, LA., Macdonald, DW. & Schmid, B. 2012. Fear of the dark or dinner by moonlight? Reduced temporal partitioning among Africa's large carnivores. <i>Ecology</i> 93:2590–2599. Grünewälder S., Broekhuis F., Macdonald DW., Wilson AM., McNutt JW., Shawe-Taylor, J. & Hailes, S. 2012. Movement Activity Based Classification of Animal Behaviour with an Application to Data from Cheetah (<i>Acinonyx jubatus</i>). <i>PLoS ONE</i> 7(11): e49120. Broekhuis, F., Cozzi, G., Valeix, M. & McNutt, JW. & Macdonald, DW. 2013. Risk avoidance in sympatric large carnivores: reactive or predictive? <i>Journal of Animal Ecology</i> . Cozzi, G., Broekhuis, F., McNutt, JW & Schmid, B. 2013. Comparison of the effects of artificial and natural barriers on large African carnivores: Implications for interspecific relationships and connectivity. <i>Journal of Animal Ecology</i> 82(3): 707-715. Broekhuis, F., Grünewälder, S., McNutt, JW. & Macdonald, DW. 2014. Optimal hunting conditions drive circalunar behavior of a diurnal carnivore. <i>Behavioural Ecology</i> .
2009-2010	Sable Antelope Ecology	Mike Hensman	Hensman, MC. 2011. Home range and resource use of sable antelope in the Okavango Delta. Unpublished MSc Thesis, University of Witwatersrand. Hensman, MC., Owen-Smith, N., Parrini, F. & Erasmus, FN. 2012. Dry season browsing by sable antelope in northern Botswana. <i>African Journal of Ecology</i> 50: 513-616. Hensman, MC., Owen-Smith, N., Parrini, F. & Bonyongo, CM. 2014. Home range occupation and habitat use of sable antelope in the Okavango Delta region of northern Botswana. <i>African Journal of Ecology</i> 52(2): 237-245. Hensman, MC., Owen-Smith, N., Parrini, F. & Bonyongo, CM. 2014. Resource use and the nutritional status of sable antelope in the Okavango Delta region of northern Botswana. <i>African Journal of Ecology</i> 52(3): 265-273.
2009-2010	Wild Dog Study	Botilo Tshimogolo	MSc. submitted and awarded.
2010	Elephant Communication	Graham Bowles	Bowles, GR. 2012. The low frequency vocal communication for a herd of African elephants (<i>Loxodonta africana</i>) in the Okavango Delta, Botswana. Unpublished PhD Thesis, University of Bristol.
2010-2013	Roan Antelope Ecology	CP Havemann	Havemann, CP. 2014. Population dynamics and foraging ecology of roan antelope in northern Botswana. Unpublished MSc Thesis, University of Pretoria. Havemann, CP., Retief, TA., Collins, C. Fynn, RWS. & de Bruyn, N. 2014. First record of roan antelope (<i>Hippotragus equinus</i>) feeding on the fruits of the sausage tree (<i>Kigelia africana</i>). <i>African Journal of Ecology</i> 52(4): 568-570.
2010-2013	Ant Species Diversity	Tarryn Retief	Retief, TA. 2014. The influence of distance from perennial water on ant diversity in Mopane Woodlands, northern Botswana. Unpublished MSc Thesis, University of Pretoria.
NAMIBIA			
2004-2005	Lichens	Jennifer Lalley	Lalley, JS. & Viles, HA. 2005. Terricolous lichens in the northern Namib Desert of Namibia: distribution and community composition. <i>The Lichenologist</i> 37(1): 77–91. Lalley, JS. & Viles, HA. 2006. Do vehicle track disturbances affect the productivity of soil-growing lichens in a fog desert? <i>Functional Ecology</i> 20: 548–556. Lalley, JS., Viles, HA., Henschel, JR. & Lalley, V. 2006. Lichen-dominated soil crusts as arthropod habitat in warm deserts. <i>Journal of Arid Environments</i> 67: 579–593. Lalley, JS., Viles, HA., Copeman, N. & Cowley, C. 2006. The influence of multi-scale environmental variables on the distribution of terricolous lichens in a fog desert. <i>Journal of Vegetation Science</i> 17: 831-838. Lalley, JS. & Viles, HA. 2008. Recovery of lichen-dominated soil crusts in a hyper-arid desert. <i>Biodiversity and Conservation</i> 17:1–20.
2005-2007	Brown Hyaena	Ingrid Wiesel	Wiesel, I. 2007. Predatory and Foraging Behaviour of Brown Hyenas (<i>Parahyaena brunnea</i> (Thunberg, 1820)) at Cape Fur Seal (<i>Arctocephalus pusillus pusillus</i> Schreber, 1776) Colonies. Unpublished PhD Thesis, University of Hamburg.
2005-2008	Desert-adapted Elephant	Keith Leggett	Leggett, KEA. 2006. Home range and seasonal movement of elephants in the Kunene Region, northwestern Namibia. <i>African Zoology</i> 41(1): 17–36. Leggett, K. 2006. Effect of artificial water points on the movement and behaviour of desert-dwelling elephants of north-western Namibia. <i>Pachyderm</i> 40: 40-51. Leggett, K. 2009. Diurnal activities of the desert-dwelling elephants in northwestern Namibia. <i>Pachyderm</i> 45: 20-33. Leggett, K. 2010. Daily and hourly movement of male desert-dwelling elephants. <i>African Journal of Ecology</i> 48(1): 197-205.
2006-2008	Black Mongoose	Ymke Warren & Sara Tromp	Nakhumwa, ND. 2009. The diet of the black mongoose (<i>Galerella nigrata</i>) (Carnivora: Herpestidae) in North-West (Hobaterre Concession) and North-Central (Erongo Conservancy, Namibia). Carter, AJ., Goldizen, AW. & Tromp, SA. 2010. Agamas exhibit behavioral syndromes: bolder males bask and feed more but may suffer higher predation. <i>Behavioral Ecology</i> doi: 10.1093/beheco/arq036. Tromp, SA. 2011. The effects of past major climatic fluctuations on the genetic structures of fauna endemic to Namibia's granite inselbergs. Unpublished DPhil Thesis, University of Queensland.

2006-2008	Black Mongoose	Ymke Warren & Sara Tromp	Rapson, SA., Goldizen, AW. & Seddon, JM. 2012. Species boundaries and possible hybridization between the black mongoose (<i>Galerella nigra</i>) and the slender mongoose (<i>Galerella sanguinea</i>). <i>Molecular Phylogenetics and Evolution</i> 65(3): 831-839.
			Rapson, SA., Goldizen, AW. & Seddon, JM. 2013. Gene flow in mongooses endemic to Namibia's granite inselbergs despite past climatic fluctuations and isolating landscape features. <i>Journal of Mammalogy</i> 94(1): 218-230.
			Shivute, BA. 2008. Multi-scale assessment of habitat use by black rhinos (<i>Diceros bicornis bicornis</i> , Linnaeus 1758) in northwest Namibia. Unpublished MSc Thesis, University of Kent.
2007	Community Perceptions of Black Rhino	Kenneth /Uiseb	/Uiseb, KHK. 2007. Attitudes and perceptions of the local community towards the reintroduced black rhino in ≠Khoadi //Hoas Conservancy in north west of Namibia. Unpublished MSc Thesis, University of the Free State.
2009-2010	Giraffe Social Organisation	Kerryn Carter	Carter, KD. 2013. Social organisation of a fission-fusion species, the giraffe (<i>Giraffa camelopardalis</i>), in Etosha National Park, Namibia. Unpublished PhD Thesis, University of Queensland.
			Carter, KD., Seddon, JM., Carter, JK., Goldizen, AW. & Hereward, JP. 2012. Development of 11 microsatellite markers for <i>Giraffa camelopardalis</i> through 454 pyrosequencing, with primer options for an additional 458 microsatellites. <i>Conservation Genetics Resources</i> 4(4): 943-945.
			Carter, KD., Seddon, JM., Frere, CH., Carter, JK., & Goldizen, AW. 2013. Fission–fusion dynamics in wild giraffes may be driven by kinship, spatial overlap and individual social preferences. <i>Animal Behaviour</i> 85(2): 385-394.
			Carter, KD., Brand, R., Carter, JK., Shorrocks, B. & Goldizen, AW. 2013. Social networks, long-term associations and age-related sociability of wild giraffes. <i>Animal Behaviour</i> 85(5): 901-910.
2011	Fairy Circles	Eugene Moll	Picker, MD., Ross-Gillespie, V., Vlieghe, K. & Moll, E. 2012. Ants and the enigmatic Namibian fairy circles – cause and effect? <i>Ecological Entomology</i> 37(1): 33-42.
SOUTH AFRICA			
2006-2008	White Rhino	Gayle Pedersen	Pedersen, G. 2009. Habitat use and diet selection of reintroduced white rhinoceros (<i>Ceratotherium simum</i>) in Pafuri, Kruger National Park. Unpublished MSc Thesis, University of Stellenbosch.
2006-2008	Sea Turtles	Chris Boyes	MSc.
2009-2013	Chacma Baboons	Paula Pebsworth	Pebsworth, PA., Bardi, M. & Huffman, MA. 2011. Geophagy in Chacma Baboons: Patterns of Soil Consumption by Age Class, Sex, and Reproductive State. <i>American Journal of Primatology</i> 73:1-10.
			Pebsworth, PA., Morgan, HR. & Huffman, MA. 2012. Evaluating home range techniques: use of Global Positioning System (GPS) collar data from chacma baboons. <i>Primates</i> 53(4): 345-355.
			Pebsworth, PA., MacIntosh, AJ., Morgan, HR. & Huffman, MA. 2012. Factors Influencing the Ranging Behavior of Chacma Baboons (<i>Papio hamadryas ursinus</i>) Living in a Human-Modified Habitat. <i>International Journal of Primatology</i> 33(4): 872-887.
			Pebsworth, PA., Archer, CE., Appleton, CC. & Huffman, MA. 2012. Parasite Transmission Risk From Geophagic and Foraging Behavior in Chacma Baboons. <i>American Journal of Primatology</i> 74(10): 940-947.
			Pebsworth, PA., Seim, GL., Huffman, MA., Glahn, RP., Tako, E. & Young, SL. 2013. Soil Consumed by Chacma Baboons is Low in Bioavailable Iron and High in Clay. <i>Journal of Chemical Ecology</i> 39(3): 447-449.
			Pebsworth, PA. & LaFleur, M. 2014. Advancing Primate Research and Conservation Through the Use of Camera Traps: Introduction to the Special Issue. <i>International Journal of Primatology</i> 35(5): 825-840.
2010-2011	Makuleke Ramsar Wetlands	Romy Antrobus	MSc.
2011-2013	Carnivores of Parque Nacional do Limpopo	Kristoffer Everatt & Leah Andresen	Andresen, L., Everatt, KT., Somers, MJ. & Purchase, GK. 2012. Evidence for a resident population of cheetah in the Parque Nacional do Limpopo, Mozambique. <i>South African Journal of Wildlife Research</i> 42(2): 144-146.
			Andresen, L., Everatt, KT. & Somers, MJ. 2014. Use of site occupancy models for targeted monitoring of the cheetah. <i>Journal of Zoology</i> 292: 212-220.
			Everatt, K. 2013. Influence of bushmeat poaching and pastoralism on African lion <i>Panthera leo</i> (Linnaeus, 1758) ecology in rural Mozambique. Unpublished MSc Thesis, University of Pretoria.
2012-2013	Penelope Waller		MSc. Renosterveld Restoration – A Reason to Hope
ZAMBIA			
2008	Giraffe Genetics	Julian Fennessy	Fennessy, J., Bock, F., Tutchings, A., Breneman, R. & Janke, A. 2013. Mitochondrial DNA analyses show that Zambia's South Luangwa Valley giraffe (<i>Giraffa camelopardalis thornicrofti</i>) are genetically isolated. <i>African Journal of Ecology</i> 51 (4): 635-640.
2010-2012	Kafue Lion Project	Neil Midlane	Midlane, N. 2013. The conservation status and dynamics of a protected African lion (<i>Panthera leo</i>) population in Kafue National Park, Zambia. Unpublished DPhil Thesis, University of Cape Town.
			Midlane, N., O'Riain, MJ., Balme, GA., Robinson, HS. & Hunter, LTB. 2014. On tracks: a spoor-based occupancy survey of lion <i>Panthera leo</i> distribution in Kafue National Park, Zambia. <i>Biological Conservation</i> 172: 101-108.
ZIMBABWE			
2008	Bushmeat and Community Outreach	Peter Lindsey	Lindsey, PA., Romanach, SS., Matema, S., Matema, C. Mupamhadzi, I. & Muvengwi, J. 2011. Dynamics and underlying causes of illegal bushmeat trade in Zimbabwe. <i>Oryx</i> 45(1): 84-95.
			Lindsey, PA., Romanach, SS., Tambling, CJ., Chartier, K. & Groom, R. 2011. Ecological and financial impacts of illegal bushmeat trade in Zimbabwe. <i>Oryx</i> 45(1): 96-111.
2010-2012	Lowveld Wild Dog Predator Project	Rosemary Groom	A number of collaborative papers using her data from this area to contribute to wider studies



Botswana Rhino Reintroduction and Monitoring Project

FEATURED PROJECT Coordinators: **Map Ives and Kai Collins** (Rhino Conservation Botswana)



The successful reintroduction and monitoring of black and white rhino in northern Botswana thanks to collaborative conservation efforts between Wilderness Safaris, Wilderness Wildlife Trust, Botswana's Department of Wildlife and the Botswana Government



Black Rhino

History of the Project

By the 1990s in Botswana, the white rhino (*Ceratotherium simum*) numbered just 19 and the black rhino (*Diceros bicornis*) had declined to the point of being classified as “locally extinct.” Then, in 2001, a collaboration between Wilderness Safaris, Wilderness Wildlife Trust, Botswana’s Department of Wildlife and National Parks (DWNP) and the South African and Botswana Governments succeeded in bringing founder populations of white and black rhino back to Botswana.

First, the Botswana Defence Force and the DWNP created Africa’s finest anti-poaching operation, laying the groundwork for the reintroduction of rhino into the country. Then the first four white rhino – two bulls and two cows – were released in November 2001, a historic occasion that saw the return of this magnificent species in Botswana, and a very emotional moment for everyone involved in the project. For the first time in a decade, rhino were able to wander freely through the Okavango Delta.

The next two years saw a large number of white rhino relocated to Botswana from South Africa to form part of the initial breeding population, and in late 2003, the second phase of the project took place – namely the reintroduction of a few Critically Endangered black rhino into the Okavango. Despite at least one birth, the number of animals involved in this release was too small to form a viable breeding population, and over the next few years, ways and means of bringing more were explored.

Since then, monitoring the rhino and ensuring the highest security possible for their protection and survival have been the primary objectives of the project.

2014 – A watershed year

Against the background of increasing rhino poaching in South Africa and, alarmingly, in Namibia during 2014, the Botswana Rhino Project took on even more importance. The combination of large areas of ideal habitat, a committed government, and security services that have been placed on notice to fight poaching of all kinds, meant that the continued establishment of wild populations of both southern white and south-central black rhinoceros in Botswana took on huge significance for the overall survival and increase of these species.

Thus, after years of negotiations, in mid-2014, a significant number* of black rhino was captured in South Africa and released into the wilds of Botswana. This extremely delicate operation involved the staff of South Africa’s North West Parks and Tourism and SANParks, the Botswana Defence Force, Department of Wildlife and National Parks Botswana and Wilderness Safaris. Less than a year later, in June 2015, a further series of translocations took place, this time from Zimbabwe as well as South Africa.**

* Exact numbers of rhino are withheld for security reasons.

** While this translocation lies outside the time frame of the 2014 Annual Report, it is the result of six years of raising funds by the Trust and thus is mentioned here.



With the completion of these eight translocations, the largest cross-border move of black rhino ever has been completed, successfully moving no less than 1% of the global population of the Critically Endangered black rhino to safety.

The current number in the wilds of Botswana is now that of a viable breeding population – and it is hoped that the success of white rhino over the last ten years (where their numbers have increased through breeding in the wild) will be repeated.

The black rhino have settled well into their new habitat. One large female, who was pregnant at the time of the 2014 release, gave birth to a calf in October 2014 and is of course particularly protective over this precious addition.

It is important to note that the Botswana Rhino Project is a partnership between the Botswana Government and the private sector, with the government showing an exceptionally high level of commitment to rhino conservation as part of its internationally recognised commitment to conservation in general and to the concept of integration between the private sector and government as a model for successful conservation on this continent. Combined with the high level of patrolling, intelligence gathering and aerial surveillance by the Botswana Defence Force, alongside the Botswana Anti-Poaching Unit, Botswana has become recognised as a relatively safe haven for rhino.

Besides further translocations of both black and white rhino to bolster the wild breeding populations, focus over the next five to ten years will be on expanding and developing monitoring capabilities in the form of equipment and manpower. For obvious reasons, knowing the whereabouts of the rhino and their biological performance is vital towards the future management and protection of these iconic animals.

Thanks to this project, a successful breeding population of black rhino has now been re-established in the Okavango Delta, adding substantial value to world rhino numbers and population distributions. Botswana therefore now stands proudly as a rhino range state which has increasing populations of both species and which is trusted with the difficult task of ensuring biological and security monitoring.









RESEARCH AND CONSERVATION

Botswana Carnivore Monitoring Methodology Development

Researcher: **Lindsey N. Rich** (Virginia Tech)

This project aims to address the knowledge gap by identifying and implementing a sustainable method for monitoring carnivore communities, using camera trap and spoor studies.

The 2014 field season, which lasted from 7 August to 20 November, was completed successfully. In mid-August, Study Area 1 was sampled. The study area – a 225 km² area located in Wildlife Management Areas NG33/34 and Moremi Game Reserve – consists primarily of acacia woodlands and grasslands and is used by both self-drive tourists and commercial safari companies. During 60 nights of sampling, 23 species of carnivores were photographed. The most unusual carnivore detected was the Cape clawless otter, which hasn't been recorded in the area in many years.

Spotted hyaena, African wildcat, and civet were photographed most often while cheetah, zorilla, and Cape clawless otter were photographed the least. Of the 174 and 421 photographic detections of leopard and spotted hyaena respectively, 43 individual leopard and 110 individual spotted hyaena were identified. The project is currently working to identify as many of the remaining carnivore species to the individual level as possible. Following Study Area 1, half of Study Area 2 was sampled. The second study area, also approximately 225 km², is located in Wildlife Management Area NG 34, has minimal tourism activity and is mostly mopane shrub and woodlands. The sampled area had lower carnivore diversity than Study Area 1; 15 carnivore species were photographed in comparison to 23.



Spotted hyaena and caracal were photographed most often, while black-backed jackal, cheetah, lion, serval, and side-striped jackal were not photographed at all. In addition to carnivores, 47 species of wildlife were photographed, ranging from the elusive pangolin to the widespread impala and African elephant. The sampling area within Moremi Game Reserve also had noticeably high trapping rates of vehicles. Domestic species (i.e., dogs and donkeys) were photographed at two camera stations in Study Area 2, both stations within 5 km of the community of Sankuyo.



Botswana Cattle Predation Study

Researcher: **Carolyn Whitesell**



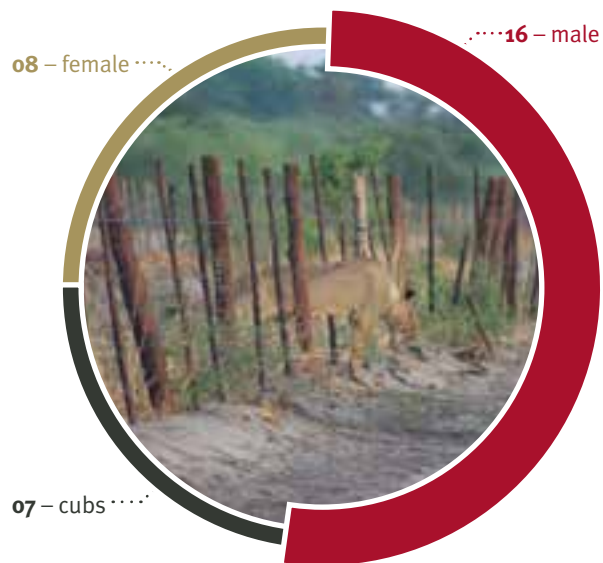
In analysing the three important drivers of livestock depredation in the Habu village area – the movement patterns, abundance, and distribution of lion and other large carnivores living within a cattle-dominated landscape – this season saw Vectronics GPS collars being fitted on ten lions (six males and four females). Farmers killed four of these lions in retaliation for livestock losses. One uncollared male had also been killed. Two collars have been already been redeployed and the other two collars will be redeployed in March 2015.

To date, 31 lions in the study area have been identified: 16 males, 8 females, and 7 cubs whose sex is unidentified at present. All collared lions have entered the cattle-dominated area, and all are suspected livestock killers. One female has had cubs since being collared, providing information on den location and movements as her cubs grow older.

Genetic samples were collected from the ten lions that were collared, in addition to genetic samples from three other known lions in the study area. Tissue samples from two lion skins that were given to the Wildlife Department by farmers in villages neighbouring Habu Village were also taken.

Finally, over 20 lion hair samples from hair snares placed at the veterinary fence and from the ground next to livestock carcasses have been gathered. These samples will be used to create a pedigree and calculate relatedness of lions in the study area.

A questionnaire survey of farmers in Habu village has also been completed to gain information on livestock husbandry practices and farmers' actions and attitudes towards large carnivores. With the assistance of a local tracker, dry season track counts have been conducted to estimate lion density in the study area and to examine the distribution of large and medium-sized carnivores in the Habu Village area. All data is currently being analysed.



Lion numbers in study area



Botswana Zebra Migration Project

Researcher: **Emily Bennitt**



To provide a greater understanding of the ecology of migrating plains zebra between the Okavango Delta and Makgadikgadi Pans National Park in Botswana



With a history of decreased migration due to veterinary fences and human population growth, this study is playing an important role in documenting the zebra population and its movement. At the end of October 2014, four camera traps provided by the Wilderness Wildlife Trust were deployed along the migration route taken by plains zebra between the Okavango and Makgadikgadi Pans National Park. These camera traps were visited once a month thereafter to collect the images and replace batteries. Between October 2014 and December 2014, images of 187 zebra in 41 groups migrating to the east were recorded. Poor rainfall meant that some of these may have been counted twice, as 121 zebra in 25 groups moving to the west were also recorded. After December, there were no images of zebra recorded by the camera traps.

In November 2014, eight female zebra were collared in the Moremi Game Reserve, three of which were known to be resident and five of which it was hoped would migrate. They were fitted with GPS-enabled collars produced by the Royal Veterinary College, London. For a week after collaring, high frequency movement data were collected from them, at maximum rates of five GPS fixes per second. In January 2015, five of the eight females were located in the Moremi Game Reserve, suggesting that three of them had migrated to the Makgadikgadi Pans. This will be verified with a tracking flight, after which the zebra will be located on the ground to download the movement data from their collars.

These collars are programmed to drop off on the 17th of September 2015, removing the need to dart the animals again to recover the collars. Before this, the currently collared migrants will be used to identify other migratory harems and collar eight new females, thereby boosting the sample size and providing further insights into this fascinating migration.

Central Kalahari Game Reserve Wildebeest Study

Researcher: PhD candidate **Moses Selebatso** (University of Botswana)



The Central Kalahari Game Reserve (CKGR) wildebeest study has been ongoing for the past three years and 2014 marked the final year for field data collection. Final vegetation sampling and dung collection were conducted in the early months of the wet season. Processing of the samples is being done at the Botswana College of Agriculture, Department of Agricultural Research and the University of Botswana. The processing has taken very long due to the some equipment failures and maintenance issues. It is anticipated, however, that the analysis will be complete very soon.

Seven satellite collars from the studied wildebeest were successfully removed in July 2014 to mark the end of the movement study segment. Even though the CKGR wildebeest population has declined during the study period, the project experienced no mortality of the study animals during 2014. During the past dry season, the long-distance travellers between Khutse Game Reserve had not started their journey yet, which may suggest that they were still getting enough food around the northern CKGR.

Preliminary findings suggest that the wildebeest are actively selecting pans and valleys, even though the pans and valleys represent less than 5% of the total habitat area available. There is also evidence of daily and seasonal patterns when wildebeest are most active. Early hours of the day and late afternoon show some high levels of activity by wildebeest, which is more pronounced in the wet season.

The project is hoping to produce some journal articles to publish the findings by the end of 2015, giving insight into the conservation status of Botswana's migrating wildebeest population, which is thought to be declining along with other wildebeest populations of Africa. The papers will focus on movement patterns, habitat selection and use, diet composition and demographic patterns of this often-overlooked species.



The ability of the Central Kalahari Game Reserve to maintain a viable wildebeest population independent of surrounding areas

Education for Carnivore Conservation

Researcher: **Rebecca Klein** (Executive Director Cheetah Conservation Botswana)



Since October 2014, site visits have been made to seven affected farmers to provide appropriate solutions to reduce the conflict between them and carnivores. Two residential workshops were carried out at Cheetah Conservation Botswana's (CCB) Tiisano Education Centre reaching a total of 90 farmers and providing training in predator behaviour, assessing livestock losses, good husbandry, herd health and fertility, reducing livestock losses through kraal designs, herding strategies and livestock guarding dogs (LSGDs).

CCB has begun training LSGD puppies at its demonstration farm, where the pups learn to stay with the herd and receive important early care crucial to their health. They are then placed with a farmer and monitored monthly. Ten new puppies were brought to the farm in February. CCB maintains a network of 150 LSGD users that receive support, training and free veterinary care; six LSGDs were vaccinated and sterilised during the last quarter.

Long-term conflict mitigation studies have been completed in 14 settlements in Ghanzi, Okavango, Boteti and Chobe to evaluate how kraaling livestock and employing livestock guarding dogs help to reduce livestock losses and improve farmers' perceptions. For kraals, 94% of depredation events recorded during the monitoring period occurred outside the project kraals. The LSGDs are still in the process of being monitored but after six months, 89% of the dogs were working well and guarding their herds effectively.

The school visit programme has been progressing well with six school visits taking place in the last quarter, educating the youth on the importance of conservation, the role of predators and responsible farming techniques. CCB also conducted a school art competition with the theme 'Harmonious coexistence with predators.' An exhibition and prize giving event was held and the winning artwork pieces have gone into the production of a calendar for 2015.

Lastly, CCB held a tenth-year anniversary event in December in Gaborone for 110 stakeholders in government, NGOs, corporates, farming community members to showcase CCB's achievements over the last decade.



Promotion of best practices in farm management and awareness raising for carnivore conservation in Botswana

Hwange Elephant Movements Study

Researcher: **Arnold Tshipa**

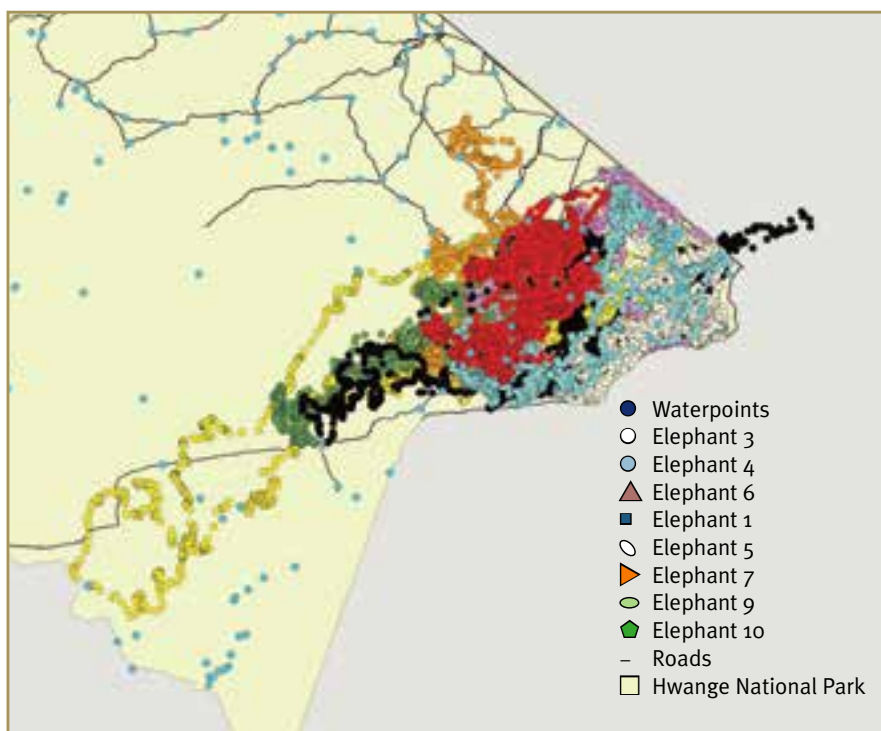


Influence of dominance on elephant movements, use of foraging sites and access to water in Hwange National Park, Zimbabwe

Competition is a key ecological process affecting the distribution and abundance of organisms. It is defined as the interaction between individuals brought about by a shared requirement for a resource. It can arise from depletion of a shared resource and/or from interference between individuals when trying to access/exploit the resource.

The formation of hierarchies is a function of competition for resources and serves to minimise the frequency of potentially costly disputes between individuals. In turn, dominance has been shown to have impacts on access to the reproductive resource access, territory quality, predation risk, and energy budgets.

Although the elephant population of Hwange National Park shows signs of density-dependence, and there are obvious demonstrations of interference between elephants, particularly at waterholes, how this interference may determine how elephants use space (and then how it determines elephant impacts across the landscape) is still not known.



In light of this, the objective of the project is to describe how higher local elephant densities and individual/group dominance status influence how far from water elephants should go to forage, how it can influence the quality of the patch in which they forage, and how easily they can access water.

The project has managed to collar (using satellite collars) eight elephants in the south-eastern part of Hwange National Park, with two more to be deployed in the early dry season. Of these eight collars, two have shown to be “movers” with one going right down to the border between Botswana and Zimbabwe, while the rest have moved only locally, within Wilderness Safaris’ concessions and the park boundary, going towards the communal areas. Fieldwork will be conducted from the beginning of the dry season, which will include monitoring of elephant interactions at waterholes.

Okavango Spotted Hyaena Study

Researcher: **Jessica D Vitale**



The first phase of this project (Mar-Dec 2014) has greatly improved knowledge of spotted hyaena behaviour and ecology in the Okavango Delta, including improved hyaena population monitoring. Since 2007, only 183 individuals had been identified in the study population. After only eight months of this research study, 378 individuals have been identified, providing a much-improved picture of the hyaena population.

The average clan size seems to be approximately 30-40 adults, but further study is needed to confirm this finding. Sightings data has revealed that territorial boundaries are not strict, and individuals will often leave their clan territory, particularly in pursuit of large carcasses.

Hyaena subgrouping patterns directly influence their ability to interact and compete with sympatric carnivores, and sightings indicate that hyaena in this ecosystem most often travel alone. Data on intraguild reactions between spotted hyaena and other predators are being continuously collected with 122 observed intraguild interactions involving hyaena so far: 36 lion, 19 leopard, 56 wild dog, and 11 cheetah. Continued field observations will increase this dataset.

Hyaena communal latrine sites are being monitored to investigate how latrines are involved in territorial defence by hyaena, and whether sympatric predators respond to their presence. To date, there are 159 known latrine sites since monitoring began in 2012, with 120 containing scats in 2014. Month-long monitoring by cameras has been completed on 24 latrines.

Several olfactory experiments are being conducted to investigate whether hyaena respond to scent marks from sympatric predators. Urine samples collected from lion, leopard and wild dog in the study area are placed at hyaena latrine sites and monitored using remote camera traps. A second scent experiment investigates whether hyaena respond differently to predator scents in the presence of a prey resource by placing urine samples at carcasses.

This project has made significant progress, but further fieldwork is needed to accrue additional population/clan data and to increase experiment sample sizes for accurate analysis and conclusions.



Whale Coast Cetacean Project

Principal Researcher: **Katja Vinding Petersen**



{ *Monitoring of whales and dolphins off the coast of South Africa* }

2014 was a very successful year where the final collection of baseline data on the cetacean species in the coastal area adjacent to Dyer Island, Western Cape, South Africa, was completed. The acoustic logger was deployed and sound recordings from southern right whales, humpback whales and inshore dolphin species were obtained. The land-based theodolite tracking was empowered with a custom-made live tracking programme “VADAR” which enabled the team to follow their sightings instantaneously. Visual data will be analysed in relation to the acoustic data to establish a method for passive acoustic monitoring of the inshore cetacean species.

Preliminary analysis has identified songs from humpback whales, whistles from humpback dolphins, and confirmed that the southern right whale surface active groups (SAGs) are highly vocal. Next is the analysis and investigation of the vocal patterns of SAGs, vocal behaviour of cow-calf pairs, and if possible, distinguishing the different inshore dolphin species acoustically.

Very successful tests of bottom-moored hydrophones, heat-sensitive cameras and an acoustic drifting buoy in Walker Bay were conducted in collaboration with Seiche Measurements, a leading company within the field of measuring and analysing underwater noise and mitigating impacts on marine mammals. Other collaborations include one with Shark Diving Unlimited with Michael Rutzen, involving the design of moorings for acoustic loggers (at right), developing marine-themed educational material with De Hoop Collection, and with pilot Evan Austin who donated all his photos for photo-identification of southern right whales – comprising several years’ worth of useful material.

Besides the research side of the project, it is a high priority to educate the local community. The project was represented at different venues: The annual Whale Festival in Hermanus, Hope Spot launch in Hermanus with Dr Sylvia Earle, and public talks by the project leader at De Hoop Nature Reserve, Pearly Beach and Stanford Bird Fair. International and local university students with particular interest in cetacean research were welcomed as volunteers. Spending typically 2-6 months, they receive training in the scientific methods within the field of marine mammalogy.

2015 will be spent finalising the analysis of the data, writing up articles and the thesis, due to be submitted in September.



Zimbabwe Cheetah Conservation Project

Researcher: **Dr Esther Van Der Meer**



Within Zimbabwe, the cheetah is a specially protected species and part of a national and regional conservation action plan. However, with no up-to-date information available on the status of the Zimbabwe cheetah population, it is difficult to implement a meaningful conservation strategy. In order to determine the current status of the cheetah population and the conservation challenges the species faces, Cheetah Conservation Project Zimbabwe (CCPZ) started a countrywide questionnaire-based cheetah population survey.

In 2013, the north-west of the country was covered, and this was expanded in 2014 to the south of the country, an area which historically used to harbour a strong cheetah population. In the south of Zimbabwe, CCPZ interviewed 691 people about cheetah and carnivore occurrence covering an area of 190 000 km².

In the south, the main cheetah populations (≥ 10 adult cheetah) were found in five wildlife-protected areas; the historical cheetah hotspots outside protected areas are no longer in existence. As in the north-west of the country, human-cheetah conflict is virtually non-existent and people generally have a positive attitude towards the species.

In addition to the questionnaire-based survey, CCPZ continued to collect sightings and pictures from the public. Thanks to the cheetah's unique coat pattern, this enabled the project to add another 23 individual cheetah to their national database, with the total of identified adult cheetah in Zimbabwe coming to 86.

In 2015, CCPZ plans to cover the remaining 30% of Zimbabwe with its questionnaire-based survey after which a final report on the population status of the cheetah in Zimbabwe will be published.





{ Finding the cheetah of Zimbabwe }





ANTI-POACHING AND MANAGEMENT

Liwonde National Park Annual Aerial Wildlife Census

Coordinator: **Derek Macpherson**



{ An aerial count of population sizes of various wildlife species in Liwonde National Park to gain an understanding of numbers and population trends }

Between 2006 and 2012, seven consecutive aerial total area censuses were conducted in Liwonde National Park. In October 2014, another was conducted using total area count methodology. The aircraft used was a two-seater Bathawk Type X 341 with 34.6 hours recorded; 14 sorties were flown over five days to complete the census, covering an area of 67 500 hectares. A systematic flight path pattern of east to west orientation and flight path spacing of 800 metres was observed during elephant, buffalo and sable counts that covered woodland and floodplain areas of the park. An irregular flight pattern was flown in preferred habitats for hippopotamus, waterbuck, impala and warthog – these species strongly favour water and floodplain habitats.

Wildlife distribution is clumped and there is a prevalence of significant daily movement to and from water. To minimise error induced by these characteristics, each specie was counted on a single day. Exceptions to this were antelope species occurring on the west bank of the Shire River, which are sufficiently isolated from the east bank by the River to exclude the possibility of significant overnight movement.

Survey numbers:

Specie /Year	2006	2007	2008	2009	2010	2011	2012	2013	2014
Elephant	530	696	554	501	404	545	678	-	777
Buffalo	297	343	351	324	348	506	548	-	695
Sable	280	1158	134	539	451	491	407	-	266
Waterbuck	1705	2702	742	2046	2002	3159	3802	-	3724
Impala	510	1608	559	1124	1350	1526	1450	-	1801
Warthog	364	1042	525	765	791	1269	851	-	872
Hippo	844	1017	1133	1942	1627	-	2048	-	-
Totals	4530	7549	2865	6316	6479	9438	9363	-	10183

Increasing population trends were observed for the following species: elephant, buffalo, waterbuck, impala, warthog and hippopotamus. A marked declining trend was observed in the case of sable.

Snare poaching is identified as the most important threat to healthy wildlife populations in Liwonde National Park. As the largest elephant population remaining in Malawi, the area’s enormous inherent value is unquestionable in terms of the maintenance of biodiversity and safeguarding of the region’s hydrology. Recommendations were made to improve the integrity of the boundaries, law enforcement, surveillance and future monitoring of wildlife populations in Liwonde National Park in an attempt to reverse the negative effects of illicit human activity in the Park.

Malawi Mobile Response Unit

Coordinator: **Dr Amanda Salb** (Wildlife Veterinarian)

The Wildlife Emergency Response Unit (WERU) offers nationwide in-situ rescue services for elephant, rhino, and other animals. In addition to rescue services, it offers veterinary support for research projects around the country and delivers educational programmes on human-wildlife conflict to schools that border protected areas. In short, WERU aims to support the welfare of individual animals as well as the conservation of wildlife in Malawi.

The unit is now up and running with most of the required equipment and supplies having been secured. Since being operational, WERU has been called out to a wide variety of wildlife operations, including the following:



- Assisted in placing horn transmitters in horns of black rhino in Liwonde National Park (LNP) – these VHF transmitters will help the monitoring team more easily monitor and protect this critically endangered species.
- Removed wire snares from several elephant, rhino and a hyaena in LNP and helped treat injuries / prevent suffering from bull-on-bull rhino conflict.
- Undertook tracking and radio collaring of wild lion in Majete Wildlife Reserve and Kasungu National Park for the purpose of research into lion conservation status in Malawi and the prevention of lion-human conflict.
- Assisted with an emergency assessment of a male lion with significant respiratory complications at Lilongwe Wildlife Centre (LWC); samples sent to the UK for analysis.
- Provided wildlife crime investigation analysis and post mortem services for several suspected poaching instances at Kuti Wildlife Reserve, including a giraffe, several primates and a male nyala. In all instances Dr Salb was able to rule out poaching as the cause of death e.g. due to the directionality and location of the wound, and the presence of other lesions; the nyala had likely been gored by another antelope.
- Undertook a capture and relocation operation for several urban spotted hyaenas that were to become victims of human-wildlife conflict in Lilongwe city centre.
- Assisted with the capture and relocation of over 25 primates due to be reintroduced back into Kasungu National Park from the LWC.
- Removed a metal milk can from the foot of the President of Malawi's favourite "pet" zebra which lives in the presidential grounds at State House.

In addition, the project team also successfully secured a place for Dr Nkhoma, a local Malawian veterinarian who assists Dr Salb, to attend a specialist game capture and immobilisation course in Zimbabwe in February 2015. This work is part of a two-year training placement where WERU attempts to build some in-country wildlife veterinary capacity in Malawi. Finally, in terms of education the WERU team are partnering with Children in the Wilderness, Malawi, through the Lilongwe Wildlife Trust to develop human-elephant conflict training and materials to teachers and students around Liwonde National Park later in this year.



{ To establish a mobile, self-sustaining emergency wildlife response veterinary unit in Malawi – known as the Wildlife Emergency Response Unit }

Victoria Falls Anti-Poaching Unit

Coordinator: **Charles Brightman**



{ A privately funded and managed anti-poaching unit that works to patrol a 50 km² area around the Victoria Falls, helping to conserve Zimbabwe's flora and fauna }

The Victoria Falls Anti-Poaching Unit, through private funding from our supporters and with the help of National Parks and Wildlife Management (NPWMA) and the Zimbabwe Republic Police (ZRP), has proven to be an effective presence on the ground with anti-poaching operations in the past year. There are currently 17 scouts working with the Unit and these men often face great adversity, as they actively patrol the bush surrounding Victoria Falls. Our operations have expanded further afield too, as we offer logistics, manpower and equipment to assist in joint operations with the appropriate authorities. We commend 2014 successes achieved by Rangers from NPWMA, ZRP Support Unit and Forestry Rangers in dealing with ivory poachers in the Zambezi National Park and surrounds.

We experienced our first case of cyanide poisoning, where poachers placed this poison in a mineral lick and sadly, five elephants lost their lives to this ghastly method of poaching for ivory. It was, however, good to see the positive reaction by all stakeholders concerned in dealing with this situation and collective investigations lead to some arrests being made.

Our 2014 operations in brief:

Snares Recovered: 158 (when VFAPU was first established in 1999, just over 4 000 snares were recovered)

Persons Apprehended: 398 including 358 wood poachers, 11 fish poachers, 13 mammal poachers (including ivory poachers), 1 thief, 8 illegal miners, 2 bushmeat dealers and 5 persons entering the Park's estate illegally.

Injured Mammals Darted, Treated and Returned to the Wild: 4 (2 warthogs), 1 kudu and 1 buffalo. Thank you to the Victoria Falls Wildlife Trust for the assistance in this field.

Mammals Discovered Poached: 19 (1 kudu, 7 elephant, 6 warthog and 5 buffalo).

As we reflect on these statistics, both positive and negative, we have recommitted ourselves to taking a stand against all forms of poaching and to continuing this vital work.









COMMUNITY EMPOWERMENT AND EDUCATION

Children in the Wilderness Projects

Coordinator: **Dr Sue Snyman** (Children in the Wilderness)



Children in the Wilderness is a non-profit organisation supported by ecotourism company Wilderness Safaris – by donations via the Wilderness Wildlife Trust, numerous corporates, individual guests and through fundraising events – to facilitate sustainable conservation through leadership development and education of rural children in Africa.

Since 2001, over 5 600 children have participated in a Children in the Wilderness camp programme and there are over 8 500 Eco-Club alumni. Over the past year, the Trust received monies from donors for a variety of Children in the Wilderness programmes, including Children in the Wilderness Zimbabwe's Scholarship programme – where children in rural village schools are supported to complete their education.

Because of the breadth of this project, across seven southern African countries, details of its initiatives can be found in the second half of this report from page 51 onwards.



Children in the Wilderness is a life skills, educational and environmental programme for children who live in villages around conservation areas



Education Bursaries

Coordinator: **Dr Jennifer Lalley**

In its continuing efforts to educate the youth of Africa, the Trust runs the Education Bursaries Programme, funding bursaries for students at the post-graduate level in the wildlife and environmental fields.

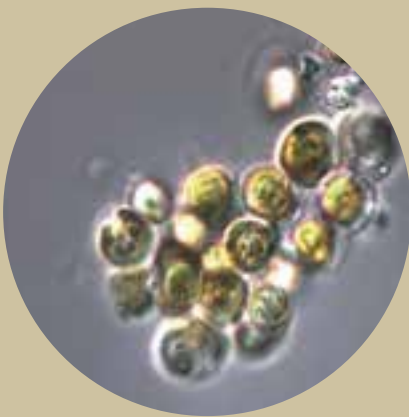
In 2014, the Trust funded several students in their Masters studies, as well as two students who received bursaries for a second year running. Both had achieved excellent results in their first year, and were therefore well-deserved recipients of support for another year of studying.



Sagwadi Felicia Maluleke *University of the Witwatersrand*

Sagwadi has been studying the impact of bush encroachment in rangelands in Africa on livestock management and habitat selection. To assess habitat selection (looking at plant woody cover gradient) by cattle in lowveld rangelands, two villages in Limpopo Province – namely Vyeboom and Ka-Ndengeza – were studied, taking into account trees, bushes and grasses. Within each village, GPS collars were placed on four cattle and the number of visitations by the cattle to different areas compared.

There was a distinct difference in land usage, with Vyeboom cattle selecting positively for rangelands, while at Ka-Ndengeza all the land-use sites were used in proportion to the availability of each area. It was also found that herders at Vyeboom do not have a variable distribution, while those from Ka-Ndengeza prefer taking the cattle to different sites within the village rangelands. It was suggested that each rangeland should be considered its own entity when considering their management, as they have different resources and outcomes.



Mohlominyana Mofokeng *University of the Witwatersrand*

Mohlominyana's paper reports on the development of a method to enable growth measurements of *Platychrysis* species (spp.) a potential candidate for biodiesel production. *Platychrysis* is a marine microalga that has an unusual form of growth, forming clumps and sticking to the substrate or glass surface – which is potentially beneficial for the dewatering process. This form of growth however cannot be followed nor measured. Three potential treatments to counteract the stickiness of *Platychrysis* onto the glass surface were tested: pH manipulation, sonication and agitation by bubbling.

Results showed that two treatments – pH manipulation and sonication – were successful, with pH manipulation treatment being the most efficient, enabling growth measurements (biomass) to be made for *Platychrysis* without destroying the contents of the cells. This treatment can therefore be further used in downstream processing for biodiesel production.

In its continuing efforts to educate the youth of Africa, the Trust runs the Education Bursaries Programme, funding bursaries for students at the post-graduate level in the wildlife and environmental fields.



Samantha-Leigh Jamison *University of Pretoria*



Samantha looked at ant diversity on Rietvlei Nature Reserve, Gauteng, comparing the diversity of species on rehabilitated lands – i.e. land previously used for agriculture – as opposed to. untransformed (control) lands. The study involved six rehabilitated areas and six control areas. Ants were collected using pitfall traps, while other factors investigated included soil and clay content, and percentage of bare ground versus grass cover. 3 204 individual ants were collected, representing 50 species on the reserve. It was found that the control sites had a significantly higher species density and abundance (42) than the rehabilitated sites (33).

The results illustrated that after 23 years of rehabilitation the ant assemblages on the reserve are still somewhat different, although some convergence between the rehabilitated and natural grassland sites was evident – in other words, the reserve is still recovering from previous agricultural use of the area. Even after two decades the area has yet to fully rehabilitate. This study also found support for the successful contribution of ants as invertebrate bioindicators in the evaluation of rehabilitation.

Storme Viljoen *University of Cape Town*



The framework of this MSc. project is to examine the factors that influence the health and fitness of mesocarnivore populations facing lethal management and that characterise the adaptive genetic variation at the major histocompatibility complex for free-ranging caracals living at the farmland interface. This project will serve as the first examination of caracal immunogenetics and disease and it is hoped will contribute to the wider literature on how the expansion of human-modified landscapes and agriculture is affecting the long-term viability of predator populations.

Working with the newly established Urban Caracal Project, Cape Town, Storme was trained in field methods for live trapping of carnivores and is writing a paper detailing the value of non-invasive sampling for mesocarnivore ecology research. Currently, she is planning her fieldwork, which will entail scat collection for genomic DNA sequencing as well as collection of biological materials existing sources.

Continuing Studies

Two students received bursaries for a second year running.

Victor Samalumo of the Zambia Wildlife Authority (ZAWA) completed his Higher Certificate Course in Nature Conservation, Conservation Implementation and Leadership at the Southern African Wildlife College in South Africa at the end of 2014, having achieved 70%.

Bobby Rakaru is studying for his Diploma in Nature Conservation through the University of South Africa. His ambition is to expand his knowledge in the field of natural sciences and conservation, with the goal of completing eight more theory modules. He also attended a week of practical work in Maropeng, Gauteng in February. Bobby currently works and studies at the same time and hopes to join an environmental team to conduct the scientific studies needed in order to complete his diploma.



A close-up photograph of a dark-furred dog's head, shown in profile. The dog is holding a white feather with brown spots in its mouth. The background is a plain, light color.

COMPLETED PROJECTS

2013 – 2014



Botswana Human-Lion Conflict Study, Boteti River

Researcher: MSc. candidate **Keitumetse Ngaka** (University of Botswana)

The objective of the project was to assess the influence of the conflict fence and river-flow on the persisting human-lion conflict. Major data collection activities were therefore concentrated along the Boteti River, located on the western side of the Makgadikgadi Pans National Park where these two factors (conflict fence and river-flow) take place. The findings proved that generally lions spent more than half their time inside the park, and that the conflict level was lower when the fence was still intact and higher when the river was flowing.

Botswana Lion Genetics Project

Researcher: PhD. candidate **Simon Dures** (Imperial College London)

The project aimed to develop a comprehensive understanding of the past and present genetic structure of the lion population centred around the Okavango Delta. Tissue, blood, hair and faecal samples were collected, and using the DNA codes, relationships between individuals and groups could be assessed relative to the whole population. The analysis indicated that the samples collected to date cluster into two genetically distinct populations with clear geographic clustering.

Botswana Roan Antelope Ecology Project

Researcher: MSc. candidate **Carl Havemann** (University of Pretoria)

The project on roan antelope in the Linyanti and Abu concessions of northern Botswana began in December 2010 and the fieldwork component was successfully completed in January 2013. This project was the first study that focused specifically on the ecological aspects (abundance, home range size, habitat utilisation and foraging behaviour) of roan antelope in this region. The data obtained from this study provided important information regarding roan antelope ecology for northern Botswana, which will hopefully contribute to the better understanding of this rare ungulate species.

Botswana Wildlife Research – Increasing Capacity

Coordinator: **Kai Collins** (Wilderness Safaris)

Over the years, the Wilderness Wildlife Trust and Wilderness Safaris Botswana have been offering researchers facilities such as accommodation, vehicles, back-of house food, communications and access to fuel and mechanical and logistical services. The first vehicles used by researchers – all second-hand Land Rovers – had run their course in the very rugged and demanding terrain of the Okavango and Linyanti systems and were in need of replacement. In 2013, Nissan South Africa via the Wilderness Wildlife Trust donated four Nissan Hardbody double-cab 4x4s – three of which went to the research units and one which went to the Children in the Wilderness and its attendant community outreach programmes.



Cape Fur Seal Survey

Researchers: **Dr Conrad Brain** (Wilderness Safaris) and **Paul van Schalkwyk**

A pilot survey was carried out in February 2014 gauging the number of Cape fur seals along Namibia's coastline using infra-red technology. The aim of this section of the project was to introduce and test the viability of using highly sophisticated Forward Looking Infra-Red (FLIR) cameras as a method of recognising and counting seals at a specific colony at Cape Cross on the Namibian coastline. Fixed-wing support and photography to use and compare standard digital photography with the infra-red camera was provided in the form of the specialised Air-Cam aircraft. The survey was a huge success in that researchers were able to ascertain that the FLIR camera can easily and with great clarity identify seals both on the beach and in the water up to a few metres in depth.

Chacma Baboon Self-Medication Study

Researcher: **Dr Paula Pebsworth** (University of Texas)

The project used the Wildcliff baboon troop in South Africa's Western Cape to assess whether soil can adsorb plant toxins. A camera trap was set up and soil collected to monitor and analyse baboon geophagic behaviour – i.e., the deliberate and regular consumption of soil and other earth materials. In addition to soil consumption, behavioural observations confirm that the baboons' diet remains high in plants containing toxins such as tannin, alkaloids, and flavonoids. This knowledge is critical to ensure that animals have the resources they require to maintain their health.

Gorilla Tracker Training Project, Congo

Researchers: **Dr Magdalena Bermejo** and **German Illera** (University of Barcelona)

The sustainable conservation of western lowland gorillas (*Gorilla gorilla gorilla*) is possible through the training of trackers and rangers, gorilla research and conservation projects. During 2013, training of gorilla trackers from local communities continued, with five additional trackers and additional tracker recruitment trials being carried out involving 17 candidates to form part of the new tracker recruitment process. Funding received from the Trust enabled the training of additional trackers to continue as well as the purchase of field equipment, vehicle maintenance and communication devices.

Hope Educate Love Protect: H.E.L.P. Malawi Support

Coordinator: **Dominic Finelli** (H.E.L.P. Malawi)

Funding from the Trust provided organisational support to offset the cost of non-profit organisation H.E.L.P. (Hope, Educate, Love and Protect) Malawi's education programme – thus helping to create a sustainable teachers' programme. Salaries for 12 staff in Malawi who serve in three functional areas: monitoring and evaluations (M&E), secondary school pre-training, and assistant teaching, as well as operational costs for the National Programme Officer, Lemani Ngaiyaye. This initiative established a more sustainable means of educational intervention through new curricula developments, hiring of qualified teachers, and the support of an international volunteer base who will implement the programme changes.



Kafue Human-Elephant Conflict Study

Researcher: **Dr Kerry Carter**

The study investigated human-elephant conflict within the communities bordering southern Kafue National Park, Zambia, and helped communities to realise some benefits of living with elephants. Data relating to human-elephant conflict events since 2007 were mapped, showing that areas of highest conflict in the communities are those closest to the ~40 km-long boundary of the Nkala GMA as expected. Mapping of the conflict events, combined with knowledge of elephant habitat use within the protected area, has enabled projections about the movement pathways of breeding herds into the conflict hotspots and the likely source locations of these herds within the Park. In 2014 experimental trials of potential mitigation measures were planned, based on the knowledge of these elephant movement pathways into the communities.

Liwonde Black Rhino Monitoring and Protection Project

Researcher: PhD. candidate **Krisztián Gyöngyi** (University of Kent)

Black rhino conservation efforts were conducted in Liwonde National Park under the auspices of Malawi Department of National Parks and Wildlife (DNPW), Central African Wilderness Safaris, Malawi (CAWS), and the Trust. The results include the Rhino Monitoring Regime, a Rhino Sanctuary Surveillance Fence and Maintenance Project and a conservation ecology PhD project. A number of darting/collaring operations were undertaken, where as many rhino as possible were fitted with transmitters in order to maximise monitoring efficiency in the face of intensifying poaching pressure in Liwonde, as well as to respond to crises, usually involving the rescue and treatment of poached animals.

Liwonde Butterfly Survey

Researcher: **Yankho Kaimila** (Museums of Malawi)

Malawi's Liwonde National Park is rich in butterfly biodiversity. Surveys undertaken in 2013 therefore aimed at compiling a species list of all butterflies found in the area. Two surveys were carried out: one in the dry season (August 2013) and one in the wet season (December 2013). Six butterfly families were recorded, which included about 26 species. The wet season survey recorded 16 new species, which also included one family (*Papilionidae*) that was not recorded in the dry season survey. Overall, the surveys recorded 55 species of butterflies, within the seven families.



Namibia Desert Lion Conservation Project

Coordinator: Felix Vallat (TOSCO); Researcher: **Dr Flip Stander** (Desert Lion Conservation)

This project monitors the desert-adapted lion, the most threatened and endangered of the large carnivore species in Namibia. In 2013, three satellite collars, pre-paid airtime for two years, and camera traps and lithium batteries were purchased and three lions collared. The satellite collars have provided valuable information about the movements of the prides and their behaviour. The lions can also be monitored to see when they come close to human settlements, and actions can be put into place to avoid conflict behaviour. The first satellite collar was fitted to Xpl-70 – a lioness of the Okongwe Pride, and her daily movements along with those of “Rosh” Xpl73 have been noted and placed on the Desert Lion Conservation website. This will significantly anticipate local conflict with communities and make a real positive difference in the field.

Okavango-Kalahari Wild Dog Research Project

Researcher: MSc. candidate **Botilo Tshimogolo** (University of Botswana)

This study, comparing wild dog packs in two locations within the Okavango Delta to wild dog packs in the Central Kalahari Game Reserve, was part of a larger project that investigated the relationships and factors driving predator-prey dynamics and human-wildlife conflict in Kalahari ecosystems and the Okavango Delta through an observational behavioural study. Some of the preliminary findings included scent-mark densities found to be significantly higher within home range cores compared to the middle and edges. Medium-sized ungulates were the preferred prey group while large ungulates were generally avoided; impala were the most common prey. Diet did not respond to seasonal changes.

Save the Rhino Trust: Tracker Support

Coordinator: **Simson Uri-Khob** (Save the Rhino Trust – Namibia)

Save the Rhino Trust (SRT) required funding support for the Communal Rhino Custodian Support Programme (CRCSP), the overall aim of which is to assist the Ministry of Environment and Tourism (MET) and Communal Rhino Custodians by providing incentives to ensure more effective rhino patrols are conducted. The Programme is implemented by a Communal Rhino Custodian Support Group (CRCSG). Each of the nine Conservancies involved provides one or two employed staff to work as ‘Conservancy Rhino Rangers’ for a joint 7-14 day patrol every second month. CRCSG provides transport, basic food rations, basic rhino tracking and monitoring training while on patrol, performance bonus payment, general field equipment, basic uniforms and one set of specialist rhino monitoring equipment.

Simonga Village Infrastructure Development

Coordinator: **Peter Jones** (Friends of Simonga Village)

Since 2000, the Trust has helped to support The River Club in Zambia in its partnership with the nearby Simonga village. Over the years, a range of projects in the village have been carried out, funded by the generous donations of guests in conjunction with the Trust. These included sponsorship of students and teachers to further their education, construction of a school library, provision of school supplies and books and digging wells. In late 2013, Simonga’s Community Hall was rebuilt.



Make a Difference to Africa

Africa's conservation requirements are enormous and in urgent need of money and logistical support. The Trust is therefore grateful for all donations received either for specific projects or those donated in general to be used wherever they are needed most.

The Wilderness Trust gratefully receives donations in a number of different ways:

1. Wilderness Safaris camp guests regularly donate to a project of their choice or to the general fund.
2. A small percentage is paid by Wilderness Safaris for each guest bednight booked.
3. Via our partner organisation – the Resources First Foundation (RFF). **Donations via RFF are tax-deductible in the USA.**
4. Fundraising initiatives such as the Wilderness Trust Warmer, Wilderness Trust bag organisers, Rhino Force beaded bracelets and Tilley hats. All proceeds accrue to the Trust.
5. Independent donations from concerned individuals or organisations.
6. Wilderness staff members are enthusiastic about raising funds for the Trust and CITW – marathons are run and mountain bike rides undertaken all in the name of the Trust.

If you would like to assist us in any of these efforts, please contact Mari dos Santos at marid@wilderness.co.za or telephone **+27 11 257 5057**. More information can be found on our website at <http://www.wildernesstrust.com/donations>

About Resources First Foundation:

Resources First Foundation is a tax-deductible 501(c) 3 entity to facilitate donations from the USA.

The Wilderness Wildlife Trust is supported by the Resources First Foundation (RFF), a non-profit organisation formed to promote and design conservation and education tools and solutions to promote conservation and restoration activities for fish, wildlife and other natural resources primarily on privately owned lands across the United States and in southern Africa. Because the Foundation's financial resources are relatively small, grants will be made only upon the invitation of the Foundation's officers and board, which meets twice a year. An area of grant-making focus includes training and education programmes for wildlife professions and innovative wildlife restoration projects (from the tagging of marine turtles to the reintroduction of white rhinoceros).

Aside from a small administration fee, all funds are sent straight to the Trust. Please contact Denise Shames at the Resources First Foundation on dshames@resourcesfirstfoundation.org or **207-536-0831** for more details. Address: 74 Lunt Road, Suite 300-302, Falmouth, Maine, 04105.

How your donations are used

Donors to the Trust have the choice to contribute to the general funds, to be used wherever required, or to a particular theme (Anti-poaching and Management, Research and Conservation or Community Empowerment and Education), project, or even specific part of a project. Since less than 5% is spent on administration costs, donors can be assured of their monies being spent almost completely on their chosen component.



Acknowledgements and Donors

Every year, we are humbled by those committed individuals who have undertaken, often on an annual basis, to raise funds of their own accord. Such people have cycled, run or walked for our conservation and community projects. For example, **Tracy Bamber** raised funds through her Comrades Ultra Marathon for the eighth year in a row!

In addition, this year, world-renowned authority on African mammals and primary author of the new definitive six-volume **Mammals of Africa**, Jonathan Kingdon, gave a lecture at Wilderness Safaris on Africa's incredible mammal diversity. Funds raised went to the Trust; thanks must go to Russel Friedman, Chris Roche and Wilderness Safaris Residents Programme for the opportunity.

Our Patrons

The Trust would like to pay special tribute to individuals and companies who have given in such a way as to define them as Patrons, those with such a special affinity to the Trust that without them, certain projects would not have come to fruition. In alphabetical order, they are:

B&H Photo Video & Pro Audio for being a long-time supporter of the Trust, donating cameras, photographic equipment and camera traps for species research – as well as partnering with the Trust in the B&H Photo Video Wilderness Photo Competition.

Madeleine & Jerry Delman-Cohen – for their continuing enthusiastic support and contributions to a range of projects, from elephant collaring to education projects in the form of bursaries.

Jeffrey Neu – for his unstinting assistance over the years, particularly with regards to rhino conservation in the form of translocations and anti-poaching vehicles.

Empowers Africa – Krista Krieger of the charity Empowers Africa – for its support of programmes in the areas of human empowerment, wildlife protection and land conservation in Sub-Saharan Africa.

Nissan – for its partial donation of vehicles that are being used in Botswana, Namibia, South Africa, Zimbabwe and Zambia.

Rhino Force, International Rhino Foundation, Tiffany & Co. Foundation – for their support of the Rhino Translocation Project that took place in 2014.

SATIB, for its continued support for the Trust and CITW, including the insurance for the new Nissan vehicles.

Shirley Sanderson who exhibited some of her photos the Orinda, CA, Library Art Gallery in February. Proceeds of any sales went to the Trust.

Tilley Endurables, famous for the Tilley Hat; with every purchase of a Tilley Hat, a portion is donated to the Trust. Last but not least, Wilderness Safaris – for financial, logistical and personnel support since the Trust's inception.

Donors over \$5 000

Anonymous	Madeleine and Jerome Delman-Cohen
Anne and R Blake	Natural Migrations, Paul Swart
Clark Foundation	Neville and Pamela Isdell
Emerson Collective / Silicon Valley	Classic Africa, Pierre and Margaret
Community Foundation	Faber
Explore Inc, Cherri Briggs	Rhino Force
Frank and Mimi Slaughter	Robert D and Shirley Sanderson
GlobeFlight	Russel and Bronwyn Friedman
International Rhino Foundation	Schaefer Price
Jeffrey Neu	Stephen and Lisa Robertson
John Whitesell	Journeys Unforgettable, Stephen and
The Copham Family Foundation –	Brennan Rimer
Karen L Gill	The Nelson Family Foundation,
Empower Africa, Krista Krieger	Richard R and Christopher Nelson
Ram Holdings Corp, Leona De Boer	Tiffany & Co. Foundation
and Dr Ray Muzyka	Tracy Bamber
Lisa and Gabriella Gentil	WildlifeCampus

Other donors (under \$5000)

Alsessandra Domanico	Joel and Lauri Rosenberg
Amy and Michael Paylor	Joyce M and Renee J Lipps
Andrea Triolo	Julie Golinski
Anna Fairbain	Karen C Owen
Anthony Furnari	Kathleen and Jack Devlin
Barbara and Richard Nelson	Kelly Travels Inc, Kelly Shea
Ben Meyer	Laura Golf
Brad Probst	Laura and Scott Shepherd
Bridgette Miller	Leslea Hlisko
Carole Gunn	M Deffebach
Carolyn Sheaff	Mary E Denton
Catherine Bergstrom	Mary Jane Wets
Cathrine Stitt	Mary Lou Schriener
Charles Domanico	Matt Kjeldsen
Chelsea Dacus	Nancy Mohr
Thistle Down Farms, Chris E Schroeder	Nathan Neal
Christina Larson	Paul Walker
Christina Pitz	Peter L McCorkell
Colleen S and Jona Supran	Peregrine Adventures, Peter Lemon
Daniel Pickering	Peter Price
Daryl Scott Wickstrom	Philip Thomsett
Tyner Pharmacy, David Tyner	Richard and Christopher Nelson
Denise A and Mark R Bretting	Robert L and Rosalie P Thomas
Duncan H S Douglas	Robin Wrestler
Ed Fruedenburg	Rocco Domanico
Elliot Weisburg	Sally Ellis
Eric and Marlann Haesloop	Africa Dynamics, Sandra Collier
Eric Edwards	Scott and Darryl Wickstrom
Fire Rhino Awareness	Signature Safaris, Simon Lacey
Gail Bongalis	St Johns Preparatory Boys School
Gary Kilpatrick	Stephen P Cunningham
Georges and Tracey Sayegh	Suzanne Golt
Gold Coast Community Foundation,	Tamara Urish
Sheri Lublin	Terra Nova Travel
Ira Guttentag	Tonya Hurst
James Bucher	Travel Sommelier
Jan Meyer	Game Plan Africa, Vee Thompson
Janet Richards	Vincent Resh
Jacqueline Quinn	W Y Campbell Family Foundation
Jean-Marie Tyner	Yolanda Domanico
Joe Christy	Zenfolio



CHILDREN IN THE WILDERNESS



By exposing children to their natural heritage, Children in the Wilderness aims to create a network of learning sanctuaries that uplifts and cares for our children and conserves our planet. In this way, we hope to inspire the children to care for the environment so that they can become the custodians of these areas in the future.



About Children in the Wilderness

Children in the Wilderness has as its overall goal to facilitate sustainable conservation through leadership development of rural children in Africa. This is achieved in a variety of ways, from running Eco-Clubs at schools to running three-day camps at Wilderness Safaris and partner camps within the rural communities that live on the edges of the wild areas of Africa.

The camp programme, run at Wilderness Safaris and other partner camps, combines leadership skills, environmental education and recreation – all in a unique and safe wilderness environment. The programme aims at increasing the children’s understanding and appreciation of the diversity of natural environments, as well as to encourage them by demonstrating the opportunities that exist for them. Finally, the programme is designed to increase self-esteem, teach new skills and impart knowledge to our children.

Back at their villages, the children are faced with many challenges. The Eco-Clubs make use of curricula suited to the specific country or community, delivered in a fun, interactive and engaging manner. In this way, Children in the Wilderness introduces children to their wildlife heritage, builds and strengthens their capabilities to cope with life’s challenges and educates them with the life skills necessary to actualise their greatest potential.

Via these programmes, Children in the Wilderness also aims to develop leadership values amongst the participants, so as to create leaders who are inspired to care for their legacy and can show others the way.

To achieve these goals, Children in the Wilderness runs a number of other initiatives to assist children and their teachers and parents within their own milieu, such as school nutrition schemes, village upliftment and scholarships.

The Children in the Wilderness programme:

- Practises and teaches sustainable environmental education
- Fosters leadership qualities in Africa’s children
- Exposes the children to new experiences and new friends
- Helps to build self-esteem and teach life skills
- Inspires the children to continue with their education
- Focuses on everyday issues pertaining to their particular situation, such as HIV/AIDS, nutrition, and poaching
- Provides the children with a sense of hope and opportunity

Trustees

Russel Friedman (Chairman)

Malcolm McCullough

Mike White

Miles Crisp



Leone Jooste

Jan Mallen

Dr Sue Snyman





From the Trustees

2014-2015 has been another busy year with a number of exciting developments. We were honoured to win the PURE Award for Community Engagement. Now in its second year, the PURE Awards form part of the annual PURE Life Experiences travel trade event in Morocco, celebrating excellence in the field of high-end experiential travel. After the judging panel selected a shortlist of finalists for six categories, PURE attendees voted for the most deserving initiative in each one. The Community Engagement category was defined by PURE as an initiative that “strategically and sensitively integrates the local community, aligning itself with the values and priorities of the inhabitants and protecting the authenticity of the culture, while enriching the experience of the traveller.”

Our Eco-Mentor Training programme is going from strength to strength and was hugely successful, with 109 teachers/Eco-Mentors trained. This training helps to develop local community members and Wilderness Safaris camp staff by upgrading skills, increasing environmental understanding and enabling them to better implement school and village environmental projects and initiatives. The Eco-Club programme in the various communities with which we work has also seen a huge amount of development in the reporting period, with numerous interesting Eco-Club projects on the go. In 2014, we had 2 271 Eco-Club members, with a total of 51 Eco-Clubs being supported and 122 teachers/Eco-Mentors assisting.

22 Children in the Wilderness annual camp programmes were run for a total of 540 children in 2014. The three-night annual camp programme has proved to be very effective and, together with the structured curriculum, has proved to be hugely popular. With the children arriving with environmental grounding thanks to the Eco-Club programme, we have been amazed at their knowledge and ability to apply what they have learnt.

The annual Community Development/Children in the Wilderness Regional Workshop was held in Hazyview, South Africa in June 2014. The workshop, taking place over four days, brought together all Coordinators and Community Development Liaisons from the regions to share ideas and projects, and to discuss strategies and plans for the year ahead. Each country prepared presentations on its projects, plans for the future, what worked well, challenge areas, etc. This generated much discussion amongst the 16 participants, and everyone learnt a lot from each other’s presentations. General topics were covered too, such as governance, marketing, branding, and communication to ensure that all regions are on the same page. The participants also enjoyed two game drives into the Kruger National Park for some fun and also to discuss the practical side of Children in the Wilderness, connecting it to the Eco-Club programme.

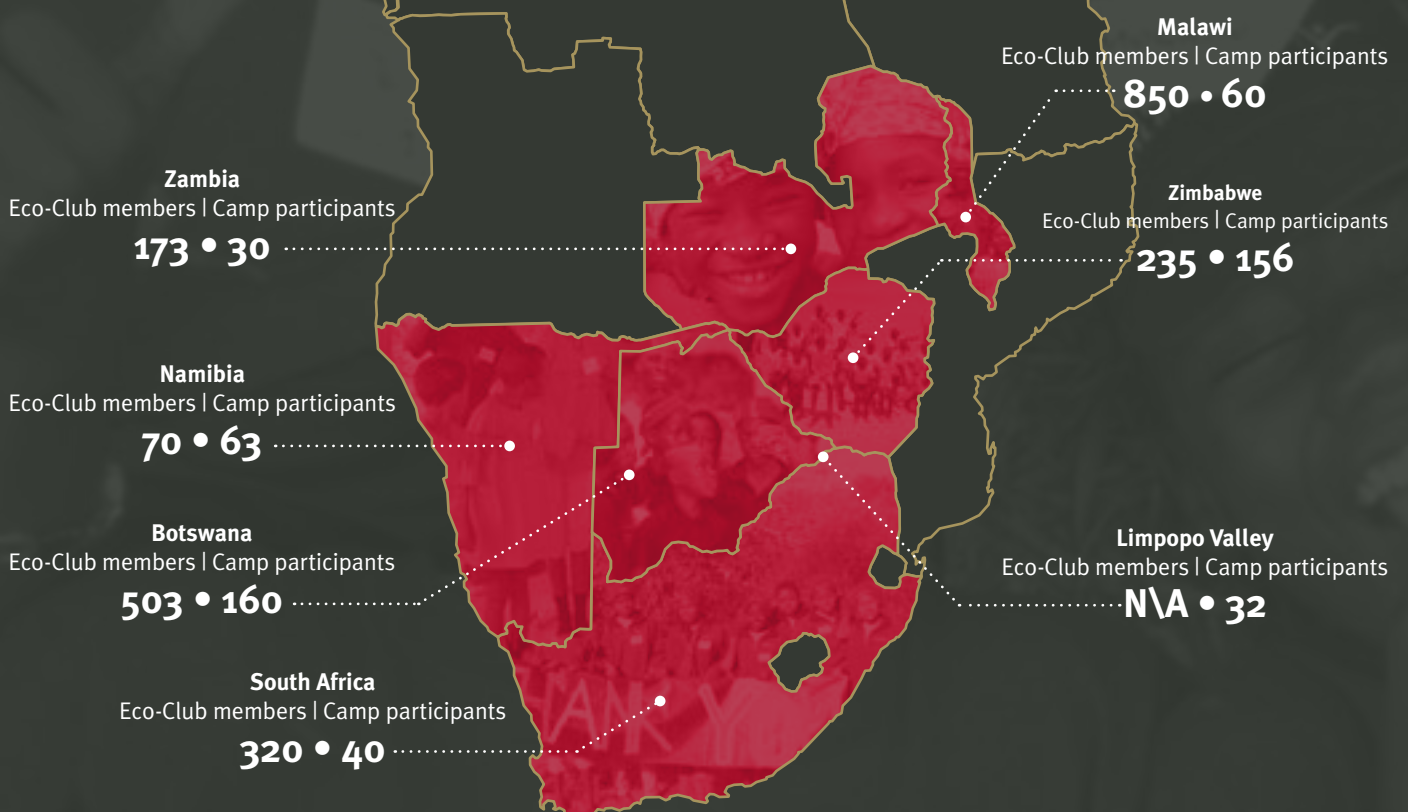
In terms of fundraising, the 2014 Nedbank Tour de Tuli event – our 10th annual fundraising cycling event – was even better than the previous years! We continue to build positive relationships with all stakeholders, sponsors and partners involved in the event. Another big fundraising initiative is the Wilderness Safaris Residents Programme, whose R5 000 joining fee is donated in its entirety to Children in the Wilderness. Other important partners over the year have included H.E.L.P. Malawi, Pack for a Purpose, Peace Parks Foundation and the Mother Bear Project.

Sincere gratitude is extended to the many individuals, corporate companies, travel companies, Wilderness Safaris and the Wilderness Safaris Residents Programme who have supported us over the past year, with monetary as well as in-kind donations. We are also greatly indebted to our staff, volunteers, teachers and Eco-Mentors who have worked tirelessly throughout the year to ensure that the programme facilitates sustainable conservation through leadership development.

Children in the Wilderness Numbers

In 2014, Children in the Wilderness hosted 540 children in 22 camps and ran 51 Eco-Clubs with 2 271 children participating.

As of the end of 2014, Children in the Wilderness has run camp programmes for over 5 600 children in seven southern African countries, and over 3 500 children have participated in our Eco-Clubs across the subregion, changing their lives dramatically and positively. As the programme has been rolled out to many of the regions in which Wilderness Safaris operates, as well as becoming a more structured, standardised programme, so its contribution has become greater.



How Children in the Wilderness Works

The Children in the Wilderness programme includes:

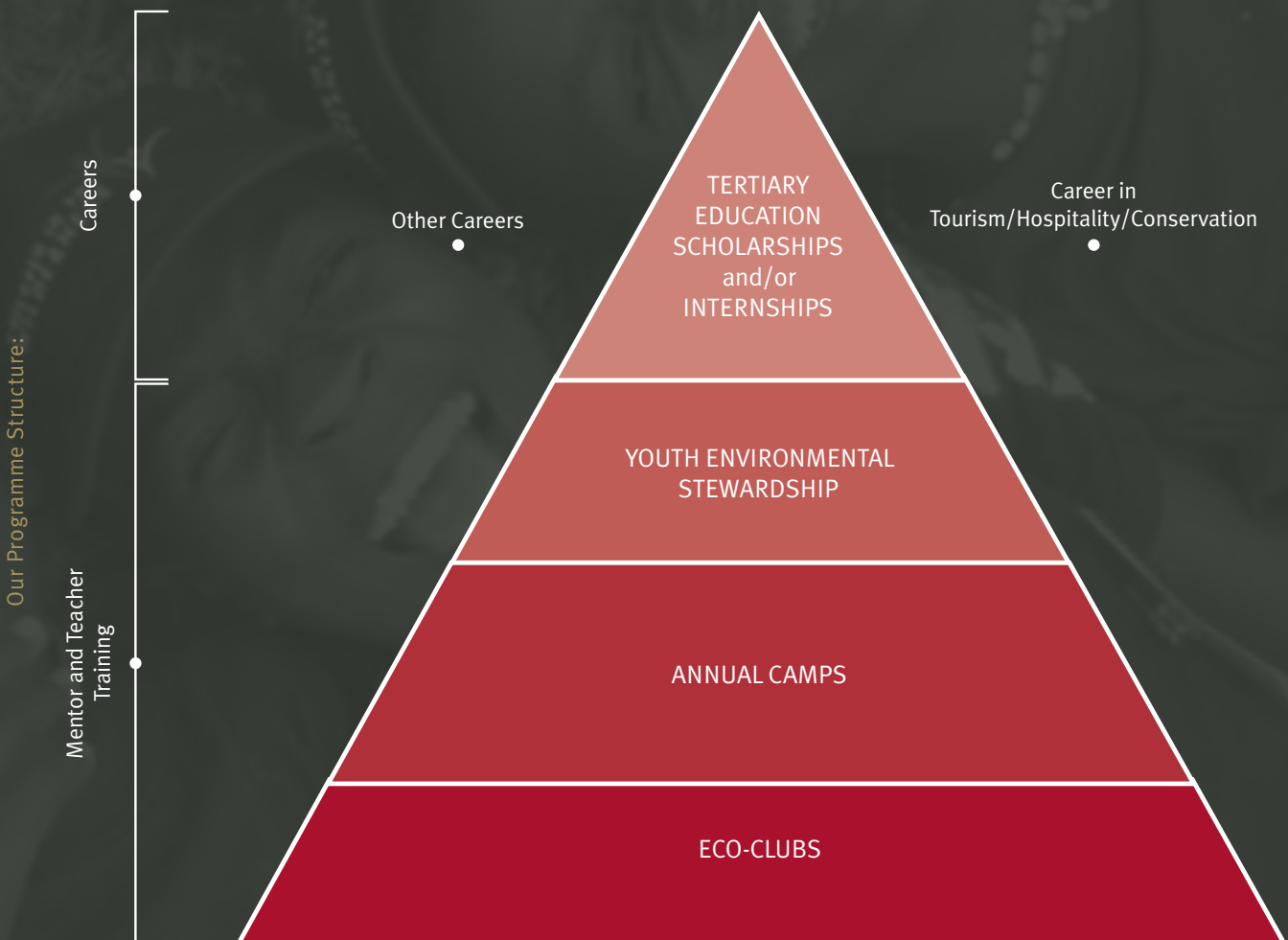
Eco-Mentor Training: In most regions, our “Eco-Mentors” volunteer their time in order to work with the children. They interact with the children as counsellors, friends and, most importantly, role models. Our Eco-Mentor Training aims to develop local community members, including local teachers, local community members and Wilderness Safaris camp staff by upgrading their skills in environmental understanding and enabling them to better implement school and village environmental projects and initiatives.

Eco-Clubs: Throughout the year, we operate Eco-Clubs in rural schools in the communities with which we work. They follow a structured curriculum, providing all learners interested in the environment a chance to meet, learn, discuss and expand their knowledge of environmental issues. Children participating in the camps are selected from Eco-Clubs.

Camps: A Wilderness Safaris/partner camp is closed for a few days each year, and 12-24 children between the ages of 10 and 17 are hosted in the camp for a three-day educational and fun-filled programme, including lessons, games, practical sessions and wildlife activities.

YES Programme: The Youth Environmental Stewardship (YES) programme focuses on children with commitment and potential who have been identified on annual camps and in Eco-Clubs as showing an interest in conservation.

Other Initiatives: Other important related initiatives include community development and livelihood diversification programmes to reduce poverty, improve living conditions and enhance local education systems. This is achieved through improving school infrastructure, water provision, providing teaching materials, and supporting scholarship and nutrition programmes.



Children in the Wilderness Team

Botswana:

Mary Hastag: Community Development Liaison and Children in the Wilderness Programme Coordinator

Gabainele (Gaba) Modirapula: Children in the Wilderness Assistant

Limpopo Valley:

Tanya McKenzie: Children in the Wilderness Programme Coordinator

Malawi:

Symon Chibaka: Children in the Wilderness Programme Coordinator

Christopher Mvula: Community Development Liaison and Children in the Wilderness

Namibia:

Stefanus Nangombe: Children in the Wilderness Programme Coordinator

Jermain Ketji: Community Liaison Manager and Children in the Wilderness

South Africa & GMTFCA:

Janet Wilkinson: Children in the Wilderness Programme Coordinator

Liza Steyn: Administration and Bookkeeping

Dr Sue Snyman: Regional Programme Director

Zambia:

Sue Goatley: Children in the Wilderness Programme Coordinator

James Mwanza: Children in the Wilderness Programme Coordinator

Zimbabwe:

Sue Goatley: Children in the Wilderness Programme Coordinator

Shuvanayi Taruvinga: Children in the Wilderness Administrative Assistant

Cain Chikwava and Farai Mavhiya: Children in the Wilderness Assistant Coordinators

Mxolisi Sibanda: Communities Coordinator and HIV/AIDS Assistant Coordinator

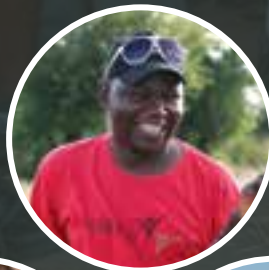
Mary Hastag



Tanya McKenzie



Symon Chibaka



Christopher Mvula



Gabainele (Gaba) Modirapula



Stefanus Nangombe



Jermain Ketji



Janet Wilkinson



Liza Steyn

Sue Goatley

Cain Chikwava

Mxolisi Sibanda



Dr. Sue Snyman

James Mwanza

Shuvanayi Taruvunga

Farai Mavhiya



ECO-CLUBS



CHILDREN

REN
LESS

CHILDREN IN THE
WILDERNESS

CHILDREN IN THE
WILDERNESS

Eco-Clubs



Children in the Wilderness has recognised the need for more than a once-off camp experience for the children, so as to continue to inspire the camp participants, as well as to be able to reach out to more children than can be hosted at a camp. Eco-Clubs were formally introduced in 2013, and since then have constituted the foundation on which the rest of Children in the Wilderness is built. In 2014 over 2 000 children were members of some 51 clubs throughout the countries in which Children in the Wilderness operates.

The benefits of Eco-Clubs include:

- Improved means of spreading the conservation message
- Ensuring the sustainability of Children in the Wilderness' message
- Empowering more children – and their adult mentors – in the villages
- Ensuring more children are reached on a more regular basis in the communities than we are able to accommodate on the annual camps
- Helping to build relationships with the communities
- Strengthening and identifying future leaders amongst the youth
- Helping the schools run environmental projects

The Eco-Clubs are increasingly providing positive community development while reaching the wider community and have proved to be very popular in the rural schools, having a positive impact on all those involved.

How Eco-Clubs are run:

Children are invited to join an Eco-Club at their school. Eco-Club sessions are usually held in a school classroom or in the grounds of the school on designated afternoons – weekly or monthly – and hosted by volunteer Children in the Wilderness Eco-Mentors or school teachers. Thus, they take place within the school structure and with the school's approval, without attempting to replace any approved curricula.

In the sessions, children with a common interest in the environment meet to learn, discuss, make friends and have fun. The interactive sessions are designed to be informative, aimed at involving children in projects that benefit the community while developing an appreciation for their natural heritage. Environmental projects and tasks are earmarked and organised in cooperation with community members, teachers and the children themselves, who are encouraged to participate in the planning process and come up with their own ideas so that they can take ownership of both their Eco-Club and the projects.

Eco-Club membership is mostly limited to 40 members per school. The primary reason for this is to maintain a high standard within the Eco-Clubs and so that activities and projects can be created and focused in a meaningful and sustainable way.

In Zimbabwe, Zambia, Namibia, Malawi and Botswana, teachers in the schools run the Eco-Club sessions as part of a normal school curriculum, while in South Africa, it is the Wilderness Safaris camp staff – all members of the local community – who volunteer to run the Eco-Club sessions in their home communities. This not only exposes children to different mentors but increases the respect of the staff members within the community. It allows the staff to be leaders, connects them to their jobs, instils pride in their culture, history and their community, builds team spirit, offers an enriching experience, builds confidence and reveals new skills and talents.



Eco-Clubs are set to begin in the Greater Mapungubwe Transfrontier National Park (GMTFCA) area in 2015, under the leadership of Janet Wilkinson, Coordinator of Children in the Wilderness South Africa. As these Eco-Clubs are situated close to other areas where Janet works, it makes sense for her to operate the GMTFCA Eco-Club programme as well. This programme supports schools in the area where the Tour de Tuli operates and will include Alldays, Tuli and the Maramani communities.

Finally, it is at the Eco-Clubs that the Children in the Wilderness Coordinators and Eco-Mentors can look for children who are genuinely interested in nature, wildlife and the environment as well as those who show leadership potential – all in keeping with the vision and values of the programme. Participants for the camp programmes are chosen from amongst the Eco-Club members.

Botswana

Eco-Clubs run in Botswana during 2014			
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects undertaken
Shashe Primary School	58	5	Paper mache • Beadwork • Worm unit • Vegetable garden
Sankoyo Primary School	50	5	Paper mache • Bird bath • Worm unit • Vegetable garden
Kareng Primary School	60	10	Toys made out of recycled materials • Worm unit • Vegetable garden
Habu Primary School	57	6	Gardening • Paper jewellery • Worm unit • Vegetable garden
Tubu Primary School	52	4	Patchwork • Paper jewellery • Worm unit • Vegetable garden
Seronga Primary School	63	6	Knitting • Candle-making • Worm unit • Vegetable garden
Gunotsoga Primary School	52	4	Orchard planting • Recycled milk cartons • Worm unit • Vegetable garden
Beetsha Primary School	54	6	Knitting • Orchard planting • Worm unit • Vegetable garden
Gudigwa Primary School	57	5	Recycled plastic bags • Orchard planting • Worm unit • Vegetable garden
TOTAL	503	51	

Some 503 children took part in Eco-Clubs in the last year, run by 51 teachers. Along with vermiculture and various other gardening tasks, the children participated in a number of interesting projects during the year. These ranged from beadwork, to learning how to make wire car toys and snakes out of bottle tops and wine corks.

The children in the schools have been very keen to join an Eco-Club and due to the high numbers, some of the schools even have “pre-Eco-Clubs” for the younger grades. These younger ones are exposed to ways of how they can take care of the environment. Their projects involve picking up litter, drawing, learning about hygiene, tree planting and water conservation.

The successes of the programme far outweigh any challenges faced during the year, as the school management and teachers are supportive, and the children keen to learn. Evidence of this was seen in the projects that the children brought to the end-of-year camps, as the quality was far better than the ones from the previous year. Teachers also reported to the Eco-Clubs regularly and on time. A few challenges remain, such as the distance between schools, as this makes it difficult for the Children in the Wilderness Coordinators to visit them on a regular basis.

Topics Covered at Eco-Clubs

- **The Importance of Conservation:** Learning more about the roles that trees, plants and wildlife play in our lives, and how they have a right to a healthy environment.
- **Agriculture Programme:** Management practices for vegetable production and how to care for poultry.
- **Arts and Crafts:** Bead making, basket weaving, wood carving, and recycling of waste materials to make decorative crafts.
- **Hygiene and Health:** Learning about proper waste disposal and good personal hygiene.



Malawi

Eco-Clubs run in Malawi during 2014				
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects Undertaken	Outings undertaken
Chihame Primary	67	2	Water SSS project (Stop, Sink and Shed) Tree planting	A field trip to Chintheche Inn to learn about tree nursery management skills
Chintheche Primary	64	2	None	
Mgodi Primary	48	2	None	
Mazembe Primary	45	2	Seedling growing	None
Mac-Alpine Primary	46	2	None	None
Chifira Primary	66	2	None	None
Malangamzoma Primary	78	2	None	None
Nanthomba Primary	82	3	Seedling growing • Tree planting • Worm farming • Park fence clearing • Water well and tree nursery construction	Two separate educational trips to Mvuu Camp. Permaculture training, Monkey Bay Alumni Club educational trip to Liwonde National Park
Kafulafula Primary	52	2	Seedling growing • Tree planting • Park fence clearing	Educational trip to Mvuu Camp. Permaculture training, Monkey Bay.
Kavunguti Primary	45	2		
Limimbi Primary	26	2	None	None
Ntangayi Primary	36	2	None	None
Nangondo Primary	40	2	Park fence clearing	None
Katambasula Primary	41	2		None
Ntapwa Primary	56	2	Tree planting • Park fence clearing	None
Namalomba Secondary School	35	2	Tree planting	None
Malemya Secondary School	30	2		None
Total	857	35		

All Eco-Club projects and visits were initiated by Eco-Club members from their weekly after-school meetings with their teachers. All of these were primarily education based, but many also had a broader impact further afield, on the whole school, and more people within the local villages and communities. For example, many of the projects also resulted in giving the children the opportunity to practice leadership roles, as well as looking at and bringing about general solutions to some of the problems faced by their communities. All in all, 20 projects were run in 17 schools with almost 900 children taking part.

One of the main challenges, particularly in terms of the educational trips proposed by the schools, were the delays and the long processes involved in obtaining authorisation from the Ministry of Education, which resulted in some of them being cancelled. Another issue is that when the schools closed for holidays, many of the students went away which meant that some projects that needed full participation from Eco-Club members lacked full manpower. Lastly, due to limited resources, some Eco-Club members could not participate in training trips, even though they would have liked to.

On the positive side, between just four Eco-Clubs, 30 000 seedlings of different tree species were distributed, with 22 000 going to over 20 organised groups and clubs in the community in areas that were deforested or bare. Chihame School's Stop, Sink and Shed (SSS) project replaced the bare school grounds with vegetative green cover, and by 30 January 2015, the school's Alumni Club celebrated 90% survival rate of all the trees they had planted in the previous season. Finally, over 100 Eco-Club members went on educational outings.

Topics Covered at Eco-Clubs

- **The Importance of Wildlife:** The beauty, value and ecological role of wildlife in its natural environment, as well as threats it faces in nearby protected areas. This includes practical participation in the protection and conservation of wildlife.
- **Life Skills:** Here the children learn all the skills which they need in order to have better standing as individuals in their local society or communities. These include skills like decision-making, future planning, choosing a friend, etc.
- **Leadership Skills:** This includes those that primarily promote good leadership, such as listening skills, keeping the minority on board as majority rules, practicing integrity, practicing being of service, etc.

Namibia

Eco-Clubs run in Namibia during 2014				
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects Undertaken	Outings undertaken
Okaukuejo Combined School	75	2	Cleaning and pruning trees	Visit to the ecological centre
Jacob Basson Combined School	35	2	Cleaning campaigns • Conservation Day • Water Day celebrations	None
Warmquelle Primary School	25	2	New Eco-Club	None
Elias Anxab Combined School	25	2	New Eco-Club	None
Total	160	8		

After the teachers of four schools underwent training, the Eco-Clubs were up and running within a short space of time. As schools are establishing themselves well and gaining donor support (for example, obtaining gardening tools), major Eco-Clubs activities are expected to happen this year. Last December, a group of 24 children from Jacob Basson that had attended camp showed more interest in the environment, a sign of successful education and continuity of the Eco-Club. A teacher who accompanied this group also showed interest in the environment and has decided to become an Eco-Mentor and coordinator.

Eight teachers underwent training in 2014, two from each of the four schools. All were very keen to participate and eager to learn but admitted that they were not sure where to begin in terms of which activities to implement. During the training, a curriculum was developed, to be used by teachers to prepare for Eco-Club meetings.

A major success has been the Terrace Bay Cleaning Campaign, where students of Jacob Basson Eco-Club travel to Terrace Bay (93 km away from their school) and clean up one of the beaches of the famous Skeleton Coast. Litter here is left by tourists, fishermen or even brought in by the ocean or wind. This campaign began in 2013 and has become a tradition for the school, demonstrating how committed the club is about caring for the environment.

Topics Covered at Eco-Clubs

- **Cleaning campaigns:** Jacob Basson School showed its commitment to the environment by undertaking to pick up all litter throughout the entire Bersig community. The purpose was to promote cleanliness within the community as well as to encourage other learners and community members.
- **Celebration of World Water Day:** On 22 March Jacob Basson Eco-Club invited a guest speaker from NAMWATER, Mr Ignatius Jansen, who spoke about water purification, the importance of saving water and using clean water.
- **Conservation Day:** Another guest speaker, Mr Willie Kasaona from Round Table came to speak about conservation and how it contributes to the country's economy and community wellbeing. He encouraged learners to take up careers in tourism, environmental studies and animal husbandry.



South Africa

Eco-Clubs run in South Africa during 2014				
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects Undertaken	Outings undertaken
Vululwazi Primary School	30	6	None	Some children participated in the Rocktail Beach Camp turtle experience
Kwamqobela Primary School	30			
Joas Phahlela Primary School	40	8	None	All children visited neighbouring Kruger National Park as day visitors on the Tourism module
Makuleke Primary School	40			
Makahlule Primary School	40			
Boxahuku Primary School	40			
Total	220	14		

In South Africa, Wilderness Safaris staff and local community members are used as Eco-Mentors to host the programme in the schools instead of schoolteachers. In this way, more awareness of the importance of the environment and conservation is created in the broader community. In addition skills that Eco-Mentors learn stay in the villages for much longer (teachers often leave schools to move to other areas) as community members remain in their villages and can share their knowledge and skills on a continuous basis – even across generations.

There is growing respect from children for their community members when they interact with their mentors during the Eco-Clubs. Eco-Mentors visiting the schools to host the Eco-Clubs get to see conditions at the schools first-hand and are able to feedback needs at the schools and of the children – in other words, enabling them to work with the children in setting up appropriate Eco-Club projects at the various schools.

Topics Covered at Eco-Clubs

- **Respect is a Way of Life:** What is respect? Respect for yourself, respect at home, respect at school, respect for the planet; how to treat others with respect.
- **Importance of Thank You:** Children were made aware of the importance of showing appreciation and learning how to write a Thank You letter.
- **Our Body, Our World:** Children gain understanding on the need to protect the environment by comparing themselves to the planet.
- **No Littering:** Children learn the effects of littering and begin to consider what can be recycled in their surrounds.
- **Tourism:** Children visit the nearby national parks or conservation areas and experience first-hand what it is to be a tourist and why tourism is important for the community.
- **Frogs:** What frogs mean to our world as indicators of environmental health.
- **Turtles:** Children get to be tourists in the nearby Rocktail Beach Camp and participate in the Guest Turtle Experience, going out looking for nesting turtles at night. In this way, they learn about the importance of this species overall as well as the Turtle Experience as an environmental and tourism activity.



Zambia

Eco-Clubs run in Zambia during 2014			
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects Undertaken
Twabuka Middle Basic School	43	3	Eco-Garden • Tippy tap hand-washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School
Simoonga Primary School	35	3	
Lupani Primary School	35	2	
Holy Cross Primary School	30	2	
Nalituwe Primary School	30	2	
Total	173	12	

Due to the success of the Eco-Club at Twabuka Middle Basic and its impact on the school and community, another four schools in the Livingstone area approached Children in the Wilderness asking to join the Eco-Club Programme. Eco-Clubs are now run at Twabuka, Simoonga, Lupani, Holy Cross and Nalituwe Primary Schools with plans to add a further two schools in the Kafue National Park area to the programme mid-2015.

An Eco-Club curriculum along with a trunk filled with equipment meant that teachers did not have to spend time preparing lessons themselves; instead they could follow the curriculum to the extent that was appropriate for their particular schools. A challenge however has been that the teachers expect some token of appreciation or remuneration for running the Eco-Clubs. The children themselves are showing evidence of behavioural changes, keeping the schools clean and looking after the trees and plants without being told to do so.

At a week-long workshop run by Children in the Wilderness, Twabuka Middle Basic School Eco-Club implemented an Eco-Garden comprising the planting of fruit and indigenous trees using vermiculture methods along with worm beds on the site of the existing unproductive vegetable garden. This garden and orchard, recently fenced and close to the school's water supply, are part of the schoolchildren's farming and agricultural syllabus, so the training, vegetable seed and fruit trees were received with great excitement by the school. The 50m x 50m gardening project places emphasis on developing intensive, well-managed high-yielding gardens, rather than extensive fields that are hard to manage, water and protect. In the long term, it is hoped that the vegetables and fruit trees will also assist in supplementing the school's nutrition programme.

Topics Covered at Eco-Clubs

- **Arbour Day** was celebrated where each Eco-Club Member was responsible for planting and nurturing his/her own indigenous tree in the school grounds. As water is scarce in these areas, the children bring a two-litre soft-drink bottle of water to school each day to water their own trees.
- **Clean-up Days** are held every two months, where they pick up litter, recycle and tidy their school grounds.
- **Agriculture Programme:** Vegetable gardens and vermiculture beds have been established at Twabuka Middle Basic School as part of this programme; they also help to generate funds that assist with minor repairs and maintenance at the school.
- **Tippy Taps:** Implementation of these unique and environmentally-friendly hand-washing stations near the toilets and kitchens has been a huge success at the schools.
- **Other topics include:** Animal adaptations, Being Part of a Group, Birds of a Feather, Insect Investigation, Living vs. Non Living, Plants in our School.

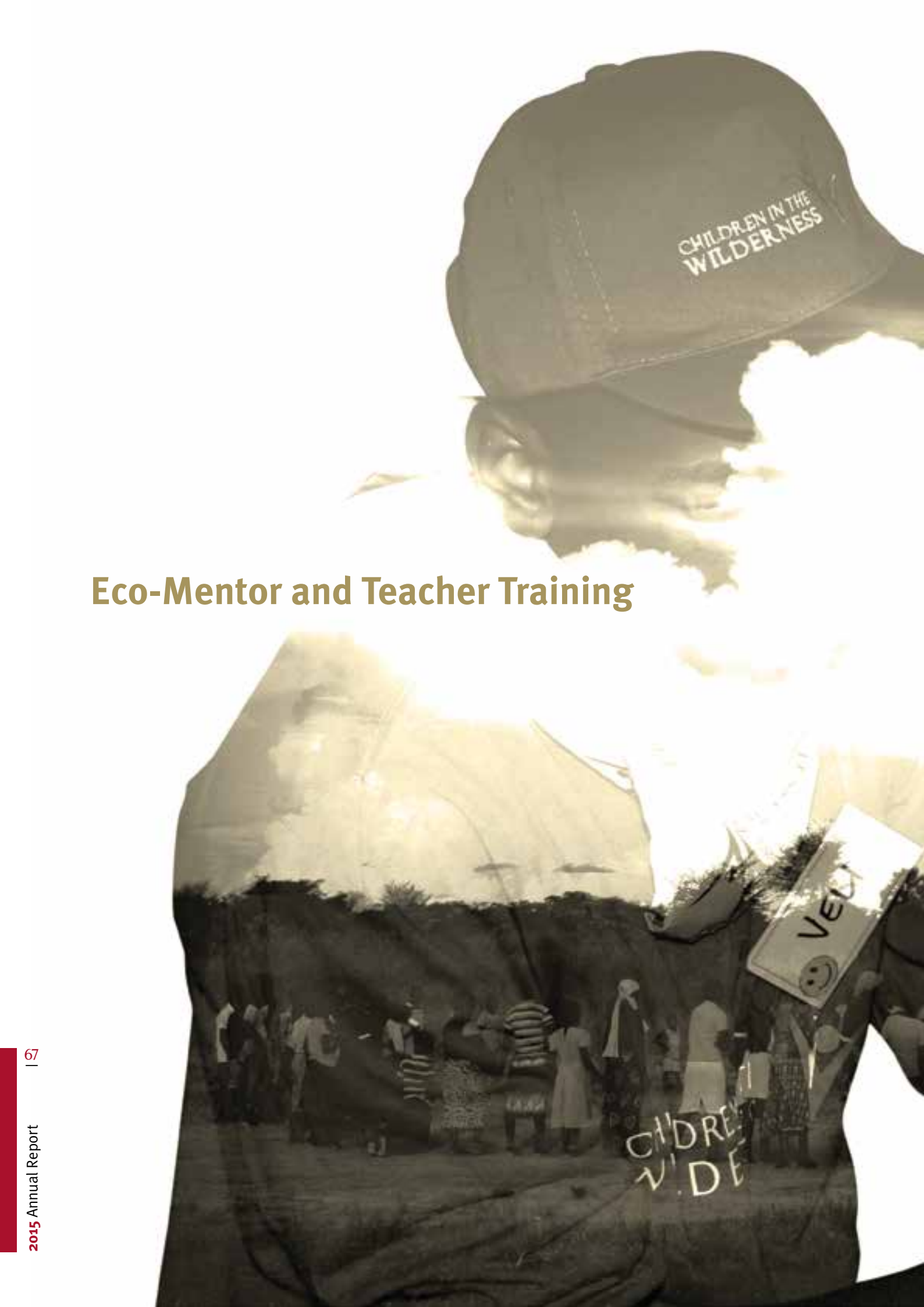


Eco-Clubs run in Zimbabwe during 2014				
Name of School	No. of children in the Eco-Club	No. of teachers / Eco-Mentors involved	Projects Undertaken	Outings undertaken
Mpindo Primary School	25	3	Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Field trips to help destroy mosquito breeding sites in Kapane community
Ngamo Primary School	30	3	Cleaning campaigns in Ngamo community • Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Eco-Club trip to the tourist resort town of Victoria Falls
Kapane Primary School	30	3	Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Field trips including tour of the local clinic, dip tanks and the community hall
Ziga Primary School	25	3	Poultry Project • Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Field trip collecting indigenous fruit from the local environment
Jakalasi Primary School	25	3	Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Represented their school participating in environmental quiz competitions held in their cluster
Jabulani Primary School	25	2		Singing competitions with local schools
Jabulani Secondary School	25	1	Fencing the school orchard • Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Singing competitions with local schools
St Mary's Primary School	50	1	Eco-Gardens • Tippy tap hand washing devices • Animal adaptations • Being Part of a Group • Birds of a Feather • Insect Investigation • Living vs. Non Living • Plants in our School Yard	Debate competition in Hwange
Total	235	19		

Eco-Club programmes take place in Hwange and Tsholotsho, both located in the Matabeleland North province of Zimbabwe, with seven schools participating. There are 19 mentors and 235 Eco-Club members who attend a voluntary Eco-Club meeting twice a week. Lessons take place in the afternoons, with practical work in the gardens done on daily basis, depending on the need at that particular moment. The lessons are based on the Children in the Wilderness Eco-Club curriculum and are easy to follow and roll out. Special dates such as Rhino Day, World Wildlife Day and Arbour Day are also celebrated with activities and artwork relevant to the day carried out.

Topics Covered at Eco-Clubs

- **Tree Planting:** A major project in the past year has been the planting of indigenous trees in the respective school grounds, where each Eco-Club member has planted and is nurturing his/her own indigenous tree.
- **Eco-Gardens:** Over the last year, Eco-Gardening projects have become viable as there is now a reliable supply of water available in every Eco-Club school, thanks to the installation of boreholes by Children in the Wilderness Zimbabwe and its partners. Eco-Club members have thus planted an assortment of fruit trees, and grow vegetables such as maize, sweet potatoes, tomatoes, cabbage, carrots, spinach, beans and rape with the intention that the school runs and sustains its own nutrition programme. This will assist in feeding malnourished students in the school.
- **Vegetable Garden Competition:** To encourage competition, Children in the Wilderness has introduced an annual garden competition with the prize being a trip to Victoria Falls. In 2014, Ngamo Primary School was the beneficiary as its Eco-Club had the most well-organised and productive garden throughout the year.
- **Tippy Taps:** These unique and environmentally-friendly hand-wash stations, placed near the toilets and kitchens, have been very successful, contributing to further hygiene.
- **Rhino Awareness Campaign:** Eco-Clubs from each school participated in a competition creating their own collage posters utilising old Wilderness Safaris brochures with wildlife pictures.
- **Poultry Project:** Ziga Primary School Eco-Club is running a poultry project where 200 broiler chickens and feed were provided by Children in the Wilderness and the rewards were amazing. All the broilers were sold and money deposited into the school account to resupply the project. Egg layers have been introduced too, and the profits from both projects, after resupply of food and chicks, go towards supplementing the extra teachers' salaries.
- **Other Topics and Projects:** Ecosystems, animal adaptation, environmental health and safety, water conservation, nature conservation, vermiculture (how to improve soil fertility).



Eco-Mentor and Teacher Training



Eco-Mentor and Teacher Training

The training of Eco-Mentors is a vital part of the Children in the Wilderness programme, as this is how the organisation seeks to educate its Eco-Club members and spread the conservation message. After training, Eco-Mentors are able to participate both in camp programmes as well as at Eco-Clubs. Eco-Mentors hail either from within the school system, local community members or are Wilderness Safaris staff members.

Botswana

Eco-Mentor training run in Botswana during 2014			
Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Sankoyo Primary	2	7 – 11 July	School annual reports School activity plans How to write a project proposal Development of 10 lessons for the term Basic taxonomy and ecology Eco-Club successes and challenges
Shashe Primary	2		
Kareng Primary	2		
Habu Primary	2		
Tubu Primary	2		
Seronga Primary	2		
Gunotsoga Primary	2		
Beetsha Primary	3		
Gudigwa Primary	3		
Total	20		

18 Eco-Mentors / teachers were trained on how to run Eco-Clubs. They also participated in refresher courses where all met and shared their experiences and learnt from each other. All of the mentor and teacher training focused on planning and information sharing.

The schools involved managed to send at least two teachers to attend the training, even though it took place during the school term. The regional education office also attended the training by sending two officers from the Department of Environmental Education. Some of the challenges faced included transport problems in gathering all the teachers in one place, as well as a shortage of facilitators but all in all, the training went well.



Malawi

Eco-Mentor training run in Malawi during 2014			
Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Chihame Primary	3	14 – 17 August	Out-of-classroom teaching techniques
Chintheche Primary	2		
Mgodi Primary	2		
Mac-Alpine Primary	2		
Chifira Primary	2		
Malanganzoma Primary	2		
Nanthomba Primary	3	27 – 28 September	Eco-Club administration and ecology
Kafulafula Primary	2		
Ntangayi Primary	2		
Nangondo Primary	2		
Katambasula Primary	2		
Ntapwa Primary	3		
Namalomba Secondary	1		
Total	28		



Two sets of training took place, in the northern and southern zones of Malawi respectively. The training needs assessment showed that each zone required training on different topics: Teachers in the north needed additional skills in conducting Eco-Club sessions, while the southern zone needed administrative training so that they could become more organised in terms of documenting, recording, monitoring and evaluating their Eco-Clubs. They also completed training in ecology.

The training in the northern zone was conducted in partnership with Hooke Court – a UK-based NGO that specialises in out-of-classroom teaching and learning experiences.

The teachers who participated in the training sessions were all Eco-Club coordinators from the schools listed above. Some have been with Children in the Wilderness for more than four years, while others were new.

Successes and Challenges

Overall, most of the Eco-Clubs succeeded in what they had planned for the year – projects were run and produced the intended outcomes, indicating that the Eco-Mentors are working well and achieving their aims. In terms of the challenges, some of the schools needed more coaching and encouragement than others.

In addition, finding the right teachers to run Eco-Clubs remains a difficult task, and fundraising requires more time, concerted effort by all involved, and constant communication. Happily, a number of Eco-Clubs emerged as models for others and functioned extremely well.



Namibia

Eco-Mentor training run in Namibia during 2014			
Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Okaukuejo Combined School	2	19 – 23 September	Introduction to CITW and Eco-Clubs What is an Eco-Club? How to start and maintain Eco-Clubs
Jacob Basson Combined School	2		
Warmquelle Primary School	2		
Elias Amxab Combined School	2		
Total	8		



A total of eight teachers met at Damaraland Adventure Camp for an interactive teachers' training session, from 19 – 23 September 2014. Two teachers came from each of the four participating schools in Etosha, Bersig, Warmquelle community and Sesfontein. The primary purpose of the training was to equip the teachers with the necessary skills to implement Eco-Clubs at their schools and covered topics such as an introduction to Children in the Wilderness, Eco-Clubs and Wilderness Safaris, lesson plans and preparations and topics to cover during discussions with the learners. The approach was very interactive and included group work and presentations.

Successes and Challenges

To begin with, it was clear that some schools had no idea where to start with regards to running an Eco-Club, such as what activities to implement. The teacher training was therefore very successful; teachers participated enthusiastically and were honest about how little they knew and how much they wanted to learn.

The principal of Okaukuejo Combined School was very helpful and shared his knowledge, having run a successful Eco-Club for 10 years. The guest facilitator was Symon Chibaka, Children in the Wilderness Malawi Regional Coordinator, and he found every moment of this training fruitful and very constructive. All worked together well to prepare the activities.

South Africa

Eco-Mentor training run in South Africa during 2014			
Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Kwampukane Kwamqobela	6	March and October	Eco-Club development and presentation skills
Makuleke	2	March	Eco-Club development and presentation skills; with Ray Ngubane, WESSA
Makuleke	7	July	Eco-Club hosting and teaching about the environment, led by Godfrey Baloyi
Total	15		

Ray Ngubane from the Wildlife and Environment Society of South Africa (WESSA) visited Rocktail Beach Camp and conducted Eco-Mentor training for the six Rocktail staff mentors who run the Children in the Wilderness Eco-Clubs in the nearby schools. Two community members from Makuleke, Limpopo Province, travelled down to Rocktail to join in the training. Both were blown away at seeing the sea for the first time in their lives! They enjoyed the training and meeting people from the local communities.

Training also covered individual presentation skills which helped Eco-Mentors improve their skills in this area. They also got to learn how to use a camera and were given basic photography tips by Caroline Culbert, Wilderness Safaris' in-house photography guru.

In the Makuleke community, Godfrey Baloyi, a guide and Makuleke community member, trained seven volunteer community members on how to host Children in the Wilderness Eco-Clubs and helped them with understanding various environmental concepts. They all had an opportunity to practise the lessons with each other before going out to the schools.

Successes and Challenges

The Rocktail Eco-Mentors are into their second year of training and are showing increased confidence at Eco-Clubs and the annual camp. We are now looking at the possibility of running overnight camps at the Cultural Centre in the village, totally overseen and operated by the mentors for the local Eco-Clubs.

Despite the fact that Wilderness Safaris no longer operates in the Pafuri area, it is encouraging to see so many Makuleke community members wanting to be part of the Children in the Wilderness Eco-Mentor programme. We will increase the frequency and numbers of future training sessions, encouraging members to consider sharing their knowledge at informal adult groups in the villages. Unfortunately some of the mentors dropped off the programme after the training as they went to look for employment in the larger metro areas.

Zambia

Eco-Mentor training run in Zambia during 2014			
Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Twabuka Middle Basic School	3	30 June – 4 July	Neuroscience (brain function, how we learn, worker bees of the brain, how information goes to the brain etc.) Flow learning and its application when doing a lesson, enquiry-based teaching Effectiveness and efficiency of wood stoves, ecosystems, animal adaptation, environmental change
Simoonga Primary School	3		
Holy Cross Primary School	2		
Nalituwe Primary School	2		
Lupane Primary Schools	2		
Total	12		



The teachers involved in running Eco-Clubs took part in the annual teacher training hosted by Children in the Wilderness at Toka Leya Camp in July 2014, where volunteer teachers from the El Hefni Foundation, USA, ran a three-day workshop on experiential teaching methods.

The El Hefni team guided workshop participants through the process of creating dynamic Eco-Club lesson plans that are driven by physical activities, investigations and learning games. The response and enthusiasm from the teachers who attended the workshop was overwhelming and we look forward to El Hefni's return for further training in 2015.

"This is going to go a long way in aiding my experience in teaching, making work easier and worth it." Teacher, Twabuka Primary School

"The teachers welcomed us into their school communities with kindness and generosity. Together we enjoyed days filled with interactive learning, stimulating conversation, and wonderful collegiality." Ann Johnson, US Science Teacher

Successes and Challenges

It has been found that the teachers' expectations are high in that they expect remuneration for their time spent on Eco-Clubs. The planting of fruit and/or indigenous trees in all Eco-Club schools with each member having responsibility for at least one tree has proved to be a great success.

Zimbabwe

Eco-Mentor training run in Zimbabwe during 2014

Name of School / Village where they come from	No. of mentors trained	Dates of training	Topics covered in the training
Mpindo Primary School	3	24 – 27 June	Neuroscience (brain function, worker bees of the brain, how information goes to the brain etc.) Flow learning and its application when doing a lesson Enquiry-based teaching Effectiveness and efficiency of wood stoves Ecosystems Animal adaptation Environmental change
Kapane Primary School	3		
Ziga Primary School	3		
Ngamo Primary School	3		
Jakalasi Primary School	3		
Jabulani Primary School	2	7 – 10 July	
Jabulani Secondary School	1		
St Mary's Primary School	1		
Total	19		

Training of mentors was done by a team of four El Hefni teachers and Sue Goatley, Children in the Wilderness Zambezi Coordinator. The hosting schools were Ziga Primary School in Tsholotsho District and Jabulani Primary School in Hwange District respectively.

The workshop was run in a fun and interactive way, where teachers participated enthusiastically and there was lots of collaboration and idea swapping, the hosting schools being most accommodating and welcoming. The Eco-Clubs, the curriculum and the teacher training were all well received by the local District Education Officers too.

Successes and Challenges

It has been found that a school curriculum of 12 subjects to be taught per day is a strain for the Eco-Mentors in their quest to run the Eco-Clubs effectively. This is especially difficult where schools can't afford the teachers to bring child-teacher ratios down to manageable levels. Other challenges included pests destroying a variety of Eco-Club crops and a concomitant lack of eco-friendly pesticides to eradicate these.

Interactive teacher training methods from Eco-Mentor training were implemented in all grades. A full lesson plan that requires minimal preparation or marking and all the relevant equipment is now available as well. The harvesting of garden produce (maize, tomatoes, sweet potatoes etc.) as well as the success of the poultry projects has resulted in income being raised, which in turn provides mobile phone airtime as incentive for the teachers. The competition for the best vegetable garden was another incentive for both teachers and Eco-Club members.







THE
S

Destiny

CHILDREN IN THE
WILDERNESS

COLLEGE

CHILDREN IN THE
WILDERNESS

CAMP PROGRAMMES



Camp Programmes



Children in the Wilderness runs Camp Programmes in seven southern African countries (Seychelles once every two years). For these, Wilderness Safaris, Mashatu and other partner companies close some of their camps for a number of weeks each year, allowing Children in the Wilderness to host groups of selected rural children instead. Groups of 12 to 24 children between the ages of 10 and 17, pre-selected from Eco-Clubs in the surrounding areas, are invited to spend three nights in camp and participate in the programme.

When the programme began in 2001, the selection process focused mainly on the vulnerable children in the communities. However, the concept of leadership values became a growing priority, with the result that children with such qualities or community influence have been included as participants alongside the vulnerable youngsters. In this way, the programme facilitates sustainable conservation through leadership development, reaching further than one camp, and growing in strength and influence. The programmes are run by a Camp Director assisted by a full staff complement of Eco-Mentors, generally consisting of Wilderness camp staff who volunteer their time and energy to this cause. Ultimately, since many Eco-Mentors come from the same communities or villages as the camp participants, they are excellent role models who in effect restore a sense of hope to the children.

The camps in each country follow a standardised curriculum but also include unique aspects of the particular country, particularly in terms of the environmental lessons; for example, in Botswana the children learn about the formation of the Okavango Delta, in Namibia about the desert, etc. The curriculum includes interactive learning sessions, sport, as well as nature activities, including game drives, boat rides (where available) and nature walks. In most countries, we have also introduced a quiz night on the last night where the children compete in teams to test what they have learnt over the course of the camp. One of our partners, Mother Bear (www.motherbearproject.org), provides beautiful knitted bears for each child attending an annual camp. These bears provide security and comfort to the children while on camp, as well as when they return home.



Camp Programmes

BOTSWANA							
Dates of camps	No. of nights	No. of children	Camp held	Village/s children come from	No. of teachers on camp	No. of non-Wilderness volunteers	No. of Wilderness staff involved
30 Nov – 3 Dec	3	16	Jacana	Tubu	1	8	4
3 – 6 Dec	3	16	Jacana	Tubu	1	8	4
9 – 12 Dec	3	28	Santawani	Shashe, Habu	2	8	4
12 – 15 Dec	3	28	Santawani	Kareng, Sankoyo	2	8	4
15 – 18 Dec	3	32	Santawani	Okavango Community Trust villages	4	8	4
Total		120			10	40	20
LIMPOPO VALLEY							
29 Nov – 5 Dec	5+1	16	Mashatu Tent Camp*	Lentswe le Moriti	0	12	2 plus 2 guides for game drives
5 – 11 Dec	5+1	16	Mashatu Tent Camp*	Mathathane	0	12	2 plus 2 guides for game drives
Total		32			0	24	8
MALAWI							
2 – 15 Dec	6 for new campers and 2 for former campers	60 new campers and 40 former campers	Mvuu Camp	Nanthomba, Kavunguti, Kafulafula, Ntangayi, Nangondo, Katambasula, Ntapwa	5	1	3
Total		100			5	1	3
NAMIBIA							
18 – 23 April	6	15	Wilderness Exploration safari	Okaukuejo, Bersig	0	2	3
2 – 5 Dec	3	24	Damaraland Camp	Bersig	1	8	6
7 – 11 Dec	3	24	Damaraland Camp	Warmquelle, Sesfontein	1	8	5
Total		63			2	18	14
SOUTH AFRICA							
July	3	8	Pafuri Walking Trails	Makuleke	0	1 plus 2 village elders	7
July	3	8	Pafuri Walking Trails	Makuleke	0	1 plus 2 village elders	7
Oct	3	24	Rocktail Beach Camp	Kwampukane, Kwamqobela	2	1	13
Total		40			2	7	27
ZAMBIA							
Dec	3	30	Toka Leya Camp	Simoonga, Lypwaya	6	2	12
Total		30			6	2	12
ZIMBABWE							
4 – 7 Feb	3	24	Camp Hwange*	St Mary's and Lukosi areas	1	4	2
24 – 26 Mar	3	24	Ruckomechi Camp	Namakate	2	6	12
22 – 25 Jul	3	12	Davison's Camp	Mpindo, Jakalasi, Kapane, Ngamo and Ziga villages, under Chief Matupula	1	9	10
20 – 29 Nov	3	80	Davison's Camp	Mpindo, Jakalasi, Kapane, Ngamo and Ziga villages under Chief Matupula	6	4	10
20 – 23 Jan	3	16	Davison's Camp	Ngamo and Ziga	2	1	10
Total		156			12	24	44
Grand Total		541			37	116	128

*Non-Wilderness Safaris camp

Botswana



Highlights

The highlights of the camps – for the adults as well as for the children – were the school projects and the quiz. But the biggest highlight was the photography session. The children were thrilled to learn about taking pictures as it was their first time to do so.

Successes and Challenges

The camps went very well, as both mentors and the staff in camp were enthusiastic to get involved and help. The children were excited to be in camp and participated actively in all sessions. The children took the quiz very seriously – everyone wanted to be a winner so there was excellent teamwork during the quiz session.

The biggest challenge was that the airstrips are far from the villages that the children come from. For example, the Tubu children have to drive a far distance to Shakawe to catch their flight. Sadly, one group arrived late due to circumstances out of their control and the aircraft could not wait for them. It is expensive to hire private vehicles to pick the children up from their villages and transport them to the airstrips.

What the children had to say

- It is beautiful to be in camp with aunties and uncles [who] loves and cares for us.
- I never thought that in my life, I will hold a camera and take pictures.
- The respect I received from the aunties and uncles was out of this world, it is something that does not happen at home.
- It is nice to learn about how to take care of the natural resources, while in the wild.
- I enjoyed boma night, the dancing and singing made me to forget my little worries.



Limpopo Valley



Highlights

Both camps were highly successful and included wonderful sightings of Mashatu's wildlife. The Lentswe le Moriti children had an awesome experience at the Elephant Valley underground hide, having entered it just before some elephants arrived to drink. When the elephants moved off, a leopard came to the waterhole to drink too – just five metres from where they were sitting. It was all very exciting for the children and the volunteers who were with them.

The Mathathane children were enthusiastic and took delight in learning about conservation. They had a particularly informative talk about snakes and then had an intimate experience with a spotted bush snake – which some of them were not afraid to hold!



Amongst the topics covered in the programme were: elephant conservation, bird biology and identification, general conservation, photography, littering, nocturnal creatures, ecosystems, predator research, snake biology and identification, and general wildlife tracking. These topics were always followed by informative game drives to back up what was learnt.

Illala (the elephant play) and the Circle of Life activities have strong conservation and moral messages which are always enjoyed by the children. The children loved the photography workshops, which were very well presented by photographer Barbara Hertzberger and Sarah-Anne Byrne. The children were provided with Canon Cameras to share for the duration of the camp and taught how to “shoot” animals with a camera, rather than a gun. At the end of the camp, each child was given a printed photograph of his/her choice.

This year some valuable and interesting anti-poaching activities were included, which is very important to these children as they all know poachers who live in their communities – sometimes in their families.

HIV and nutrition activities were especially well presented by Elyzka Badenhorst, Gabriel Nel and Bronwyn Krause who are all medical students. The medical students were very impressed with the standard of education that these children get, taking their lessons to a higher level.

Successes and Challenges

Inviting young Motswana and South African students from outside the reserve and area to volunteer on the camps contributed hugely to the success of our camps. The students were bright, enthusiastic and understood how to teach the children in a fun and interactive manner. They all attended as volunteers, so they really wanted to be there, worked hard and participated fully in the camp.

Motswana students have often not been exposed to conservation and South African students have often not been exposed to the hardships that some of these children and students face. To watch the integration, growth and learning in all ways was therefore very rewarding. We would love to be able to bring these student volunteers into further contact with the children in some way but need to raise funds for this.



What the children had to say

- The most important things I learnt on camp is how to stop poaching, how is the circle of life, careers and what people use to kill wild animals. Wilderness areas are important to us so that our children and grandchildren may see animals. – Sebatu Kgosiemang, 10 years old
- The most important thing that I learnt at the camp is respect. Wilderness areas are important because they decorate the environment. – Kago Mooketsi, 11 years old
- I was expecting that we will eat two times a day now I found eating 5 times a day I am happy. – Mpho Tsheole, 10 years old
- One thing I will always remember about camp is when we were in the hide and we saw some elephants and a leopard or panthera leo. – Makorolo Sekgwamo, 12 years old
- For the first time during the camp I was very impressed. I would like to make a difference that when I find some waste I must pick it up because it is bad on animals. I liked most about the camp is that we were well cared for. – Gaolatlhe Thipe, 12 years old



Malawi

The camps took place at Central African Wilderness Safaris' Mvuu Camp, Liwonde National Park, southern Malawi and hosted both new and former campers. The latter comprise alumni who have been identified as individuals who are growing through Children in the Wilderness programmes and show potential to be the educators of tomorrow. Every activity was based on the annual theme of "I am a seed, give me time and care."

Highlights

A highlight was the visit of Peter Mawanga, a top Malawian musician, one of the role models who were invited to inspire and share their life course with the children. Within hours of being at camp, Peter found a range of talented musicians amongst the children and together they composed and recorded a song. Everyone was very proud of their song, which was put on a CD for each child to take home.

Medical professionals are always on hand at camp to give first aid or medical assistance. It was very encouraging this year to have Mercy Mapiko as the medical professional. Mercy is a former camper, who was then supported by Children in the Wilderness through secondary school and in her tertiary education as a student at Malawi College of Health Sciences in Lilongwe. She is one of the rare medical practitioners who strongly believe in the real values of wildlife, natural resources and conservation, and one of the shining examples of Children in the Wilderness.

Successes and Challenges

One of our successes this year was the decision to teach the children more about waste management as a means of equipping them with more information and skills in the process of reducing waste and litter around their communities. In addition, to increase the children's pride in their culture, we also hired a traditional dancing troop who, together with the mentors welcomed the campers with traditional song and dance.

The only challenge was the weather. December is usually rainy but this year was extremely hot. Camp directors therefore moved many activities indoors and made sure the children drank enough water.

What the children had to say

- If you say that I looked like a professional photographer, then I will become one very soon! – James Ali
- From now on, I want to be called as Medical Nurse, my mentor told me that it very possible for me to become one. I can wait to see myself as one! – Future Gondwe
- I have learnt that trees support my health, my life and my goals in life. – Chifundo Adam
- I am going home from this Camp as an Ambassador for conservation at our school and in my village. – Emmanuel Wasili





Highlights

The first camp programme followed the itinerary of a Wilderness Exploration (mobile safari), where the main objective was to conduct learning with campers by exposing them to different natural beautiful landscapes, different environmental activities, as well as conservation and tourism activities. The focus was more on education outside the classroom rather than just a plethora of fun activities. The campers were brought to Windhoek for a night and while there, they went on a city tour – something that they loved as they'd never been in a city before. While at Kulala Adventurer Camp in Sossusvlei, activities such as the Big Daddy dune challenge, exploring Sesriem Canyon, and cheetah tracking were the highlights.

Our December camps at Damaraland made sure we were focusing on areas specific to Wilderness Safaris operations. This was done so as to avoid transporting the campers over long distances and to be able to connect camp programmes and Eco-Clubs more effectively.

Three former campers, three sponsored learners, three volunteers and five Wilderness Safaris Namibia employees volunteered for the camps. Four Damaraland Camp employees volunteered as tent leaders. The camp programme covered activities such as Teamwork, Wildlife Appreciation, Sports, Crafts and Life Skills.

Successes and Challenges

The Media Day was a huge success, although too costly, which is something that we will need to assess for next year. While many guides were on leave, the camps were very successful. A challenge was the change from five days to a three-day camp, something that our regular volunteers had difficulty adapting to.



What the children had to say

- I enjoyed the camp because I have learned a lot about our environment and animals, came to make new friends get enough food, meet new people and I like my tent leader.
- I will always remember when we went on a boat cruise.
- I have seen how beautiful Namibia is and why many tourists come here.
- I will remember the delicious food and games we played.

South Africa

Highlights

Pafuri/Makuleke area

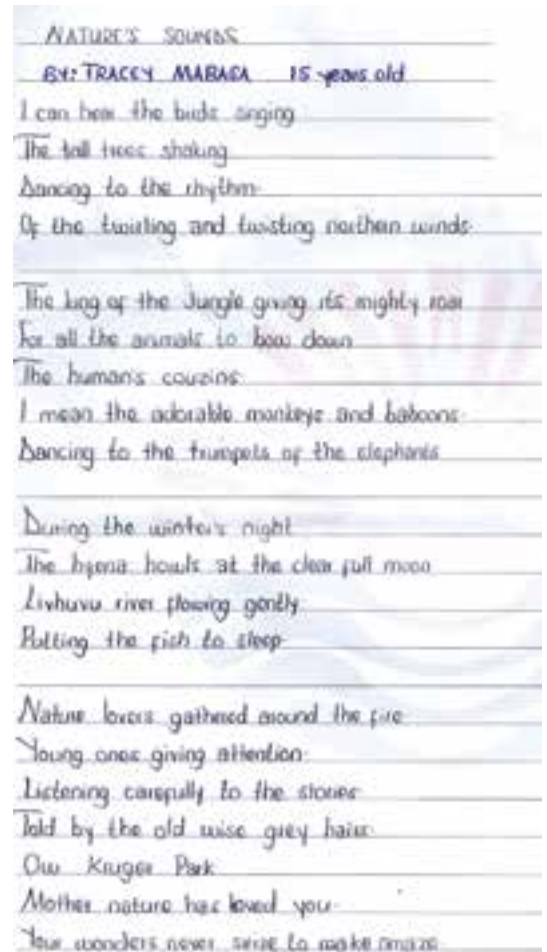
High school children participated in the two Pafuri camps in July. They stayed in the Wilderness Trails camp and topics covered included Respect and Leadership Values as well as Photography and Biodiversity. Each child was required to complete a Mammal Research project and the Photography project highlighted the value of shooting with a camera, and not with a gun. Four Elders from the villages also participated in the camps and spent time with the children discussing the Makuleke heritage and relating stories and anecdotes on life within the Makuleke culture. One of the girls, Tracey Mabasa, wrote a heartfelt poem to nature during her time at the camp.

Rocktail Beach Camp

The Rocktail Children in the Wilderness camp hosted 24 primary school children from the nearby villages. Highlights included snorkelling and swimming in the sea as well as visiting Lake Sibaya. MB, a guide at Rocktail Beach Camp, gave a talk on turtles that had the children asking loads of questions about this vulnerable species. "Super Camper" continues to spread its magic and many children put this as their personal camp highlight on their feedback forms. Chris Crewdson, a Johannesburg colleague who helps organise the fundraising cycle ride Tour de Tuli, volunteered on his first Children in the Wilderness camp and was moved by the impact that the programme is clearly having on the children in the communities. He said: "What was also most gratifying was to see the growing understanding the majority of the children had in taking on the simple responsibilities of picking up litter as part of our excursions... we trust that the ongoing Children in the Wilderness Eco-Clubs will continue to reinforce this and that there will be a lifetime of willingness, for the children who attended the camp, to uphold this simple ethos."

Successes and Challenges

It was rewarding to see how much the Eco-Mentors are growing in confidence on the Children in the Wilderness camp programme. Each Eco-Mentor presented different topics or led activities admirably.



What the children had to say

- I learn that you have to [be] honest to others. – Thobisile Mbonambi, 12 years old
- One thing I will always remember about camp is different birds. – Zikhona Qwabe, 13 years old
- Because now I know more things that I don't before. – Sambulo Mbonambi, 12 years old
- I learnt about how to be a good leader and how to respect yourself and other people and the respect Nature. – Phanel Hlungwani, 14 years old
- The other thing that really touched me was the story Georgina [a volunteer on camp] told us [about her trip to Base Camp]. It made me realise that I must be able to achieve my dreams. – Wisani Hlungwani, 14 years old
- I will make a difference by educating people about the danger of cutting trees, so that they will plant more trees when the[y] cut it. – Peace N'waila, 14 years old
- Respect yourself. Dropping out off (sic) school to get married early is not the answer. – Delight N'waila, 14 years old





Highlights

In December 2014, Children in the Wilderness Zambia hosted 30 Grade 6 children (six from five schools respectively) and five teachers from all the schools participating in the Eco-Club Programme. The camp has a well-structured programme and, with the help of Wilderness Safaris guides as mentors, was designed to increase self-esteem, teach new skills and impart knowledge. The theme of the camp was “Circle of Life” with an emphasis on insect, bird and mammal adaptations with regard to habitat and diet.

Successes and Challenges

A highlight on the nature walk through the Mosi-oa-Tunya National Park was seeing one of the protected rhinos and her calf. This also provided a great opportunity to teach the children about endangered species and their role as future custodians to protect these.

With the high energy levels, the staff and the children enjoyed all sport activities that were offered, from soccer with the camp staff to a water balloon fight and an obstacle race around the camp! The Silly Olympics were a real hit and bought out the competitive spirit in everyone as they took turns at the different challenges. How do you get across the sand the fastest when jumping around in a grain sack? What if you have to get a nail that’s tied to your waist into a little water bottle? How do you move if your legs are tied to the legs of two neighbours?

During the camp, local culture and tradition was constantly acknowledged and treasured by the children and the staff. One of the evenings was dedicated to traditional storytelling and the children stood up one by one and told us the stories that they had learned from their parents and grandparents. This was not only a beautiful moment of cultural pride, but also an opportunity to shine and step into the spotlight even for those children who were normally shy.



What the children had to say

- I like catching the fish, there were plenty and if they are too small I let them go again. This means next year when I go fishing again it will be bigger and will fill my stomach. – Patrick Kalalupa, 11 years old
- I must work hard so I can get the points to become a pilot for Wilderness Safaris, look smart and to fly all over Zambia with guests! – Musa Chinda, 12 years old

Zimbabwe

Highlights

The theme for this year's camps was the "Circle of Life" so the majority of the activities and lessons were designed around this, with birds, mammals, reptiles, insects and plants as the stars – showing how equally important they are and how they fit into the circle of life.

A highlight was the treat that awaited the children at tea time one day – ice cream! The excitement around the table while children waited their turn to choose the flavours they wanted, and the looks on their faces as they got to eat the ice cream is an image that will remain with all the mentors for years to come.

On the final evening, each child was presented with a certificate, a wildlife book and a handmade teddy bear from the Mother Bear Project – a wonderful American initiative, where hand-knitted bears, each with a red felt heart are sent to our programmes – to let the children of Africa know that someone somewhere is thinking of them and cares for them.

Successes and Challenges

Team building exercises included changing a tyre, putting up a tent while they were being "rained on," and venturing into the kitchen to try their hands at baking bread with the camp chefs. These activities also opened the children's eyes to possible career choices for later on.

At the end of the programme, the children proved that what they had learnt on their drives and from the guides at the various information stations had made an impression on them – as all three teams dazzled everyone with their knowledge during the final quiz show. The discussion between the various members of the team, the enthusiasm as they answered the questions, and the excitement and joy on their faces as they got the questions correct was inspiring for the tired but happy Eco-Mentors.

What the children had to say

- I want to be a guide like Honest when I leave school, I like the animals and am very interested in all I have learned. – Bright, Ngamo
- If I can become a guide I can make a change and look after the wildlife in Hwange. – Patience, Mpindo
- We need to look after our water, I will always remember the water coming out of the shower, I got clean but we only use a little. – Primrose, Jakalasi
- I like to lead the Eco-Club meeting sometimes because I got Super Leader at camp and I can help others to understand what we learned there. – Ayibongwe, Ngamo
- Even insects are important, some are good for food for me, some are good for breaking up and laying babies in the elephant dung, this is part of the important circle of life. – Sibusiso, Ziga
- The safari car was my best time, I liked to change the tyre, see the motor and drive the car. One day I am going to fix and drive the safari car all around looking at animals. – Ishemael, Ziga







YOUTH ENVIRONMENTAL STEWARDSHIP (YES) PROGRAMME

Youth Environmental Stewardship (YES) Programme



The Youth Environmental Stewardship (YES) Programme focuses on children with commitment and potential who have been identified on annual camps as showing a particular interest in conservation. The curriculum of the programme is an extension of concepts introduced in Eco-Clubs and at camp, with a greater focus on career guidance, leadership, team building, communication and further environmental education.

These camps are usually smaller, with fewer children attending, allowing for focused work groups and increased participation of all children. The YES programme also allows the opportunity for Eco-Mentors to spend more time with the children and identify candidates for scholarships or internships.

These programmes, previously called Environmental Stewardship Programmes (ESP), have been running in Botswana since 2008, where 168 children have been hosted to date; they are now being introduced into other regions as well. This will allow the programme to grow with the children and continue to provide them with environmental education and support.



Botswana

The YES camps offered wider exposure to the fields of tourism and conservation to the participants. They also learnt more about other careers available in these markets and further afield. The camps took place in the dry season offering a different perspective on the environment to the usual camp programmes which typically occur in the rainy season.

BOTSWANA				
No. of children	School they come from	Village they come from	Dates of camp	Camp used
12	Okavango Community Trust schools	Okavango Community Trust villages	14 – 17 April	Khwai Discoverer Camp
12	Shashe, Kareng, Tubu, Sankoyo, Habu	Shashe, Kareng, Tubu, Sankoyo, Habu	17 – 20 April	
Total 24				



Malawi

Malawi's alumni groups, of which there are several, fall under the YES programme. Known as cluster centres, they are made up of alumni who took part in camp programmes in previous years. Most of the members who meet on a regular basis are those who have remained within their local communities, whether working or still at school. Those who are working further away or in higher education institutions form the alumni group "B." The two groups come together once in a while when most of them happen to be in their home community, holding a general meeting and making plans for the coming months.

The Nanthomba Cluster Centre has over 30 active alumni, from the camps that took place between 2004 and 2009. The cluster centre held a meeting in January with the following projects planned for 2015:

- Start winter irrigation farming of different food and cash crops
- Expand its successful micro-finance revolving fund
- Together with the Adobe media club, jointly organise and man the 2015 Children in the Wilderness Open Day in the local cluster Centre
- Help encourage those who did not finish Secondary School to return to school
- Finally, having identified a piece of bare, deforested land in their local community, the members received permission from the village headman, Kwenje, to reforest the area. It was agreed that they would replant the area with indigenous mopane trees. The woodlot would be secured with support from the local village and the Traditional Authority Nandumbo who is their chief patron.

The Chihame Cluster Centre has over 40 active alumni, from the 2005 to 2010 camps. Chihame School was chosen as its centre as this was where the members had been Eco-Club members. They had also been given a patch of land on which to grow trees and, by January 30 2015, had 90% survival rate of all the trees that had been planted during the 2013/2014 tree planting season. The woodlot is also there to inspire current Eco-Club members about what is possible and will be donated to the school. Some of their plans for 2015 include:

- Continue assisting fellow members who would like to continue their secondary education – they have already begun assisting one young student, Emily Mumba
- Start pig farming as an income-generating activity for their group
- Expand their micro-finance revolving fund
- Continue their "Helping the needy" project; last year they assisted two lonely grandmothers with the thatching of their houses
- Organise more awareness campaigns on subjects like reducing pollution in Lake Malawi

South Africa

The YES programme gets underway formally in 2015.

Zimbabwe

CITW Zimbabwe held its first YES programme camp in July 2014. This was a camp that was intended as an extension of the Eco-Club programme. A selection of 16 boys and girls returned to the Wilderness Safaris Hwange camps for an intense but fun few days. The selection criteria for these participants included age – they had to be in their Grade 7 year (which is the final year of Primary School) – as well as motivation: they were all diligent members of their school Eco-Club, had been on a camp programme, with an added bonus being to be on the scholarship programme.

Activities included a beginner's course in photography, career guidance – including the writing of CVs and application letters – basic guiding that encompassed tracking, spoor transects, road strip counts, and tree and plant identification.

A highlight of this programme was seeing the thirst for knowledge and the passion of the students who had had a taste of what the wilderness has to offer from a previous camp and couldn't wait to work with and learn from their friends and mentors.





OTHER PROJECTS

Other Projects



Over the years, Children in the Wilderness has come to include a variety of support projects, from scholarships for schoolchildren to introducing programmes further afield into the communities themselves. Many of these initiatives are thanks to funding received over and above that of Eco-Club and Camp Programme funding – and thus the regions’ gratitude goes to the many enthusiastic donors who have made these initiatives possible. We have divided these projects into two sections:

- Scholarships
- Community Initiatives and School Support

Scholarships

Education is one of the key elements of Children in the Wilderness and from the beginning, it quickly became clear that many children would need financial assistance to complete their schooling. While sadly not all children can be funded, many of our regions have taken on fundraising to provide scholarships for as many children as they can. The aim of the programme is to provide needy children who are doing well academically and who have attended a Children in the Wilderness camp or Eco-Club with access to better education. Other goals include raising self-esteem and confidence in the children themselves and lessening economic pressure on their parents or guardians.



MALAWI

No. of children on scholarship programme	Schools they attend	Villages they come from	What the scholarship covers
88	<p>Secondary Schools:</p> <p>Army Secondary School Balaka Secondary School Bandawe Boys Secondary School Bandawe Girls Secondary School Chifira Secondary School Chintheche Private Secondary School Chintheche Secondary School Chitipa Secondary School Dedza Secondary School Likoma Secondary School Malosa Secondary School Masanje Secondary School Namalomba Community Day Secondary School Namalomba Secondary School Namandanje Secondary School New Era Secondary School Our Lady of Lourdes Secondary School Zomba Mission Secondary School</p>	Communities surrounding Central African Wilderness Safaris concessions: Liwonde and Chintheche Inn	<p>Tuition Transport money to and from school School supplies: books, pens, other writing materials Uniform for the most needy</p>
10	<p>Colleges / Universities:</p> <p>College of Health Sciences Malawi College of Accountancy University of Malawi Polytechnics Blantyre University of Malawi CHANCO Zomba Karonga Teachers' Training College (TTC) Dedza TTC DAPP Amalike TTC Thyolo CHANCO University of Malawi Machinga TTC POLY University of Malawi</p>		

Children in the Wilderness Malawi's scholarship programme, which started in 2006, has so far assisted over 300 needy children with secondary school and university/college education scholarships. These are the children who come from rural areas where their families' very low income means they cannot support them in going further with their studies. In particular, Children in the Wilderness works with children who are growing up in areas around the protected areas and National Parks. If these children are given access to and achieve better education, including knowledge and understanding of wildlife, they would become the educated champions and leaders of sustainable conservation of their generation.

Since 2006, the programme has produced 12 college graduates who are now working and are still active members of YES (Alumni Eco-Clubs) in their respective communities. Currently there are three students at the University of Malawi, with five in various colleges. Over 200 needy children have achieved secondary school education, making them shining stars in their rural communities. They also stand better chances of being employed by NGOs or Government. 107 students are currently in secondary schools on our scholarship programme.



NAMIBIA			
No. of children on scholarship programme	Schools they attend	Villages they come from	What the scholarship covers
11	Cornelius Goraseb High School	Bersig	Full school development fund Full hostel fees Complete school uniform Examination for grades 10 and 12 Extra study materials Calculator, school bag and dictionaries
	Elias Amxab Combined School	Okaukuejo	
	Jacob Basson Combined School	Outjo	
	Okaukuejo Combined School	Sesfontein	
	Outjo High School	Opuwo	
	Warmquelle Primary School	Warmquelle	
	Yetuyama Centre	Etanga	

The Children in the Wilderness Namibia Secondary School Sponsorship Programme is designed to ensure that participants of Children in the Wilderness programmes, who are struggling financially, continue to develop the skills and knowledge that they learned on camp when they go back to school. It also aims to assist them in bringing the message of conservation to their local communities, and to support their holistic growth and development through activities, resource materials, community outreach projects, follow-up camp opportunities, bursaries, apprenticeships and other incentives.

Scholarships are given to children at a secondary level (grades 8 to 12), who have met all the necessary stipulated requirements for the Children in the Wilderness scholarship programme.

Yetuyama is a government centre for open learning where learners who failed grades 10 and 12 can study either part- or semi-full-time to improve their marks in order to qualify for university admission. This centre is in Windhoek, with many children coming from all over the country. Children in the Wilderness funded a scholarship at this centre in 2014 for one learner, Sangu Tjiuharo, a Himba boy from Etanga, 70 km south of Opuwo.



ZAMBIA			
No. of children on scholarship programme	Schools they attend	Villages they come from	What the scholarship covers
21	Twabuka Primary School Twabuka Preschool Simoonga Basic School	Simoonga Lypwaya Katiba Siatela Mulauli Libuyu Compound Dambwa North	Uniforms School fees Stationery

The Scholarship Programme was introduced to the communities with which we work in Zambia in 2014, with the aim of providing primary and secondary schooling to children whose parents are unable to afford the fees. These children, particularly the girls, end up working in the fields and marrying at a young age if they don't have the opportunity to continue with their secondary schooling. Children in the Wilderness administers the programme, which includes buying the uniforms, following up with the children and paying the fees. By paying the school fees, Children in the Wilderness thus assists the school in being able to manage their day-to-day running expenses, as the majority of schools seldom manage to collect more than a third of the fees due.

How smart these children look in their new uniforms bought from the money you have donated towards the scholarship students. We are so thankful to you all for wonderful work you doing in Sinde village and Twabuka community school.

Headmaster, Twabuka Primary School

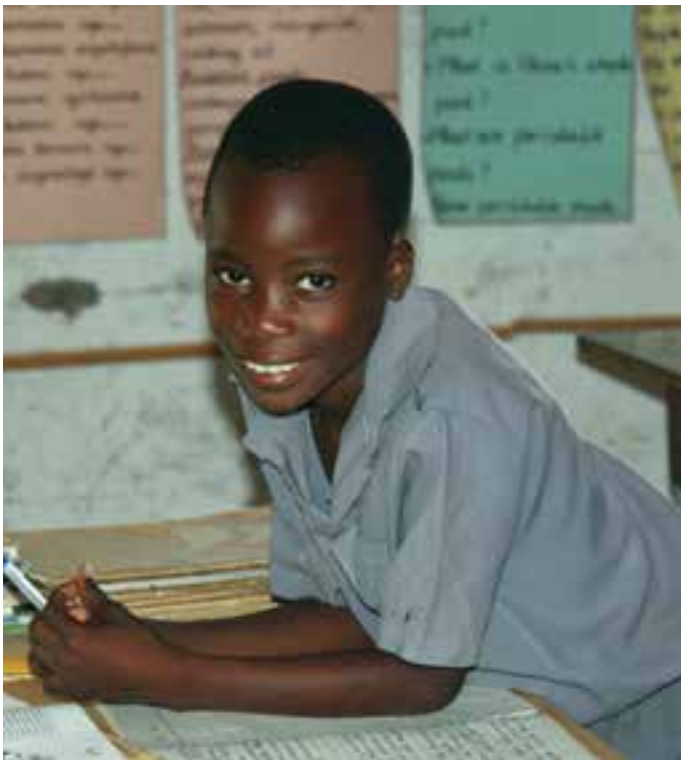
ZIMBABWE			
No. of children on scholarship programme	Schools they attend	Villages they come from	What the scholarship covers
7	Chamabonda Primary	Victoria Falls	Uniform, books, fees
2	Mosi-oa-Tunya Secondary	Victoria Falls	
7	Chinotimba Primary	Chinotimba	
1	Kapane Primary	Mbizo	
1	Kapane Secondary	Kapane	
21	Jabulani Primary	Jabulani	
26	Ngamo Secondary	Ngamo	
11	Mpindo Primary	Mpindo	
12	Ngamo Primary	Ngamo	
18	Ziga Primary	Ziga	
13	St Mary's Primary	Lukosi	
1	Inyathi Secondary	Victoria Falls	Uniform, books, fees, accommodation, transport, groceries
8	Elite School	Ngamo and Ziga	
10	Sipepa Secondary	Ziga, Ngamo and Mpindo	
9	Tsholotsho Secondary	Ngamo and Ziga	

For Children in the Wilderness Zimbabwe's Scholarship Programme, the paying of school fees for disadvantaged students is the most effective and sustainable way of ensuring the schools take ownership and manage the resources they themselves receive. At present we have 147 students on the programme, three of whom have completed their schooling and are now pursuing tertiary education at local universities and colleges.

One of our scholarship students, Viola Jubane, went through our secondary school scholarship programme and did so well that her sponsors continued to support her education through university. During her second year she fell pregnant and had to drop out of university for a short period, however all was not lost, as her sponsors were committed to her continuing her education once she had her baby. In Zimbabwean culture, it is accepted that babies are looked after by their grandparents so as to allow the parents to go out and earn a living. This was the case with Viola, so she returned to university in the second trimester of 2014 where she managed to obtain distinctions in her subjects.

Now we are experiencing summer, it is raining and in some regions the rains are too heavy and we are receiving flash floods. As a Disaster Practitioner, I cannot wait to build resilience and enhance the capacities of the vulnerable communities who are at risk. I want to thank you for being such wonderful sponsors, you are more than parents to me and I really appreciate that. One day I will be someone in my community and I am willing to help someone in the future as you are doing for me.

Viola Jubane, scholarship recipient



Community Initiatives and School Support



Over and above the Children in the Wilderness Eco-Club, camp and Eco-Mentor training programmes, Children in the Wilderness funds and supports other initiatives that include school support, community development and livelihood diversification programmes to reduce poverty, improve living conditions and enhance local education systems. Funds for these programmes often come from Wilderness Safaris guests who have enjoyed a village visit.

Schools in the rural areas of Africa face a number of challenges, from lack of infrastructure and stationery to insufficient nutrition for the children. In a number of countries, Children in the Wilderness has taken these on and, with the help of generous donors, has transformed these places of education.



Botswana

Adult Eco-Clubs (Elders in the Wilderness) have been formed in the communities of Shashe, Habu, Tubu and Sankoyo, with adults having been trained on how to run Eco-Clubs. The Adult Eco-Clubs work hand in hand with the school Eco-Clubs and are given ongoing support by Children in the Wilderness. The project is working with nine schools and three Adult Eco-Clubs as planned.

Adult Eco-Clubs	Projects	Numbers
Shashe	Tapestry making Beadwork Weaving Knitting Gardening	1 man; 12 women
Habu	Sewing-patch work Weaving Reuse of waste material Leatherwork	15 women
Tubu	Beadwork Weaving Leatherwork	2 men; 13 women
Sankoyo	Knitting and crocheting Pottery	3 men; 12 women



Soccer in the Wilderness

“Sport has the power to change the world. It has the power to inspire, it has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope, where once there was only despair.” Nelson Mandela

Gordon Gillbert was a professional soccer player (for Kaizer Chiefs, Mpumalanga Black Aces and Moroka Swallows to name a few) and is a wildlife enthusiast committed to making a difference. We are thrilled to have him as one of our Children in the Wilderness Ambassadors, combining the fun of sport with education and raising environmental awareness.

We held soccer clinics in Botswana in April 2014, with Shashe Primary in Maun, in the Sankoyo community, with Vumbura Plains Camp staff in the Okavango Delta, and Wilderness Safaris and Wilderness Air staff (the Maun Donkeys) in Maun.

Malawi

Between June and December 2014, over 30 000 seedlings of different tree species were raised at the project site at Nanthomba Primary School, one of the Children in the Wilderness cluster centres that brings together three primary schools, one secondary school and several village-based conservation groups. These seedlings were then donated by the groups to local schools, churches, mosques, village groups and families.

The core objective was that the trees could be planted in those areas which were deforested or were bare and needed green cover. The project budget also included awards to be given to those participating groups at the end of a successful phase of raising the seedlings, and distribution and planting of the trees.

Our partners, H.E.L.P. Malawi, have continued with their fantastic improvements at Nanthomba School, including the building of more teachers’ accommodation and numerous other projects.

Nanthomba Primary School near Liwonde also received the following in 2014, thanks to generous donors:

- A permanent well which serves the school and the nearby communities
- A shed structure built for the school to use as a tree nursery centre which will serve five nearby schools and six villages
- A permanent storeroom built at the tree nursery centre. The storeroom has wall extensions, which act as information walls for the schoolchildren



South Africa

Children in the Wilderness, along with Different.Org, revamped the Vululwazi Primary School library in KwaZulu-Natal near Rocktail Beach Camp. We painted and stocked an empty room and transformed it into a lovely library for both the schoolchildren and local community members to use. We included a range of materials from books suitable for toddlers to some great novels for adults.

All schools in South Africa are part of the government school feeding scheme so children receive a basic meal at school every day. All also have their own vegetable gardens – all in different states ranging from successful to challenging.

Zambia

The following programmes are running in Zambia:

- Deworming Programme, Twabuka Primary School: The programme is aimed at promoting good health in both children and teachers at Twabuka to ensure that they receive maximum nutritional benefit from the food they eat. If left untreated, intestinal worms are the cause of numerous serious illnesses, anaemia being the most prevalent, and the children are at high risk due to low hygiene levels in the rural areas. In early 2015, 145 children were dewormed by a Registered Nurse from the Simoonga Health Post.
- Provision of transport for schoolteachers, Twabuka Primary School: Twabuka is approximately 30 kilometres from Livingstone town, with about 8 km of the Livingstone-Shesheke road being impassable during the wet season. At present, of the eight teachers employed, only four live on the school property with the rest required to commute to and from the school each day – and unfortunately the Government allowance for transport is insufficient for local transport costs. This has resulted in absenteeism by teachers who could only afford to travel to the school seven days a month. Teachers and students were demoralised and demotivated so, thanks to support from Children in the Wilderness, a local transport operator has been contracted to ferry teachers to and from the school at a reduced daily rate.
- Staff housing, Mapoko School: Thanks to the additional accommodation provided (completed in 2013), the school has been able to appoint another teacher, thus bringing the teacher-child ratio down to a more manageable number. Further funds are available to build another staff house and this project will be undertaken in 2015.
- Water, fencing and more, Sinda Village: With thanks to donor funding, the village and Twabuka School, situated near Toka Leya Camp, were provided with a solar water pump and two water tanks each, as well as a solar-powered electric fence around the school vegetable garden to keep elephants out, a playground for the village preschool and accommodation for two teachers at the school.
- Laptops for students, Twabuka Community School: In partnership with Candyce H. Stapen, a travel writer, 11 laptops were donated to Twabuka Community School. One Laptop per Child (OLPC) is a non-profit organisation founded in 2005 with the goal of transforming education by providing every child with access to a connected XO laptop computer. These laptops provide a cost-effective way to create learning environments that facilitate the greatest possible development of the children.

Other completed projects:

- Wiring of a classroom at Twabuka Community School for solar power
- Installation of a wireless internet router at Twabuka Community School
- Collage competition at Twabuka Community School and solar lamp donation
- Sinda Village preschool playground – merry-go-round and more swings
- Repairs of school desks and chairs



Zimbabwe

Eight rural community schools (with approximately 2 820 children in total) are affiliated with Children in the Wilderness Zimbabwe, including Ziga, Ngamo Mpindo, Kapane, Jakalasi, St. Mary's and St Francis Xavier Primary Schools in the Tsholotsho/Lukosi areas and Jabulani Primary School in Victoria Falls. The overall emphasis is aimed at improving the general wellbeing of all the children who attend the schools we work with and to enhance the quality of lessons and teaching.

Our school projects have most notably included a nutrition and deworming programme, which provides one nutritious meal per school day during the dry winter months (July to November) to approximately 1 500 primary school children and deworming medication twice a year. Our initial plan to provide nutrition every school day for the year was found to be unsustainable due to a lack of funding and as such, we now aim to provide meals during the dry season, when food is scarce. In many cases, the meals we provide are the only source of food that some of these children get.



Other projects include the building of a new library and community centre for Ziga Primary School, the installation of boreholes for seven schools in Tsholotsho and Victoria Falls (Sipepa Secondary, Matapula, Kapane, Mpindo, Jakalasi, Ziga and Jabulani Primary Schools), the building of a student toilet block and a jungle gym at Jabulani Primary School, and the development of playgrounds for Ziga and Ngamo Primary Schools.

With regards to education tools, these include the provision of teachers' resources and library books, classroom posters, exercise books, blackboard chalk and dusters, and essentially, teacher training – most exciting of which has been the implementation of Wordworks Literacy Programmes in grades 0 to 3. Art Workshops for students were held in association with internationally acclaimed artist, Anne London. Finally, training and implementation of eco-composting (vermiculture) not only supports the schools' vegetable gardens, but is also used in conjunction with the agricultural curriculum taught at the schools.

Other projects undertaken over the past year, some complete and some ongoing, include:

- Solar power for Ziga library
- St Mary's computer room and electrification
- Supply of furniture to schools
- Provision of library books to Ngamo and Ziga
- Tree-planting projects in schools
- Supply of water in schools
- Supply of broilers for the poultry project at Ziga
- Supply of exercise books and agriculture textbooks
- Supply of agricultural inputs to Tsholotsho and Hwange schools
- Best garden project
- Supply of Happy Readers to St Mary's

Children in the Wilderness Zimbabwe successfully implemented a Knitting Programme with the mothers and grandmothers in these communities. This project empowers these women who now have a sustainable means of providing additional income for themselves and their families. Finally, mosquito nets were distributed to the Ziga villagers to help prevent malaria.



FUNDRAISING



Fundraising

The costs of operating the Children in the Wilderness programme in seven southern African countries are extensive. We are very grateful for all the support that we receive from Wilderness Safaris and its guests, tour operators and other travel agencies and corporate companies who give monetary donations, goods in kind and in some instances sponsor a part of the programme, such as Eco-Clubs, Eco-Mentor Training, an annual camp, etc.

The full membership fee to join the Wilderness Safaris Residents Programme (wilderness-residents.co.za) is a charitable donation to Children in the Wilderness – thus making a significant difference and allowing us to grow the programme each year.

However, over and above this, in order for the programme to be sustainable, Children in the Wilderness needs to run fundraising activities and events for the group as a whole, while each country is also responsible for initiating some of its own fundraising activities.

Children in the Wilderness' prime fundraising activity for all the regions is our annual mountain bike event – the Tour de Tuli. With the cooperation of the governments of Botswana, Zimbabwe and South Africa, the mountain biking adventure continues to grow in popularity every year whilst generating revenue for Children in the Wilderness.

Now one of South Africa's premier multi-stage, multi-country mountain bike tours, in 2014 the 10th annual Nedbank Tour de Tuli took place. Aside from its success in the cycling fraternity, the overriding objective is to raise money for the Children in the Wilderness programme and that we did, raising R2.5 million!

The Tour comprised 270 paying cyclists, as well as some 150 staff and volunteers who did everything possible to create the adventure of a lifetime. It is four days of serious single-track riding, mainly along elephant and other game trails, deep into rural areas. Approximately 300 kilometres are covered, with the cyclists crossing at specially arranged informal borders between Botswana, Zimbabwe and South Africa. The cooperation and success of this event is an excellent demonstration of the ability of all three countries to manage matters related to cross-border access and consolidating the foundation of the cross-border concept of Transfrontier Parks.

The tour starts in the Northern Tuli Game Reserve in Botswana. From here, cyclists ride through the south-western corner of Zimbabwe and end in South Africa's Mapungubwe National Park – a World Heritage Site. Some cyclists were lucky enough to enjoy sightings of elephant, lion and lots of plains game. A beer in the community and cultural interaction were just some of the highlights for many cyclists.

A wonderful donation from Wilderness Safaris of 350 backpacks, each with a stationery set inside, were carried by the cyclists to Limpopo Primary School and handed over to the principal. The overnight camps were set up in scenic locations along the route, providing a fitting end to a hard day in the saddle.

While the tour attracts many top South African business leaders, we are also seeing more international participants attending this event. This year's event was represented by a "united nations," including Australia, Botswana, Brazil, UK, Canada, Netherlands, France, Germany, Switzerland, Tanzania, USA and Zimbabwe.



Make a Difference

There is a need to grow and expand the programme for greater impact and to reach as many children in sub-Saharan Africa as possible. With the right sponsorship, the programme has the potential to make a huge contribution to the sustainability of Africa's parks and wildlife.

If you are interested in helping us with our programme, below is a list of opportunities, though there are number other options available as well and any donation is welcomed:

- **Monetary donations** to assist in covering the day-to-day camp operational expenses.
- A donation of \$2 000 will sponsor a Children in the Wilderness **Eco-Club** for one year.
- \$300 will sponsor a community member's **Eco-Mentor training**.
- **Sponsor a child** on a Children in the Wilderness camp – A donation of US\$400 will sponsor a child to attend a life skills and environmental Children in the Wilderness programme and includes follow-up.
- **Sponsor a Children in the Wilderness Camp** – For a donation of US\$9 500 you can host and brand an entire Children in the Wilderness camp of 24 children. The costs do vary slightly depending on the region and the number of children hosted in a specific camp.
- **Become a Fundraising Ambassador** – Create a fundraising event or participate in a sporting event and make Children in the Wilderness the beneficiary. You can create your own webpage and circulate to potential donors who can donate online via credit card at the GivenGain site: www.givengain.com/cause/4773/
- **Donations in kind** – i.e. services or products in kind that could be utilised on the programme and thereby reduce the camp's operational costs. These would include items such as stationery, sporting equipment, school equipment, etc. When making donations in kind, please ensure that the CITW Project Director is advised in advance as there is paperwork for importation that is required to be completed. In some instances relevant import fees may outstrip the value of the goods and therefore this does need some consideration.



Donation Options

If you wish to make a donation, we have various options available as below:

1. DONATE ONLINE

www.childreninthewilderness.com

2. DEPOSIT DIRECTLY INTO A CHILDREN IN THE WILDERNESS COUNTRY BANK ACCOUNT

When donating to a specific country, please email info@childreninthewilderness.com with your name, donation amount, and the country or project to which you have donated funds.

Children in the Wilderness General – (18A status for SA citizens)

Account Name:	Children in the Wilderness Mkambati
Bank:	Standard Bank
Account Number:	023031735
Branch Code:	001255
Branch:	Rivonia
ABA Routing No use Swift Code:	SBZAJJ

Note to South African donors:

Children in the Wilderness has a Beneficiary Analysis Certificate, certifying that 100% of its beneficiaries are black children. Donors can thus claim the full donation back on the basis of the Socio Economic Development and BEE Scorecard. South African donors are also eligible for a section 18A certificate.

3. PAYMENT VIA H.E.L.P. Malawi, a Children in the Wilderness partner

To donate through H.E.L.P. Malawi, cheques can be made out to Elisa Burchett and mailed to:

H.E.L.P. Malawi
1836 West 25th Street #3B
Cleveland, Ohio 44113

Incoming wires should go to:

PNC Bank, OHIO
CLEVELAND, OH
SWIFT CODE: PNCUS33
Routing ID 041000124
Account 4244296424

Note to US donors:

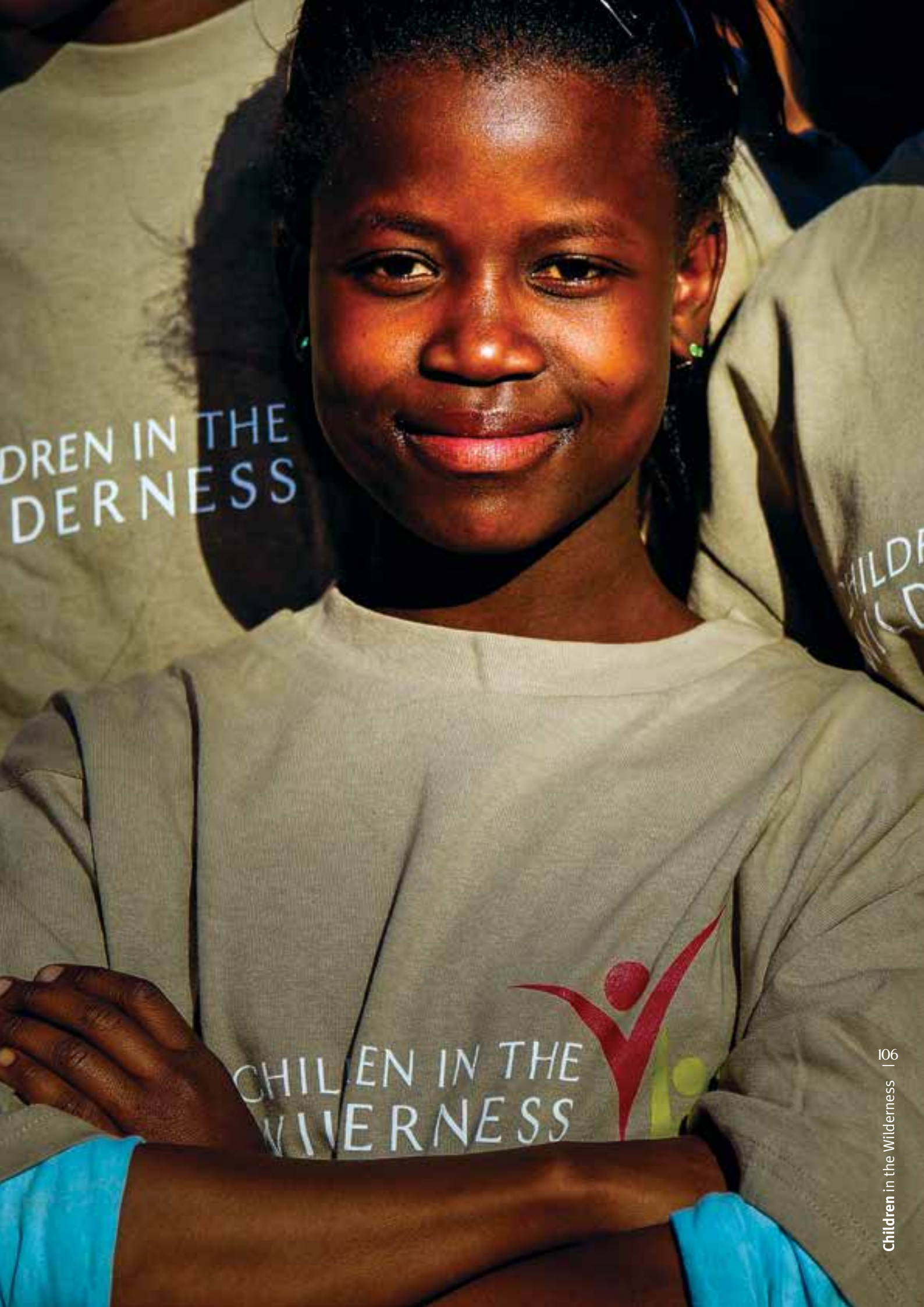
- H.E.L.P. Malawi is a 501(c)3 tax-deductible entity for US residents.
- H.E.L.P. Malawi can only accept donations in US\$.
- H.E.L.P. Malawi collects donations for many different programmes, so please ensure that your documentation is clearly marked for Children in the Wilderness.
- If you would like to EFT into the H.E.L.P. Malawi account on behalf of Children in the Wilderness, please contact Elisa Burchett – email: Elisa@helpchildren.org.

4. WILDERNESS SAFARIS AGENTS

Wilderness Safaris agents can elect to give a donation per booking to Children in the Wilderness that will be invoiced at the time of making your reservation. Should you be interested in this option, please email info@childreninthewilderness.com to facilitate this process.

CHILDREN IN THE WILDERNESS COMMUNICATIONS

We communicate with all supporters of our programme via an email newsletter every three to four months, as well as daily on our Facebook page (www.facebook.com/Childreninthewilderness). Should you wish to be included in the newsletter communication, please email info@childreninthewilderness.com.



CHILDREN IN THE WILDERNESS

CHILDREN IN THE WILDERNESS

Our Sponsors

We are very grateful to all the individuals, companies, travel partners and charitable trusts and foundations for their generous support. We certainly could not have achieved what we have to date without your kind support. We would also like to thank and acknowledge all our cyclists, volunteers and various fundraising ambassadors who participate in our many fundraising events and also arrange and operate their own. Your donations have made an enormous difference to the Children in the Wilderness programmes!

THANK YOU



CHILDREN IN THE WILDERNESS SPONSORS

Platinum – US\$10 000 plus per annum

African Adventure Company
Albert Litewka
American Embassy Botswana
Dave Thomas
Davie and Jackie March
Dennis Manalo
Doug Levin
Epic Holidays
Grand Circle Foundation (GCF)
Mashatu Game Reserve
Namdeb
Ngamiland Adventure Safaris
Nissan
Ongava Game Reserve
Rosemary Pencil Foundation
Standard Bank
Sylvia Burberry
Wilderness Air
Wilderness Residents Programme
Wilderness Safaris
Willens Family

Gold – US\$2 500 plus per annum

Abax Development Trust
Andrea Bolte
Andrew Rogers
Axel Schimmelpfennig

Blue Collar Travellers
Blue Continent Products
Budget Car Rental
Candyce Stapen and family
David & Jacs Taylor Smith and Family
Deloitte
Desert Dash
Dimension Data
Drs Bengtsson & Ailwood & the Blackbutt Hotel Fundraising Committee
Drs. Barre & Barry Wright
Elephant Charge Zambia
Empowers Africa & the Gentil Family
Europcar
Exclusive Resorts
Furnari & Guttentag Families
Grammar, Australia
Hunter Valley
Michael Rivers & Sarah Stair
Mother Bear
Nicolaas Vlok
Oceaneering
People's Trading Centre (PTC)
Puma
Rebecca Zuurbier
Rotary Club of Port Orange, Florida
Sally & Dave Pearson
The Workman Family
Tracy Bamber
University of California
Vee Romero
Wilderness Safaris Explorations

Silver – US\$1 000 plus per annum

Adobe Foundation
Adventure Camping Hire
African Marketing
Anne & Christopher Lewis
Barrow Construction
Catamaran Charters Namibia
Citi Produce
Cox & Kings
E.power
Ed & Lauren Langston
Eyes on Africa Ltd
Floyd and Gayle Dowell, Planting Hope International
Illovo Sugar Co. (Malawi)
KG Sand and Stones Transport
Khomas Trust
Lagoon Chalets
Mapungubwe National Park
Marilyn Knowles & Group
Natural Habitat Adventures
Paul Jensen
Paul Walker
Peter Marthinusen
Sense of Africa
Sylvie Pons & Makila Voyages
The Karell Travel Group
UCLA Program in Global Health
Veck and Voigots

NEDBANK TOUR DE TULI SPONSORS

Title Sponsor

Nedbank

Official Partners

Botswana, South Africa and Zimbabwe
Cycle Lab
Cycle Mashatu
De Beers - Venetia Limpopo Nature Reserve
Land Rover Owners Club of Southern Africa
Mapungubwe National Park
Mashatu Game Reserve
Nottingham Estate
Peace Parks
Sentinel Limpopo Safaris
TFCA
Uitspan

Tour Sponsors

32Gi
ABI
Afrit
Bean There
Beekman
Cayenne
Coleman
DC Signs
Diesel Power
Europcar
Fedhealth
Giro Helmets
GT Bicycles
Hammer Design
Hover Dynamics

JKJ Pump Contractors Cc
Kgalagadi Breweries (Pty) Ltd
KRP Auto Body
Lasher
Makro
Media Film Services
Micor Shipping
Navworld
Nedbank Capital
Painted Wolf Wines
SAB (South African Breweries)
SATIB
Snickers
Squirt Lube
Super Group
The grill house
Trailarent
Vivreau
Wilderness 24
Wilderness Residents Programme
Wilderness Safaris
Wilro Tours

Prize Sponsors

12 Apostles Hotel & Spa
&Beyond
Airlink
Bushman's Kloof
Nedbank Sanizc
Rovos Rail
Tswalu
Wilderness Collection
Wilderness Air
Wilderness Safaris
Wilderness Touring

WILDERNESS SAFARIS TRAVEL PARTNERS

Bushtracks Expeditions
Cox and Kings USA
Cruise and World Travel
Distinctive Journeys
Eyes on Africa Ltd
Explore Inc.
Extraordinary Journeys LLC
Great Getaways
Greatways Travel Inc.
Ker and Downey USA
Leopard Adventures USA
Post Haste Travel
Safari Experts
Travcoa





Photographers (Wilderness Wildlife Trust and Children in the Wilderness)

Arnold Tshipa, Brendon Webber, Caroline Culbert, Carolyn Whitesell, Charles Brightman, CITW Photographers, Dana Allen, Deon de Villiers, Dr Amanda Salb, Dr Esther Van Der Meer, Dr Sue Snyman, Emily Bennitt, Hamish Henderson, Janet Wilkinson, Jessica Vitale, Kai Collins, Katja Vinding Petersen, Lindsey Rich, Martin Benadie, Mike Myers, Mohlominayana Mofokeng, Moses Selebatso, Nicola Harris, Rebecca Klein, Russel Friedman, Samantha Leigh Jamison, Segwadi Felicia Maluleka, Storme Viljoen.

If we have left anyone out, this was unintentional. Please accept our apologies and let us know.

