

CHILDREN IN THE  
WILDERNESS



# Eco-Stars

An annual publication by Children in the Wilderness

Issue 01 / 2016

*What's inside:*

*How our programme works*

*Meet some of our Eco-Stars*

*How you can make a difference*

Sustainable conservation through leadership development



CHILDREN IN THE  
WILDERNESS

Children in the Wilderness is grateful to Wilderness Safaris for the design, editing and printing of this magazine. Recognising that conservation is as much about people as about the environment, Africa's premier ecotourism company, Wilderness Safaris, partners with the Children in the Wilderness programme as well as the Wilderness Wildlife Trust, both of which have helped change the face of nature-based tourism in Africa.



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### Introduction

Eco-Stars is a Children in the Wilderness publication. The magazine includes an overview of our programme and introduces you to some of the people involved in the programme – our Eco-Stars.


Each edition of the magazine will include new stories, new projects and introduce you to new Eco-Stars. For more detailed information on Children in the Wilderness, see [www.childreninthewilderness.com](http://www.childreninthewilderness.com) and for regular updates LIKE us on Facebook: [www.facebook.com/Childreninthewilderness/](https://www.facebook.com/Childreninthewilderness/)


For any comments or queries, please email: [info@childreninthewilderness.com](mailto:info@childreninthewilderness.com)




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# Children In The Wilderness At A Glance

## About Children In The Wilderness

Children in the Wilderness is a non-profit organisation supported by ecotourism company Wilderness Safaris that aims to facilitate sustainable conservation through leadership development and education of rural children in Africa.

## Our Vision

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.

## How did we come into being?

Children in the Wilderness was initiated after a visit by the late actor Paul Newman to Botswana in 2001. His organisation, the Association of Hole in the Wall Camps, is dedicated to offering educational and recreational camps for children with life threatening conditions in America and Europe.

Inspired and assisted by this organisation, the programme began in Botswana in December 2001 and has since been successfully implemented in a further five southern African countries: Malawi, Namibia, South Africa, Zambia, and Zimbabwe. Read on to see how our programme has grown and changed.

## How we achieve our vision

This is achieved in a variety of ways, from running Eco-Clubs at schools within the rural communities that live on the edges of the wild areas of Africa, to running three-day camps at Wilderness Safaris and partner camps.

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 to increase 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.



Overall, 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 school 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.

Through 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.

Finally, a number of other initiatives are run to assist children, their teachers and parents within their own milieu, such as school nutrition schemes, village upliftment and scholarships.

Overall, the Children in the Wilderness programme:

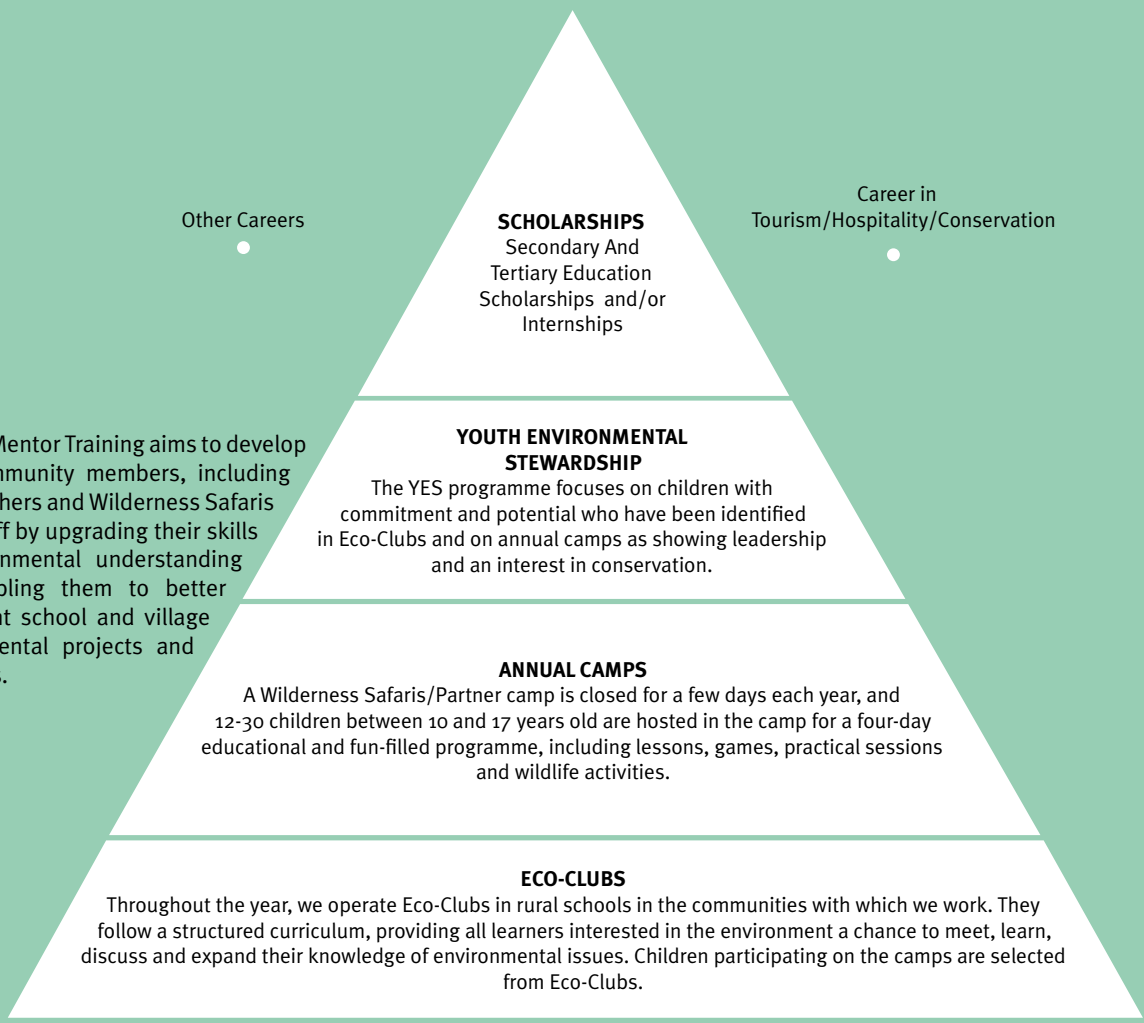
- Practises and teaches sustainable environmental education
- Fosters leadership qualities in Africa's children
- Exposes children to new experiences and new friends
- Helps to build self-esteem and teach life skills
- Inspires children to continue with their education
- Focuses on everyday issues pertaining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



# Our Programme Structure:

Eco-Mentor and Teacher Training

Our Eco-Mentor Training aims to develop local community members, including local teachers 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.



# Our Eco-

**D**uring the course of the year, the Children in the Wilderness ground team operates Eco-Clubs in the various communities with which we work. The Eco-Clubs, which take place at rural schools, follow a structured curriculum and, depending on the region, take place weekly or monthly.

Eco-Clubs give all learners who are interested in the environment a chance to meet, learn, discuss and expand their knowledge of environmental issues. We are also able to reach more children in the communities and on a more regular basis. Children participating on the Children in the Wilderness annual camps are selected from Eco-Clubs.

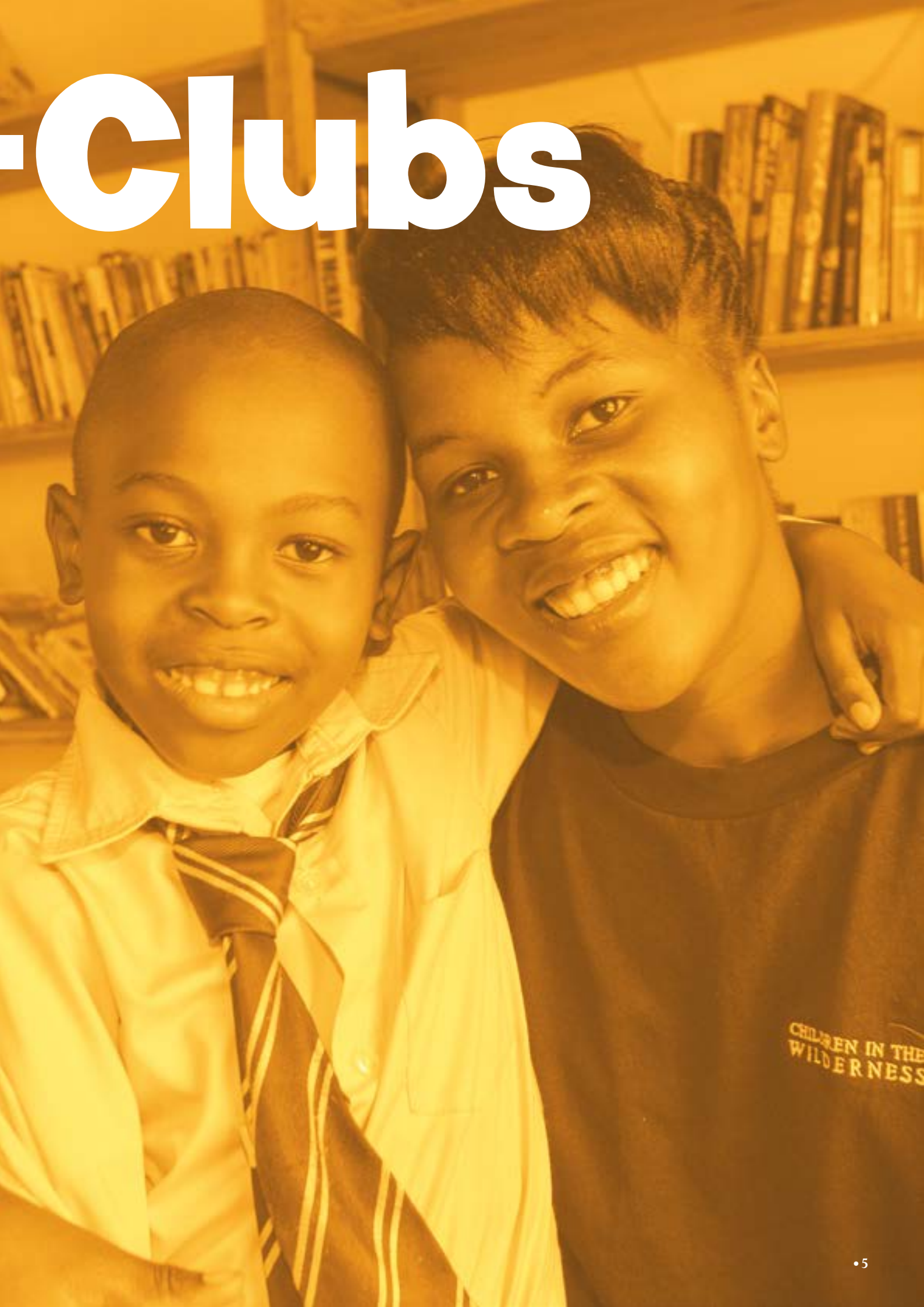


The interactive, fun sessions are designed to be informative. Most often it is the Wilderness Safaris camp staff, teachers and members of the local community that volunteer to run the Eco-Club sessions. This not only exposes the children to different mentors, but increases the respect of the staff members within their community. Environmental projects and tasks are earmarked and organised in cooperation with community members and teachers.

Children are encouraged to participate in the planning process and come up with their own ideas in order for them to take ownership of their clubs and projects. Eco-Clubs are increasingly providing positive community development while reaching a wider community. Projects to date have included indigenous tree nurseries, collage competitions raising environmental awareness and reforestation projects.



# -Clubs



# Meet our Eco-Club Members

Some of our more than 2 500 Eco-Club members







## Botswana



**Thabang Gasethaselwe** from Tubu Primary School has demonstrated a high level of intelligence during Children in the Wilderness camps. Energetic and curious to learn and lead others in Eco-Club games, he is also a keen photographer and poetry writer. He takes a great deal of pride in his vegetable plot, and is also responsible for keeping the club register. Punctual and friendly, Thabang is always willing to help other Eco-Club members and upholds the environmental education ethics by leading the school's cleaning campaign.



**Gladys Akahee** is a hardworking Grade 5 pupil at Sankoyo Primary School with a great Eco-Club track record. She requires hardly any supervision and has attended and actively participated in many camps. Gladys takes care of the bird baths, feeding worms for the vermiculture project and watering fruit seedlings. She is also sporty and artistic, and recently won the Children in the Wilderness art competition and received a bicycle donated by Mike's Bikes Foundation. Furthermore, she is very intelligent and consistently performs well at school.



**Refilwe Radithupa** is a confident Grade 5 pupil at Gunotsoga Primary School. A natural leader, she supports and lends advice to her fellow Eco-Club members. When the school's Eco-Club faced the challenge of pests attacking their vegetable crops, she took personal responsibility to protect the plots.



**Refilwe Maeze** is the Eco-Club chairperson at Seronga Primary School. She is always willing to help other Eco-Club members. Her Eco-Club achievements have seen her win a number of competitions, including a poetry competition. Refilwe has a keen interest in the environment and she often visits her teacher's house to learn as much as she can about conservation. One day she hopes to become a doctor.





## Malawi

**Faidas Asima** is a bright Grade 8 learner at Namandanje Secondary School. She participated as a Children in the Wilderness camper for the first time in 2012. During Camp she received “The Brightest Star” award because of her never-ending smile.

She is a living example among girls, an example of those who focus their mind and energy only on achieving their life goals despite the many challenges they face. She loves antelope and wishes she could protect them all.



**Oswald Mulenga** is a hard working Grade 8 learner at Chintheche Secondary School. He loves birds so much that he wishes he could fly too. He is a peacemaker among his friends at school and at home.

He works very hard at school and at his Eco-Club. He is determined to become a medical doctor one day.



## Namibia

**Rewalinda Ganuses** is a Grade 8 pupil from Sesfontein. She hopes to become a doctor and go on to become a surgeon so that one day she will be able to support her family.



**Claudion Gariseb** is in Grade 8 at Okaukuejo Combined School in Etosha National Park. Despite coming from a poor socio-economic background, he takes his education very seriously and hopes to one day provide a better future for his family.

*“I would like to look after my mother and siblings as soon as I finish my studies and this is what keeps me motivated and focused. I find Children in the Wilderness to be a very nice programme that my friends and I enjoy the most. Here we learn more about conservation and how the natural environment or resources around us can be cared for.”*



## South Africa

Affectionately known as Noniya by friends and community members, **Marcia “Noniya” Khosa** is a Grade 7 learner at Makuleke Primary School in Limpopo Province, South Africa. Before joining Eco-Clubs, she was not interested in nature – and definitely not creepy crawlies! Since joining the school’s Eco-Club, her academic performance has also improved significantly.



**Lighten Josini** is a Grade 7 learner at Makahlule Primary School in Makahlule village. He is a delightful student who works very hard at school, specifically Maths and Natural Sciences. He assists his grandfather in looking after his pets. He takes care of the school’s vegetable garden by planting, watering and weeding. Lighten plays football and is captain of the under-15 local football team.





## Zambia

**Sazwe Sanduba** is a Grade 8 learner at Twabuka Primary School in Mulauli village. He comes from a family of three boys and four girls. His mother supports the family through charcoal burning as his father is disabled and unable to walk. Sazwe is the only child to have qualified to Grade 8. He hopes to become a teacher one day.



**Ruth Mutemwa** is a Grade 6 Learner at Twabuka Primary School. She lost her mother during delivery and has been raised by her grandfather who is old and unable to help her go to school. She is disciplined and performs well in school and in the Eco-Club.

She is intelligent and has passed all her previous grades with flying colours. Ruth would like to be a nurse once she completes school.



## Zimbabwe

**Siphosenkosi Ndlovu** is a Grade 6 student at Kapane Primary School. Adopted by his unemployed uncle, Siphos is an excellent reader, although he struggles with some subjects at school and with socialisation.

During the Children in the Wilderness camp, he was full of energy, socialised well and participated in all group work activities – a sharp contrast with his performance at school. Providing he gets more educational support, he will be able to catch up to his peers back at school. All he needs is someone to believe in him...



**Ishmael Tshuma** from Mpindo Primary School is a brilliant student and consistently achieves top marks in his class. On the Children in the Wilderness camp, he led his team to victory in the quiz competition. He is head boy at school and has natural leadership abilities, leading by example.





# Eco-Club Activities – Current Projects





## Botswana

*Eco-Club lesson sessions  
Vegetable gardens  
Arts and handicrafts  
Paper-making project  
Vermiculture  
Beadwork  
Weaving*



## Malawi

*Eco-Club lesson sessions  
Tree nursery and reforestation  
Recycling  
Adobe Youth Media project – media literacy  
photo collages, posters and video making  
Food security and nutrition  
Park fence monitoring and maintenance  
Scholarship programme  
Beadwork*



## Namibia

*Eco-Club lesson sessions  
Vegetable gardens  
Scholarship programme  
School clean-ups*



## South Africa

*Eco-Club lesson sessions  
Vululwazi Primary School library revamp  
Vegetable gardens  
Tree planting*



## Zambia

*Eco-Club lesson sessions  
Tree planting and reforestation  
Deworming programme  
Tippy Taps  
Scholarship programme  
Teachers school transport project*



## Zimbabwe

*Eco-Club lesson sessions  
Tree planting  
Food and nutrition  
Best garden project  
Broiler project  
Vermiculture  
Scholarship programme*



# Eco-Mentor



**O**ur Eco-Mentor Training aims to develop local community members and Wilderness Safaris camp staff by upgrading their skills, increasing environmental understanding and enabling them to better implement school and village environmental projects and initiatives.

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. All our training is conducted in advocacy of the following quote: 'I hear and I forget. I see and I remember. I do and I understand.' Techniques such as intentional programming and flow learning are used to help translate the quote into practice and all lessons are combined with interactive, fun activities.





# Training

# Eco-Mentor

Below are details of some of our recent Eco-Mentor training sessions



## Botswana

### 2014

18 Eco-Mentors/teachers received Eco-Club training. They also participated in refresher courses, where all Eco-Mentors met and shared their experiences and learnt from each other. All of the Eco-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.

### 2015

In June, a total of 18 teachers and two school principals from Habu, Shashe, Seronga, Beetsha, Gunotsoga, Tubu, Sankoyo and Kareng primary schools participated in the training that took place in Maun. Two officials from the Ministry of Education also attended. Six Children in the Wilderness regional coordinators also participated in the training. Jan Mallen (Children in the Wilderness SA Board member) and Dr Sue Snyman (Wilderness Safaris' Group Culture & Community Manager and Children in the Wilderness Regional Director) also attended the training session.

The training was facilitated by Coleen Ryan and Annie Johnson of the El-Hefni Technical Training Foundation, a USA-based organisation working with African communities, and was sponsored by the American Embassy Botswana.

The three-day training covered topics such as the flow learning technique, multiple learning styles and over 25 environmental and life skills lesson plan templates. The training sessions were a huge success with participants confidently carrying out tasks and assignments which gave an indication that they were ready to run their Eco-Clubs successfully.

The continued involvement and support from the Environmental Education Department as well as the commitment from the teachers was evidence of the success of the training.

## Malawi

### 2014

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, some of whom have been with Children in the Wilderness for more than four years, while others were new. 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.

### 2015

We held two main teacher training sessions. Thirteen teachers attended the northern zone training and were trained on Kindle technology, monitoring and evaluating the Kindle project and other aspects of the Kindle project. Another training was held in the south and focused specifically on Eco-Clubs and the new Eco-Club curriculum





# Training

## *Namibia*

### **2014**

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 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.

Some schools needed guidance on how to run an Eco-Club and what activities to implement. The teacher training was therefore very successful and everyone was eager to learn and participated enthusiastically. 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 productive.

### **2015**

Jermain Ketji, Children in the Wilderness Namibia, hosted a Children in the Wilderness Eco-Club Teacher Training workshop to introduce the Eco-Club curriculum to new Eco-Club teachers.

Teachers from Sesfontein, Warmquelle, Okakeujo and Bersig participated in the workshop alongside Children in the Wilderness' Sue Snyman, Jan Mallen, Janet Wilkinson, Agnes Tjirare, Jermain Ketji and Jack Chakanga. Dr Sue Snyman kicked off the activities with a presentation on Children in the Wilderness and why we operate Eco-Clubs. Each participant had an opportunity to introduce themselves and to talk more about their school and community. Janet Wilkinson and Jan Mallen introduced the Eco-Club curriculum book and everyone got involved in presenting allocated lesson plans and some of the activities. It was interesting to note different interpretations of the various lessons.

All of the 4 schools received the new Eco-Club curriculum books and some of the resources for the books. The final afternoon session saw each school presenting proposals on potential projects for each of their schools. The teachers were required to think about all aspects of project proposal from planning and budgets to implementation to measurement. Proposal ideas covered school vegetable gardens, a school greening project to plant more trees, a poultry project and an arts and crafts project.



## South Africa

**2014**

Ray Ngubane from the Wildlife and Environment Society of South Africa (WESSA) visited Rocktail 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.

**2015**

Once again Ray Ngubane from the Wildlife and Environment Society of South Africa (WESSA) visited Rocktail Camp and conducted an Eco-Mentor training. The Eco-Mentors also learnt how to use a camera and were given basic photography tips by Caroline Culbert, Wilderness Safaris' in-house photography guru.

The Rocktail Eco-Mentors are into their second year of training and are showing increased confidence at Eco-Clubs and on the annual camp.

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. Despite Wilderness Safaris no longer operating 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.

**2015**

In May, 19 community members participated in an Eco-Mentor training in Makuleke village. A total of 14 participants were from Makuleke, three were from Maviligwe and two from Makahlule. The training was conducted by Bongani Baloyi, Children in the Wilderness Regional Programme Coordinator, with assistance from Janet Wilkinson, South Africa Coordinator. Topics covered included tips for successfully running and sustaining Eco-Clubs along with suggested lesson plans and activities.

The huge turnout of volunteers demonstrated the willingness of community members to make a difference in their own communities.



## **Children in the Wilderness Eco-Club Coordinators Workshop August 2015, Mogalakwena Reserve, Limpopo**

The objectives of the workshop were to introduce all the Children in the Wilderness Eco-Club (EC) Coordinators in the Greater Mapungubwe Transfrontier Conservation Area (GMTFCA) to each other and to get them to see that they are part of a team even though they operate remotely, and to introduce and train EC Coordinators on the new Children in the Wilderness Eco-Club curriculum book.

We stayed at Mogalakwena Bush Camp – our partner on the Children in the Wilderness Modikwa programme. Dr Sue Snyman, Children in the Wilderness Regional Director, kicked off the activities with a presentation on Children in the Wilderness and why we operate Eco-Clubs around the GMTFCA. She showed videos on the Nedbank Tour de Tuli's fundraising efforts for Children in the Wilderness to illustrate our programme and involvement.

Bongani Baloyi, Children in the Wilderness Regional Programme Coordinator, presented more about the programme. Janet Wilkinson and Jan Mallen introduced the Eco-Club curriculum book and everyone got involved in presenting allocated lesson plans and some of the activities. All of the 15 schools received the new books and some of the resources for the books. The balance of the resources will be dispatched to the regions after the workshop.

We will take the learnings from the Eco-Club coordinators, feedback and use this in the next edition of the Eco-Club curriculum books. We also paid a visit to the Mogalakwena Arts and Crafts Centre where local women are employed by Mogalakwena owner Elbé Coetsee. Here the women are taught embroidery, bead work, candle making, sewing, basket weaving, weaving and pottery. In turn Elbé sells their crafts through her gallery in Cape Town.

### **Greater Mapungubwe Transfrontier Conservation Area (GMTFCA)**

Another Eco-Mentor workshop was held in the GMTFCA in October 2015. The purpose of the workshop was to train teachers to become Eco-Mentors by upgrading skills in their environmental understanding so that they are able to start and run Eco-Clubs and also to enable them to better implement school and village environmental projects and initiatives. The training was also aimed at introducing the teachers to Children in the Wilderness and its programmes.

The first leg of training took place at Mathathane Primary School in Mathathane village in Botswana. Nine teachers, including the school Headmaster, from Mathathane and five teachers from Mothlabaneng Primary Schools attended the training. The second leg of the training took place at Kranenburg Primary School in Musina in South Africa.

Three teachers, including the school headmistress, and two officials from Mapungubwe National Park and World Heritage site participated in the training. The training was conducted by Bongani Baloyi.

The training covered some sections of the Eco-Club Curriculum book, including how to conduct lesson plans and activities, animal adaptations, respect, the importance of appreciation and thank you, plants in our school grounds and soils.

## Zambia

2014

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.

2015

A total of 15 teachers from five schools namely Twabuka Primary School, Simoonga Primary School, Holy Cross Basic School, Lupani Primary School and Nalituwe Comprehensive Secondary School attended the training. The training took place from 1st to 3rd of July 2015 and was conducted by American teachers Coleen Ryan and Annie Johnson of the El-Hefni Technical Training Foundation.

The purpose of the training was to orientate teachers as a follow up to the 2014 training on how to establish, run and manage Eco-Clubs. Amongst other topics, the training covered making energy efficient stoves, Tippy Taps, making solar cars, food webs, birds, topography and reusing solid waste.



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

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*“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, El Hefni Foundation.

The response and enthusiasm from the teachers who attended the workshop was overwhelming and we look forward to further training in the future. The planting of fruit and 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

2015

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 with 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.





*A Distant World*  
Cover: Empress Book Company  
Illustrations: Paul Jones  
and Christopher Jones

*A Lot of Dogs*



# Meet our Eco-Mentors

Some of our more than 100 Eco-Mentors





## Botswana

### Lesego Masalila

Lesego is a Senior Teacher at Seronga Primary School in Masunga village. Her journey in conservation began in 2011, after being nominated as regional secretary for Ghantsi region. In 2012, she became a presenter at the Department of Environmental Affairs and the Southern African Development Community's (SADC) Second National Environmental Education Forum. She continued with Environmental Education at Grootlagte Primary School in 2014. She also became the environmental representative at Ghantsi Agricultural Show where she achieved first place. Lesego has been an Eco-Club Coordinator and Mentor at Seronga Primary School since 2013.

*"As the coordinator of Seronga, we managed to revive the Eco-Club and we have active club of 88 learners, we have participated in a camp programme at Santawani in December 2014 and Youth Environmental Stewardship camp again at Santawani, April 2015."*



### Richard Modeme

Richard has been working at Mashatu for more than 25 years, and has gone from being a barman to a tracker and now finally, a guide.

His passion for working with children drove him to get involved in the programme from when it first launched at Mashatu.

This is what Richard had to say: *"I volunteered to teach the children about nature, its importance and how to become future leaders of tomorrow."*



### Motsumi Matane

Motsumi is a teacher at Shashe Primary School, Maun, Botswana.

*"I have worked harmoniously with Children in the Wilderness for the past nine years. During this period, I worked as an environmental education coordinator and school-based annual camp organiser. I have also extended my services to the organisation by volunteering as an Eco-Mentor. In my school I make sure that our Eco-Club children undertake the activities in our plan of action. When need arises I link the club with Children in the Wilderness office, which is ever ready to render us support. I am very much willing to take my relationship with Children in the Wilderness to another level. Thank you for your endless support."*



## Malawi

### Matthews Matewera

Matthews works as a safari guide at Mvuu Camp. He has been involved with Children in the Wilderness for over ten years and has worked with more than 986 children in 41 camps. He also assists with the supervision of Eco-Club sessions in 17 schools across Malawi. Matthews has done it all, starting as a tent leader and now a camp director and excellent Eco-Mentor. He is also involved in the programme coordination for the southern zone in Malawi in his spare time.

*"I am a conservationist at heart and I think that every child has to go through some Children in the Wilderness camp and Eco-Club kind of experience. Children in the Wilderness has impacted on me positively as I have adopted Children in the Wilderness camp culture and introduced it to my family. I have the happiest family in my local community. My children love and understand me better than before I started using Children in the Wilderness camp approach with them."*



## Namibia

### Elina Penehafo Amadhila

Elina is a teacher at Okaukuejo Combined School. She joined the profession in 2015 as a recent graduate from the University of Namibia. Soon after her appointment, she was selected to coordinate the school's Eco-Club and to be the Eco-Mentor for Children in the Wilderness. *"I am humbled to be invited to be part of this exciting programme. The experience I gained from Children in the Wilderness has helped enhance my interaction with young learners as well as broadened my knowledge of the environment starting from around the school and into Africa and the world as a whole. My heart is at peace whenever I'm surrounded by the learners. I also believe conserving the nature must be and is everyone's responsibility. As the proverb says: 'The earth is not ours; it is a treasure we hold in trust for our children and their children.'"*



#### **Ferdriek Armas**

Ferdriek is a science teacher at Okaukuejo Combined School. She is a graduate of the University of Zimbabwe where she majored in science.

*"I'm very passionate about science, nature and all issues pertaining to the environment, that's why I joined the Eco-Club at our school as a facilitator to help grow the next generation of conservation leaders. I believe that these children have the potential to address tomorrow's challenges and we need to prepare them adequately."*



### *South Africa*

#### **Given Mbonambi**

Given was born and grew up in KwaMpukane on the coast of KwaZulu-Natal. She works as a waitress at Wilderness Safaris' Rocktail Camp and has been involved with the Children in the Wilderness programme since it started in the area, initially on the annual camps and now as an Eco-Mentor at two of the local schools.

She enjoys being part of the programme as it gives her an opportunity to learn more about her environment and to share this with both the children and adults in her community. Her dream is to become the Programme Coordinator for Children in the Wilderness.



#### **Rhulani Ngwenyama**

Rhulani was born in Soweto, but grew up at Makuleke Village in Limpopo Province where he attended Joas Phahlela Primary School.

After matriculating at N'wanati High School he was unable to get into full-time tertiary studies, so instead worked in Gauteng as a painter, call-centre agent, forklift driver and in Mpumalanga as a survey assistant. Now back in Makuleke village, this father of one volunteers in a number of programmes within his community and jumped at the opportunity to work as the Children in the Wilderness Eco-Club Coordinator in the area.



### *Zambia*

#### **Amon Ngoma**

Amon joined Wilderness Safaris in 2008 as a guide and is one of the pioneers of the Children in the Wilderness Camp programme. To date he has been a mentor at eight Children in the Wilderness camps (five at Toka Leya near Victoria Falls and three at Shumba in Kafue National Park). He is motivated by the children's thirst for knowledge and spends his free time following up with students after camp.

Amon is passionate about Children in the Wilderness and community projects and on many a drive with guests to or on village tours, he can be heard praising the attributes of the programme. He believes that our focus on education, nutrition, health and safe drinking water for children are most valuable and meet the needs of the children who are our future conservationists.

*"I like teaching and sharing my knowledge with children, they have the desire to learn and they are educated and can protect our planet."*







### **Histon Samatamba**

Histon joined Wilderness Safaris in 2008. He is one of a number of long-serving employees and at present is a guide at Toka Leya Camp. Histon is a great supporter of Children in the Wilderness and was one of the first to volunteer as a mentor for the programme. To date he has participated in all the camps held at Toka Leya since 2010. Histon is kind and caring and a man of integrity who is very popular with the children, many of whom he follows up with when visiting the villages.

Histon introduced Wilderness Safaris to Sinde village at the end of 2009. As a guide, Histon takes time to explain the culture of the local people and their lifestyles; such talks inspire many guests to visit the village.

As a local mentor who is also in charge of the Eco-Garden at Toka Leya, Histon feels that Children in the Wilderness helps preserve both nature and the culture of the areas where it operates, thus ensuring the knowledge acquired passes from one generation to the next.

*“Through Children in the Wilderness I am able to get involved in the development of Sinde village and the best is seeing more children helped to attend school. As a pioneer of Children in the Wilderness in this community, I feel humbled by what has been done and pray that the relationship continues, which provides so much hope to the children.”*

## **Zimbabwe**

### **Honest Siyawareva**

Honest is a professional guide at Ruckomechi Camp, and has worked for Wilderness Safaris for six years. He joined the company in 2010 as a learner guide and served as head guide at Little Makalolo from 2012-2013. Since mentoring his first Children in the Wilderness camp in November 2010, Honest has participated in a total of 12 Children in the Wilderness camps.

*“I believe educating rural kids in Africa is the best gift one can give them. It builds their confidence, reveals career opportunities, and they are enlightened on the importance of wilderness areas in Africa. I love working with Children in the Wilderness and the children, they are amazing and they are the future custodians of the wilderness.”*

His favourite topics include culture, ecosystems and conservation, nutrition, HIV/AIDS, and survival. Honest has a real passion for guiding, wildlife photography and working with children, and he strongly believes that leadership training is crucial in conservation. Honest is a passionate and inspirational mentor to the children on Children in the Wilderness camps and many aspire to be just like him when they grow up.

### **Avias Ncube**

Avias has been with Wilderness Safaris for nine years. He started off as a waiter at Davison's Camp and over the past years has risen through the ranks. Currently he is working as Manager at Linkwasha Camp in Hwange National Park. He is currently studying to be a learner guide, and his dream is to become a professional guide. Working for Wilderness Safaris has impacted his attitude towards nature, and he feels compelled to give back to the community by teaching others about the importance of conservation and culture.

Avias took part in his first Children in the Wilderness camp in the role of tent leader in 2009 at Makalolo Plains, and he has since participated in 20 Children in the Wilderness camps where he retains the role of Assistant Camp Coordinator. Avias is a larger than life character and has endless energy and patience when working with the children. He is a man of integrity and a great role model for the children.

*“I like being part of the Children in the Wilderness family, it is a good programme that gives children opportunities in life, gives them hope for their future and enlightens them on what is out there in the big wide world. Children in the Wilderness is a great blessing to the communities and children it works with.”*





# OUR ANNUAL CAMPS



**C**hildren in the Wilderness runs Camp Programmes in six southern African countries (Botswana, Malawi, Namibia, South Africa, Zambia and Zimbabwe). For these, Wilderness Safaris, Mashatu, Central African Wilderness Safaris and other partner companies close some of their camps for several weeks each year, allowing Children in the Wilderness to host groups of selected rural children instead.

Groups of 16 to 30 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.

The Camps themselves are run by the regional Children in the Wilderness Coordinator and a Camp Leader, assisted by a full staff complement of volunteers and mentors. Eco-Mentors are assigned to the children and interact with them as counsellors, friends and, most importantly, role models.

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, allowing them to see a future for themselves – “if I can do it, so can you” is the subtle encouragement of the Mentor.

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 camps in each country follow a standardised curriculum but also include unique aspects of the specific 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](http://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.

*“This place was a learning area, where I learned different life skills to keep me going. I learned RTC – respect, teamwork and challenge.”*  
White, 13, Malawi

# Our Youth Environmental Stewardship (YES) programme



**T**he Youth Environmental Stewardship Programme focuses on children with commitment and potential who have been identified in Eco-Clubs and on annual camps as showing a particular interest in conservation. Previously known as Environmental Stewardship Programmes (ESP), these have been running in Botswana since 2008, where they have hosted 144 children to date; they are now being introduced in other regions as well.

YES campers are selected, through a rigorous but fair and transparent process, based on their leadership potential, interest in the environment and academic performance as the core criteria, amongst others.

The programme runs camps that are usually smaller, with fewer children attending, allowing for focused work groups and increased participation of all children. The programme curriculum is an extension of concepts introduced in Eco-Clubs and at camp, with a greater focus on career choices, communication, leadership,

teamwork and further environmental education. It also aims to inspire the participants to develop or come up with sustainable conservation methods so as to sustain their own lives as well as those of future generations.

What is exciting about YES is that the tradition of running Children in the Wilderness programmes in an interactive, responsive and fun way continues here too.

At camp, there is an increased opportunity for mentors to spend more time with the children and identify candidates for the scholarship and internship programme, thus allowing the programme to grow with the children and to continue to provide them with environmental education and support.

In the end, the YES programme envisages taking campers to the next level, preparing them for careers in environmental conservation, ecotourism, hospitality and other exciting careers.





## YES curriculum overview

Children in the Wilderness is currently developing a standardised three-year YES curriculum as part of the programme's sustainability strategy. It will be run either as a three-night camp or as a YES Club in the community, depending on the country's specific needs.

It is our intention to ensure that this curriculum derives clear learning outcomes for all activities and that there is a good balance between the curriculum's components.

Based on the primary focus of the programme, the curriculum will be divided into the following key components:

- Environmental Education
- Life Skills
- Culture and Heritage
- Community Environmental Projects



# Scholarship

**A**n important part of our programme structure is our Scholarship Programme. In almost all the areas where we operate primary education is free, but secondary schooling usually has a fee attached to it. For this reason, a large majority of children will only ever complete their primary schooling.

Through our Eco-Clubs and Children in the Wilderness Camp programme we are able to identify children who are doing well academically, but whose parents are unable to send them on to secondary school. Our Scholarship Programme then gives these children an opportunity to complete their schooling.

The programme provides funding for the necessary school fees and as often as possible, we try and assist with uniform, stationery, etc. as well. Funding originates largely from Wilderness Safaris guests, agents, as well as other partner NGOs, corporates, etc.

Any and all donations to the programme are warmly welcomed. Note that we only give a child a scholarship if we are assured that the funding that we have will allow them to complete their schooling – so that they do not have to wonder each year if they will be sponsored.

For this reason we encourage sponsorship for the three to four years (it differs depending on the country) necessary to complete their schooling. The rates for scholarships vary slightly in each country, depending also on whether the scholarship is for private or public schooling. The average cost though is approximately USD250 per child per year for school fees, uniform, books and stationery, i.e. a total of USD750-USD1000 for a full scholarship.

For more information related to this project in each country, as well as details on some of the children already on our programme (of which we currently have a total of 287), please visit <http://www.childreninthewilderness.com/our-programmes/scholarship-programme/>.

## **Internships**

This programme focuses on supporting our children beyond the life of an Eco-Club or camp, by connecting them to the workplace, allowing them to gain practical work experience and skills. This assists our children to start a career in hospitality, environment, tourism, conservation and as well as in other sectors. Furthermore, children earmarked for the internships are also selected from our YES programme.



# Programme

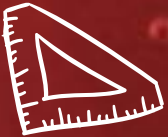
## **Children looking for Sponsorship**

*We have over 250 children in Zambia, Malawi, Namibia and Zimbabwe who are on our scholarship waiting list for 2016. If you would like to sponsor a child for a scholarship, please feel free to get in touch with Dr Sue Snyman at [SueS@wilderness.co.za](mailto:SueS@wilderness.co.za)*



# Meet some of our Scholarship students

In 2015, we had over 300 children on our scholarship programme in Namibia, Malawi, Zambia and Zimbabwe.







## Namibia

Learner: **Everell Haneb**

Sponsor: Children in the Wilderness General 2015

*"My name is Everell Haneb and I am in Grade 8A at Okaukuejo Combined School. I am 14 years old and I stay in the school hostel. I wanted to be sponsored because I am an orphan and it is only my mother that is working and she also has three grandchildren. I want to become a qualified engineer and work at the mine."*



Learner: **Verarakanaije Kameeta**

Sponsor: Khomas Trust 2016

*"My name is Verarakanaije Kameeta and I am in Grade 8 at Okaukuejo Combined School. I stay in the school hostel and I am an orphan because my mother died. The person taking care of me is not working and has her own children so she cannot support me until I finish my school. My father is working but he does not support me. My dream is to become a medical doctor to help the sick people. I also want to find the cure to HIV and I want to become the hero that will make my country find the cure to HIV. I believe the Scholarship from Children in the Wilderness will help me to achieve these goals."*



## Zambia

Learner: **Sibulundi Chombe**

Sponsor: None as yet

Sibulundi Chombe is a Grade 9 student at Simoonga Basic School and is 15 years old. She is a double orphan who is being cared for by a brother. Chombe's academic ability was affected when her mother died in 2012. She has been supported by different people in different schools. Her academic performance is excellent and she is well behaved as recommended by the class teacher. Chombe would like to be a nurse after completing school.



Learner: **Mainza Muweemba**

Sponsor: Government of Zambia, Ministry of Health – 75% and Floyd and Gayle Dowell, Planting Hope International – 25%

Mainza Muweemba is the firstborn in a family of six (three boys and three girls). Mainza is the only child to have finished Grade 12 with distinctions in all subjects and the first person from his community to be accepted to the Copperbelt University in Zambia. His father does not have regular employment and depends on piece work and charcoal burning to support the family. Mainza is the role model for this community. He would be the first medical doctor to come from Sinda Village and his vision is to support and inspire more children from this community to study hard at school.

*"I would like to work for this community once I complete my seven-year training in medicine."*



## Zimbabwe

Learner: **Rumbidzai Musasa**

Sponsor: Albert Litewka from USA

Rumbidzai was a Children in the Wilderness camp participant in 2009. In 2013, then in Grade 8 at rural Ngamo Secondary School, orphaned Rumbidzai would wake up at 4am to do household chores before starting her two-hour walk to school. She would get home after dusk when she was expected to fetch water and prepare the evening meal. This affected her school work as there was hardly any time left for studying. When Children in the Wilderness offered her the chance to attend school in Victoria Falls as well as a boarding facility, she was elated. She has since embraced the change and her final exam results are very encouraging. Rumbidzai is in the process of acquiring a further two O level subjects that she has sat for in November 2015, thus giving her the necessary qualifications to apply for a college place. As the school schedule is not too strenuous, Children in the Wilderness has arranged for her to get exposure and work experience within Wilderness and we are very grateful to Wilderness Air for providing this mind-broadening opportunity for one of 'our' girls.

*"Coming to Wilderness gave me an opportunity to experience things that I did not know and to think further about my life. I am glad to be meeting different people and learning how to engage with people at various levels and of different cultures."*

**Children's Creativity: Stories**  
**Poems**  
**Artwork**



**A** key aspect of our Children in the Wilderness programme is focused on creating an environment in which Africa's next generation of leaders can thrive, and improving creative-writing skills and confidence levels plays a key part in this. Children in the Wilderness has embarked on a new partnership with the Dūcere Foundation, aimed at enhancing literacy levels in children across Africa by promoting story writing, creative writing and the capturing of oral tradition through the Dūcere African Children's Stories Programme.

The Dūcere African Children's Stories Programme aims to provide an African alternative in terms of children's literature – one that is more relevant to everyday life in rural southern Africa. Seven collections have been published so far, featuring stories written by children in Botswana and Zambia.

These are available for purchase in Australia and online, and the funds are used to distribute the books in southern Africa.

The collaboration between Children in the Wilderness and Dūcere kicked off with a story-telling competition, in which Eco-Club members from schools across southern Africa were invited to submit their own stories and poems. From these, several will be selected to be included in various Dūcere African Children's Stories Collections.

All stories in this section have been published courtesy of Dūcere Foundation.

## The Magic Fish

By **Ndzalama Tonia Chauke**, 12 years old; Joas Phahlela  
Primary School, South Africa

A story told by her grandfather, Jacob Makhubele

.....

A long time ago, there was a man named Jacob who lived in a small village called Matiyani with his wife. He was a very poor man who relied on fishing to earn a living. He always dreamt of one day being a chief in his village. One morning, he decided to go fishing in the dam next to his village. He caught a big fish and was very happy about it because it would feed him and his wife for days. What Jacob didn't know, was that this was a magic fish. "Don't kill me," said the fish, "I will do anything for you that you ask." Jacob was very surprised and nervous to see a fish speaking to him. Jacob said to the fish, "But if I don't take you home with me, my wife and I will sleep on an empty stomach." The fish replied, "If you agree not to kill me, I will provide you with enough food."

Jacob decided not to kill the fish and threw him back into the water. As he left, the fish said, "If you need anything next time, come to the dam and call out to me and sing this song: 'Help, help, help me, Magic Fish,' and I will surely help you." Jacob went home and found that the fish was true to his word. In his house he was surprised to find groceries and more than enough food to eat. Jacob sat down together with his wife and told her what had happened. They ate the food and went to bed early, their stomachs full.

The following morning Jacob sat down and talked with his wife about his dream of becoming a chief in his village, as the village had no chief. He then decided to go to the dam and ask for help from the Magic Fish. When he got to the dam, he called out to the fish, "Help, help, help me, Magic Fish." The fish soon arrived.

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***"How can I help you today, Jacob?" the fish asked. "I want to become a chief in my village as we do not have one," Jacob replied. The Magic Fish said, "Go home Jacob, your wish has been granted."***

---

Jacob went home and told his wife what had happened. They waited but nothing happened that day. The following morning when Jacob woke up, he was surprised to see a large number of people singing and dancing outside in his yard. He opened the door and asked "What is happening here?" The elders replied, "We want you to be the ruler in this village, we have been discussing it and we have come to elect you as our chief."

Jacob and his wife were very happy to hear this unexpected and beautiful offer from the elders. They then held a big ceremony and gave Jacob a throne of Chieftaincy. Jacob went to the dam and thanked the Magic Fish for making his dream come true. He continued going to the Magic Fish and asked for his help from time to time. He became a very wise chief and was blessed with twins (a boy and a girl) with his wife. The whole village and his family lived happy lives thereafter.

## Why the Crocodile and the Dog are Enemies

By **Mahetelelo Maluleke**, 13 years old; Makahlule Primary  
School, South Africa

A story told by his grandmother

.....

Once upon a time, the crocodile and the dog were best friends. The crocodile trusted her friend and so one day, he decided to show the dog where she had laid her eggs near the river.

A few days later, the dog was very hungry, so he decided to go to the riverbank where the eggs of the crocodile had been laid. There were ten eggs in the nest, so the dog decided to take only five to eat while the crocodile was off hunting for food. The crocodile was far up the river and didn't come home that day.

The next day, the dog decided to go and take the other five eggs to eat. When the crocodile came home she was shocked to find all of her eggs gone and she was very upset. While she was sitting there wondering who would take her eggs, she saw her old friend the dog coming.

As soon as the dog saw the crocodile, he went and hid himself behind a tree. It was then that the crocodile realised that her friend had become her enemy and eaten her eggs.

Until today, crocodiles are still looking out for the dog and if a dog comes near the river's edge, the crocodile will jump out of the water and kill the dog.

## The Crocodile in the River

By **Rirhandzu Chauke**, 14 years old; Makuleke Primary  
School, South Africa.

A story told by Morris Chauke, her father

.....

A long time ago there was a girl who lived in a small village called Sengwe. Her name was Lindi. She was living with her mother, Thembi and her brother, Siphon. Lindi was a very stubborn girl and would not listen to her elders. One day Thembi decided to go to the river and wash her clothes. She invited her children to go with her. When they arrived at the river they were happy to see their neighbours there, Gogo Mkhize, Mandla and Mandla's mother, Ntombi, doing laundry.

The older women talked to each other but they always kept their eyes on the water, because people said that a crocodile lived in the river. No one had actually seen it except for Gogo Mkhize, but she had also said that she had seen a lion sleeping in her hut and an elephant eating leaves from the tree outside her hut.

No one believed her stories. While the elders were busy washing, Lindi played with her brothers on the edge of the river. Lindi kept putting her feet in the shallow waters. The boys threw flat stones that skimmed across the water. Gogo Mkhize warned the children, "Remember the crocodile. Don't go in the water." As Lindi was very stubborn, she would not listen to her and kept putting her feet in the river. Thembi told the others, "My husband says that there are no crocodiles in this river. He says that crocodiles don't like to swim in cooler waters that move quickly and this water moves very quickly after the rains."



“Ha!” said Gogo Mkhize. “I should know. I have seen the crocodile!” Thembi was sure that her husband was right, but she kept her eyes on the water, just in case.

Gogo Mkhize told them the stories once again about seeing the lion, the elephant and the crocodile. Ntombi asked, “Did you really see all those animals, Gogo?” Gogo Mkhize looked out over the water. “I think I saw the lion in my hut, but I’m not so sure now. I know I saw the elephant eating the leaves from the tree and I’m sure I saw a crocodile in this river last summer.”

Thembi and Ntombi looked at each other. They didn’t know what to believe. “Where are the children?” Ntombi suddenly asked. The women looked up and saw all the children playing in the water. “Get out of the water!” Thembi shouted. “Come on, get out. If there is a crocodile in there, it will eat you! Quick! Quick!” The children got out of the water. Lindi chased a butterfly with blue and red wings and the boys followed her. “Hey, let’s climb a tree,” said Sipho. “Good idea,” said Mandla, “Let’s see how high we can climb!” Lindi was scared.

“I’m not very good at climbing trees,” she said, “I’m scared I will fall.” “We won’t let you fall,” said Mandla. “Come on, don’t be such a baby,” teased Sipho. He then gave Lindi a push to get her onto the first branch. The boys climbed higher and higher. Lindi struggled to keep up with the boys, as her legs were much shorter than theirs.

Lindi decided that she didn’t want to climb the tree and anyway, she was very hot and wanted to cool off in the river. She slowly climbed down the tree and walked into the river up to her waste to cool off and have a swim. Meanwhile, Mandla and Sipho had climbed up to the top of the tree.

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**“Hey, what’s that?” asked Mandla. “Look there on the other side of the sandbank. It looks like... do you think that shape there in the middle of the river is a crocodile?”**

---

Mandla and Sipho looked around for Lindi but couldn’t see her in the tree. Then Mandla saw her in the river and gave a shout, “Lindi, Lindi, come out of the water, there’s a crocodile in the river!” Lindi got such a fright that she fell further into the river and got swept up in the rushing water.

Ntombi heard the splash as Lindi fell into the river and ran up the riverbank screaming, “Help! Help!” Thembi jumped to her feet shouting out to Lindi and watching as her daughter disappeared under the water. “There she is! There she is!” shouted Mandla from the tree.

He pointed to Lindi’s head just above the water. She was spluttering and gasping for air and kicking, as she couldn’t swim very well. Everyone could now see the crocodile swimming towards Lindi.

Thembi ran along the riverbank, grabbing a long stick as she went. She reached out the stick towards Lindi, and Lindi grabbed hold of the stick and Thembi pulled her out of the river, just in time.

The crocodile swam off, disappointed that it didn’t get a meal. Everyone was happy to see Lindi safe and alive.

Lindi apologised to Gogo Mkhiza and her mother for not listening to them and promised to always heed the advice of her elders. They all left the river and went home safe and happy.

## **Broken Promise**

By **Vukulu Maluleke**, 11 years old; Makuleke Primary School, South Africa

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Long, long ago all the animals stayed together in one place. One day all the animals decided to have a party. Mr Leopard forgot about the party and went out early the next morning for a hunt. The hunt was not successful and Mr Leopard found himself far from home.

Early afternoon he approached home and could hear singing, talking, shouting and dancing. He remembered about the party that had been discussed the previous day.

Mr Leopard got closer and closer to the party place. He was very hungry, tired, thirsty and dirty.

While he was outside the party he saw Mr Hyaena passing by wearing a good-looking jacket.

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**“Mr Hyaena, can I borrow your jacket to go into the party?” asked Mr Leopard. “I am so dirty and I am afraid they will not let me in.”**

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Mr Hyaena was very kind and he saw that Mr Leopard was dirty and hungry and was in need of food. He took off his jacket and gave it to Mr Leopard.

Mr Hyaena made Mr Leopard promise that he would meet him at the big Baobab Tree when the party had finished and return his jacket to him.

Mr Leopard walked into the party and everyone started clapping their hands because Mr Leopard looked so beautiful in the jacket of Mr Hyaena. After Mr Leopard had finished eating, he left the party and went in the opposite direction to the Big Baobab Tree. He did not want to return the jacket because it was so beautiful.

Mr Hyaena waited by the Baobab Tree until the following morning but Mr Leopard did not show up. Mr Hyaena then went looking for Mr Leopard and found him at home. Mr Leopard pleaded with Mr Hyaena not to take the jacket from him because he would not look as beautiful as he had the day before at the party. Mr Leopard promised that when he made a kill, he would share his meals with Mr Hyaena in return for the jacket.

After a week, Mr Leopard was tired of Mr Hyaena eating half of his meals and not hunting for himself and so when Mr Leopard made his next kill, he decided to break his promise and take it up into a tree so that Mr Hyaena could not get it. To this day, all leopards take their kill up into the tree so that the hyaena cannot eat it.

# Children's Creativity:

# Stories Poems Artwork

Poetry forms an integral part of our programme and provides learners with an opportunity to develop creative writing skills. The poems in this section were conceived and written by the children under the auspices of the African Children Stories project – a partnership between Children in the Wilderness and Dúcere Foundation, Australia. All poems in this section have been published courtesy of Dúcere Foundation.



## *Nature's Sounds*

*By Tracey Mabasa, 15 years old; previously at Boxahuku Primary School, South Africa (now at Jim Chavani High School)*

*I can hear the birds singing  
The tall trees shaking  
Dancing to the rhythm  
Of the twirling and twisting northern winds*

*The king of the jungle giving its mighty roar*

*For all the animals to bow down  
The human's cousins*

*I mean the adorable monkeys and baboons*

*Dancing to the trumpets of the elephants*

*During the winter's night  
The hyaena howls at the clear full moon  
Luvuvhu River flowing gently  
Putting the fish to sleep*

*Nature lovers gathered around the fire  
Young ones giving attention  
Listening carefully to the stories  
Told by the old wise grey hairs  
Our Kruger Park  
Mother Nature has loved you  
Your wonders never cease to amaze*





## Africa My Land

By Rhulani Shivambu, 13 years old; Boxahuku Primary School,  
South Africa

*Every day I wake up at 6am to see the sunrise*

*Shades of orange, red and yellow*

*I take a hot bath in the morning and eat fat cake and  
French polony for breakfast*

*I have four brothers and one sister. I am the youngest  
of the brothers*

*I walk about 15 minutes with my sister to Boxahuku  
Primary School from my home  
What I see on the way to school makes me proudly African  
As I pass along the road, I see the legacy that is my  
land*

*I see what represents who I am, the black colour of my  
skin, the people, the bush*

*I value my African culture, my African origins and my  
values*

*I envy no other tradition, for mine is superior  
I am an African warrior who never forgets where he  
comes from*

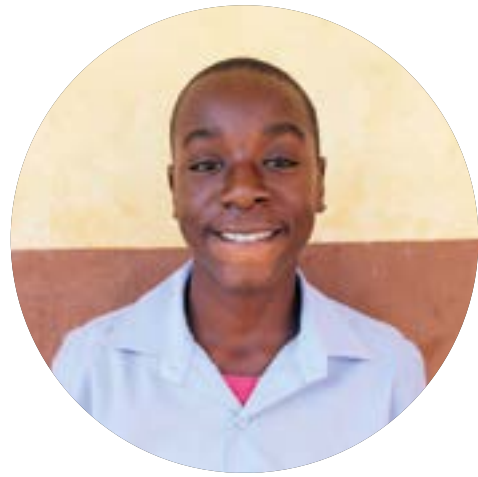
*My brothers teach me to be an African warrior  
We pretend to fight with wooden spears  
My being is rooted and anchored in this miracle land of  
Africa*

*I love Africa, my land*

*I love the animals – the lion, the leopard and especially  
the cheetah because it is the fastest animal in Africa.*

*Africa is a place of unity and peace.*

*In Africa we are brothers and sisters, one big family. I  
am African and I live and breathe my tradition.  
Africa is one big village where children are raised with  
respect. Africa is a place that seeks to be explored.  
Oh Africa, my land.*



## My Intriguing Tradition

By Lunghelo Maluleke, 13 years old; Boxahuku Primary School,  
South Africa

*In our tradition we have different things. Our tradition  
is flamboyant. When we speak it's like we are praising, for  
our language is special. Xitsonga is the language I speak  
and I love being a Mutsonga.*

*We respect elders and our parents. When elders or parents  
speak, we listen to what they have to say and do what  
they ask. This means that the new generation will be left  
with a legacy of respect.*

*As hilarious as our food names sound, we eat Tshopi  
(made of pumpkin, sugar and water), Timanga (peanut),  
Miroho (a vegetable) and Mavele (maize or corn).*

*Our elders drink fermented drinks like Vukanyi (Marula  
drink), which is from the Marula Tree. We dance different  
dances, Makhwaya is a dance for men and boys where  
they wear the skins of animals as an attire, which is  
called Tinjhovo. The dance is performed during traditional  
gatherings, family rituals and lobola payments.*

*Xibelani is for our beautiful African women and girls. It  
is a traditional skirt worn for traditional gatherings and  
lobola payments and is designed to mesmerise when they  
dance, as it looks like it rotates around their waists.*

*After dancing we sit around the fire and listen to  
our grandmothers and grandfathers telling us stories  
about our traditions from the past and where they come  
from. This means that the children will never forget our  
traditions as Mutsonga.*

*I am a Mutsonga boy, black in colour and I am proud  
of it because it shows my rich future. My tradition will  
never change, my intriguing tradition.*

Artwork and handicrafts are an important part of our programme. Children with artistic talents are encouraged to create artwork and handicrafts as individuals or groups. These are, in turn, sold to Wilderness Safaris guests through camp curio shops and to local communities as part of the programme's income generation initiatives. Some of the artwork and handicrafts have even been sold regionally and internationally.

Stories  
Poems

# Children's Creativity: Artwork







Namibia



Botswana



Namibia



Botswana



Botswana



Botswana

# Meet the people who make it all happen



◀ **Gabainele "Gaba" Modirapula**  
BOTSWANA – CHILDREN IN THE WILDERNESS ADMINISTRATOR

**Mary Hastag**  
BOTSWANA – COMMUNITY DEVELOPMENT LIAISON AND CHILDREN IN THE WILDERNESS PROGRAMME COORDINATOR ▶



◀ **Tanya McKenzie**  
LIMPOPO VALLEY – CHILDREN IN THE WILDERNESS PROGRAMME COORDINATOR

**Christopher Mvula**  
MALAWI – COMMUNITY DEVELOPMENT AND CHILDREN IN THE WILDERNESS LIAISON ▶



**Jermain Ketji**  
NAMIBIA – COMMUNITY ENGAGEMENT MANAGER  
▼



◀ **Symon Chibaka**  
MALAWI – CHILDREN IN THE WILDERNESS PROGRAMME COORDINATOR



◀ **Agnes Tjirare**  
NAMIBIA – COMMUNITY ENGAGEMENT ADMINISTRATOR



◀ **Liza Steyn**  
SOUTH AFRICA – ADMINISTRATION AND BOOKKEEPING

**Janet Wilkinson**  
SOUTH AFRICA – CHILDREN IN THE WILDERNESS PROGRAMME COORDINATOR ▶



**Bongani Baloyi**  
SOUTH AFRICA – REGIONAL  
PROGRAMME COORDINATOR



**James Mwanza**  
ZAMBIA – CHILDREN IN THE WILDERNESS  
PROGRAMME COORDINATOR



**Dr Sue Snyman**  
SOUTH AFRICA –  
REGIONAL PROGRAMME DIRECTOR



**Sue Goatley**  
ZAMBEZI REGION – CHILDREN IN THE  
WILDERNESS PROGRAMME  
COORDINATOR



**Shuvanayi Taruvinga**  
ZIMBABWE – CHILDREN IN THE  
WILDERNESS ADMINISTRATIVE ASSISTANT



**Mxolisi Sibanda**  
ZIMBABWE – COMMUNITY COORDINATOR  
AND HIV/AIDS  
ASSISTANT COORDINATOR



**Farai Mavhiya**  
ZIMBABWE – CHILDREN IN THE  
WILDERNESS ADMINISTRATIVE  
COORDINATOR



**Cain Chikwava**  
ZIMBABWE – CHILDREN IN THE  
WILDERNESS ASSISTANT COORDINATOR



# More information on some of the team

**T**he successful implementation of the Children in the Wilderness Programme is essentially owed to the dedication and commitment of the men and women who work on and behind the scenes. Our people are at the heart of Children in the Wilderness as an organisation and their contributions, alongside those of our partners, supporters and sponsors enable us to achieve our vision. We very are proud to be working with such a wonderful team. In this section, we have put together detailed profiles of three of our staff members. We have also included a brief profile of each team member from all the regions. We will continue to provide you with a full profile of each team member in the subsequent issues of the magazine.



Mary Hastag came from humble beginnings as a Secondary School Teacher, but later continued her studies in Community Development, before joining Botswana Red Cross (BRCS) as a National Youth Coordinator.

While at BRCS she studied guidance and counselling part time and then moved on to Botswana Family Welfare Association (BOFWA) as Regional Coordinator for North West District. During her time at BOFWA she continued her studies through correspondence and qualified in Human Resource Management.

When she left BOFWA she spent two years consulting for a few safari companies in Maun and Kasane, and then joined Abercrombie & Kent as the Human Resource and Staff Welfare Manager until 2010.

Finally, in 2011 she joined Wilderness Safaris as a Community Development Coordinator and oversees Children in the Wilderness – Botswana as well as other community engagements. She has great passion in working with rural communities and assisting children to fulfil their dreams.



**Mary Hastag – Botswana**  
Community Development Liaison and  
Children in the Wilderness Programme  
Coordinator



**Symon Chibaka – Malawi**  
Children in the Wilderness Programme  
Coordinator

Symon Chibaka has completed courses in Environmental Education, Business Administration and Community Development.

He worked with Save the Children USA, Mangochi Projects and Youth Development. He has also been involved with a community radio station focused on community development.

He joined Wilderness Safaris in 2002 as a guide and then joined Children in the Wilderness in 2003 as a seasonal camp mentor while working at Central African Wilderness Safaris Mvuu Camp. In 2005 he became Malawi's Children in the Wilderness Camp Director and in 2006 the Children in the Wilderness Assistant Programme Coordinator.

In 2010 he became the Children in the Wilderness Programme Coordinator for Malawi and has travelled to other related programmes in the USA and Ireland for capacity building. He has been to Gaza, to assist with the development of a programme similar to Children in the Wilderness (Eye to the Future – Care International Jerusalem).

Symon says: "Real sustainability is realised by the culture of involving and opening opportunities for children to take some active leadership roles in the process."

Dr Sue Snyman joined Wilderness Safaris in 2008 bringing with her over a decade of experience in the ecotourism industry in southern Africa, including guiding, community development and liaison, camp management and environmental impact assessments as an independent consultant. In 2008 Sue completed a Master of Business Science (Economics) from the University of Cape Town, South Africa, and recently received a PhD (Resource Economics) at the same university.

Having completed coursework at the University of Goteborg in Sweden, the focus of her PhD research measured the socio-economic impact of high-end ecotourism in remote, rural communities adjacent to protected areas, based on over 1800 community surveys in six southern African countries including Botswana, Malawi, Namibia, Seychelles, South Africa, Zambia and Zimbabwe.

Her research and academic publications have helped prove beyond doubt that ecotourism, practised responsibly, has had a significant impact not only on the standard of living that rural people engaged in the industry now enjoy, but also on attitudes to conservation and education amongst other things.

Sue is the Group Community and Culture Manager for Wilderness Safaris, as well as the Regional Director of Children in the Wilderness. Other positions include Vice-Chair of the IUCN WCPA Tourism and Protected Areas Specialist Groups (TAPASG), Coordinator of the Community Working Group within TAPAS and Research Fellow at the Environmental Economics Policy Research Unit at the University of Cape Town.



**Dr Sue Snyman – South Africa**  
Regional Programme Director

# Community Development



# Initiatives



**C**hildren in the Wilderness' other related initiatives, depending on the country and region, include community development programmes to reduce poverty, improve living conditions, and enhance local education systems through improving school infrastructure, scholarship programmes, nutrition programmes and the promotion of small community businesses.

We are currently involved in the following projects, amongst others:

- School infrastructure development
- Teacher training programmes
- Nutrition programmes in schools
- Deworming programmes
- Introduction of vermiculture projects
- Setup and development of vegetable gardens
- Installation of solar water pump and water tank systems
- Park fence monitoring and maintenance
- Management of extensive scholarship programmes

We also partner with Pack for a Purpose ([www.packforapurpose.org](http://www.packforapurpose.org)), whose mission is to positively impact communities around the world by assisting travellers who want to bring meaningful contributions to the destinations they visit.

**PACK for a PURPOSE**  
Small Space. Little Effort. Big Impact.

# Children in the Wilderness



## Gordon Gilbert

Gordon is a former professional soccer player (Kaizer Chiefs, Mpumalanga Black Aces, Moroka Swallows to name a few), a wildlife enthusiast committed to making a difference and a Children in the Wilderness Ambassador.

In November 2013, Children in the Wilderness, in partnership with ex-professional soccer player, Gordon Gilbert launched the Inspirational Soccer Programme – Soccer in the Wilderness. The programme combines the fun of sport with education to raise environmental awareness in local communities where Children in the Wilderness is present.

The inaugural Soccer in the Wilderness clinics took place at Sinde Football Club, Twabuka Middle School and with Wilderness Safaris' staff at Toka Leya Camp in Zambia and Jabulani Primary School in Zimbabwe. Gordon and the Children in the Wilderness team raised awareness in the villages about conservation issues, including poaching and rhino conservation, motivating and inspiring them to get actively involved in the conservation of the wilderness areas they live next to. The importance of setting goals and having the discipline and dedication to achieve them was also discussed to encourage the children to broaden their horizons and to aim high. More clinics have been run in Botswana and the programme will continue to be rolled out.

*“My personal goal is to see wildlife and heritage conserved and protected whilst adding value to communities. I feel extremely proud and excited to be associated with a company like Wilderness Safaris who shares the same vision.”* Gordon Gilbert





# Ambassadors

## Peter van Kets

Peter is one of South Africa's top adventurers and international keynote/inspirational speakers and a passionate conservationist.

Recently he raced unsupported across Antarctica to the South Pole to commemorate Scott and Amundsen's race 100 years ago. His story is one of survival, courage, perseverance, passion, loneliness, tenacity, amazing team work and the will to win. Pete is an excellent MC on our annual Tour de Tuli mountain bike fund-raiser, always entertaining everyone with amusing stories from the day's ride.



# Where Are They

While Eco-Clubs are often the first time we meet our children, it is not the last. The annual camps and Follow-up Programmes mean that we keep in touch with them regularly, encouraging them to continue their schooling and to attain their goals in life. Here are a few stories of some of our participants.



## Botswana

As a young boy **Kgolagano Great 'KG' Sehanze's** passion was to be a pilot one day. When he was staying in Boyei ward just next to the airport he would climb up the tree at the airport to watch the planes coming in to land.

*"It was in December 2004 when my passion was unleashed out, my first time in an aeroplane to Jacana Camp as a Children in the Wilderness camper. Thanks to Bana ba Naga (Children in the Wilderness) programme. We were flying in a Cessna 206 and I was sitting next to the pilot. I was so excited and filled with that energy of being in there. I was so astonished by view from above. Most importantly it was a motivational chance for me. Even returning back to Maun airport, I was still seated next to the pilot.*

*It is Children in the Wilderness that ignited a spark in to my life to be able to achieve the dream of my life. Moreover I decided to work hard to achieve what I really wanted to be. After completing my Form 5, in August 2008, I went to study commercial piloting in South Africa and graduated in March 2011 and I am now a qualified commercial Pilot at Safari Air. Thank you children in the Wilderness for that opportunity."*



## Malawi

**Andrew Viyano** – *"I was identified by Children in the Wilderness in 2007 from the communities of Eastern side of Liwonde National Park. I am the living example of who and how Children in the Wilderness develop and empower the leaders/citizens of the next generation. In 2007 (during the Camp programme at Mvuu Camp), the seeds of success and love of wildlife was kindled in me.*

*I then discovered that I could do greater things in my life, my family, my community and my country. I developed a hard working spirit and aimed to achieve higher levels of education.*

*I come from one of those families which could not afford to pay tuition fees for their children. The Rosemary Pencil Foundation through Children in the Wilderness made it possible for me to do my Secondary School education at Phwezi Secondary School.*

*After that I successfully made it to Malawi University (Polytechnic) where I am studying journalism, still sponsored by Children in the Wilderness. I am very sure that with my professional in journalism I will cover a lot in pushing for possible and positive changes, ranging from rural development through sustainable conservation of the national natural resources, to National development.*

*My message to you children and fellow youth is that no better life comes to those who do not start by making their own lives better. We need to change our mind sets and life styles so that we can be candidates for the better things in our lives. Let us join hands to aim for a better and sustainable living on this Earth. It is possible and we can achieve it.*

*I salute Children in the Wilderness and I owe my nation Malawi a lot. Thanks...."*



# Now?



**Maria Chirwa** came from a poor family in Chintheche Community (Nkhata Bay District in Northern Malawi).

She was selected as a Children in the Wilderness camper in 2005 when she was in Grade 7.

*“My mother used to fetch firewood pieces and sold them in small bundles by one of the main roads in the community.*

*Getting Mk200 (ZAR 10) in a day is only happening on a lucky day. When I came to camp, I was one of the four little girls who were full of fears about our lives and how the general environment from home used to treat us. In camp I found and felt some relief. I had found some caring and loving mentors.”*

At camp, Maria asked many questions about how she could secure a brighter future for herself and by the end she felt empowered and assured of the possibilities available to her. Maria completed a Secondary School course with sponsorship from the Rosemary Pencil Foundation (USA), passing with flying colours. She is currently in her second year of college, studying teaching. Afterwards, she would like to return to her home community to assist with the teacher shortage at the local schools.

Maria is a role model to many girls, not only in the Children in the Wilderness Malawi programme but also to all who come from a similar background. Her aspiration is to become an expert in Environmental Education, working towards preserving Malawi and southern Africa’s natural heritage.



**Patuma Banda** is a 21-year-old professional primary school teacher from Kweta village. In 2005, Patuma was only 11 years old when she joined Children in the Wilderness a camper and never looked back. Between 2007 and 2011, she was on a Children in the Wilderness secondary level scholarship programme and was sponsored by Synod of Livingstone. She went on to complete her MSCE grades with flying colours.

In 2012, while studying for a teaching diploma at Malawi’s Teachers Training College, Patuma returned to work with campers as a Camp Mentor.

This is what Patuma had to say: *“I feel leadership in me. I can say or advise friends and they can listen to my advices. I am a better team player than before, I am a public speaker, I have better understanding of nature and wildlife than before and I have good set of skills in handling children (pupils at my school). These are skills I learnt from Children in the Wilderness.”*





## Namibia

In 2002 Wilderness Safaris ran the Children in the Wilderness programme in Namibia for the first time, in partnership with the SOS Children Village Association, a privately owned children's orphanage in Windhoek. **Franco Morao** was one of the older youths selected as tent leaders – that is, counsellors that stay with a group of kids inside one of the tents. *“For me to have started with Children in the Wilderness was the most amazing opportunity ever! We were hosted at Kulala Wilderness Camp.*

*“This overwhelmed me because most of us had never had such an opportunity to learn about the environment by being in the wilderness itself. I was brought up in a very enclosed environment, so that the only life I knew was that within the orphanage. When I saw the open spaces I realised that this was where I wanted to be. I had found a new family. Where there was a sanctuary and where everyone always feels welcome.*

*Being part of Children in the Wilderness inspired me so much that I wanted to be part of the company Wilderness Safaris. Over the years I remained involved with Children in the Wilderness and through this, I got the opportunity to join Wilderness Safaris Namibia as a guide in training. I am now an Explorations guide at Wilderness Safaris and am also a Children in the Wilderness Programme Coordinator during the camps we host every year in Namibia. Namibia has many children like me. Children in the Wilderness can make them feel rich in fortune. Everyone has dreams. For me my dream was and still is to be a successful ambassador for my country. I can achieve this through Children in the Wilderness and Wilderness Safaris Namibia, both of which have helped me so much.”* says Franco.



## South Africa

After becoming an Eco-Club member at Nwanati High School, Makuleke village in Limpopo in 2009, **Norman Chauke** never looked back. After completing Grade 12, Norman did not have money to further his studies. His fate changed in 2012 when he was awarded a scholarship by Tracker Academy through Pafuri Camp, to study animal tracking at the Southern African College for Tourism in Graaff-Reinet in the Eastern Cape. He successfully completed his animal tracking course and is working as a Tracker and Trainer for EcoTraining in Makuleke Contractual Park, Kruger National Park and the Tracker Academy, Londolozo in Sabi Sands.

He is currently studying to become a nature guide and would like to use his tracking and guiding knowledge to become one of the most respected and sought after guides and trackers in the world. Norman is actively involved in community initiatives and also participated in our Eco-Mentor training held in May 2015 in his home village, Makuleke, just a stone's throw from the Kruger National Park.



## Zambia

Former Children in the Wilderness camper **Stella Mwale** went on to volunteer as a tent leader at a camp at Kalamu in May 2015. She is now employed as a waitress at Nwabombeni Restaurant after Kalamu Camp was closed, where she worked as a staff chef.



## Zimbabwe

At the age of 17, **Lesley Mpofu** was one of the students that attended a Children in the Wilderness camp in 2009 from Ziga Primary School. She exhibited strong leadership qualities during the camp attracting the attention of the camp coordinators. Lesley has since been on the Children in the Wilderness scholarship programme, her education sponsored for four years at Tsholotsho High boarding school. After completing O Levels, she opted to do a diploma course in Hotel and Catering at Foundation Technical College to pursue her dream of being a camp manager in the tourism industry.

*“Thank you for the encouragement, support and praise you gave me. Especially at Children in the Wilderness camps way back in 2009. I felt very special.”*





## *Thank you*

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

A huge thank you also goes to the Children in the Wilderness team whose passion, commitment and hard work ensures that the programme reaches thousands of children, more often and more positively each year!



*How can you make a difference?*



There are many ways you can make a difference:

- **Monetary donations** to assist in covering the day-to-day Eco-Club and camp operational expenses, credit card facilities through our e-shop on [www.childreninthewilderness.com](http://www.childreninthewilderness.com) or via EFT into the following banking details:  
Account Name: Children in the Wilderness Mkambati  
Bank: Standard Bank  
Account Number: 023031735  
Branch Code: 001255  
Branch: Rivonia, South Africa  
Swift code SBZAJJ

- **Through our partners H.E.L.P Malawi**

H.E.L.P. Malawi can provide a 501C for USA residents

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

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

H.E.L.P. can only accept donations in US\$

H.E.L.P. collects donations for many different programmes, 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. account, please contact Elisa Burchett - email [Elisa@helpchildren.org](mailto:Elisa@helpchildren.org)

- **Wilderness Safaris agents**

Wilderness Safaris agents can elect to give a donation through a Wilderness booking to Children in the Wilderness that will be invoiced at the time of making your reservation. If you would like to donate directly to a specific Children in the Wilderness region, please contact Sue Snyman ([sues@wilderness.co.za](mailto:sues@wilderness.co.za)) for the relevant bank details.

- Become a **Fundraising Ambassador** by creating 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 through the GivenGain site <http://www.givengain.com/cause/4773/>

- **Donations in kind** refers to 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 we are 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.

- **MyPlanet Card** is part of the successful South African MySchool initiative. Choose Children in the Wilderness as your beneficiary and every time you shop at partner stores we receive a percentage of your purchase. To apply for my card, please visit <https://www.myschool.co.za/supporter/apply/?beneficiary=11428>

- **Business sponsorship** is a major source of funding. Through sponsorship, visibility of your company brand can be positively built and strengthened. Our Nedbank Tour de Tuli mountain biking event generates ([www.tourdetuli.com](http://www.tourdetuli.com)) much publicity in print and media as well as brand exposure to many cyclists. Email us with your ideas at [info@childreninthewilderness.com](mailto:info@childreninthewilderness.com)

*Thank you for your support!*



CHILDREN IN THE WILDERNESS 

*"In the end, we will conserve only what we love, we will love only what we understand, we will understand only what we are taught"*  
- Baba Dioum

[www.childreninthewilderness.com](http://www.childreninthewilderness.com)

