



SOUTHERN AFRICAN
WILDLIFE COLLEGE

TRAINING BEYOND BOUNDARIES

Annual Review

2021



Contents

CORPORATE GOVERNANCE 2021

The Southern African Wildlife College (SAWC) is registered as an accredited private, independent, non-profit, higher education and training institution specialising in conservation education, training and skills development. It was established in 1996 by the World Wide Fund for Nature - South Africa (WWF-SA) in close cooperation with interested and affected parties in southern Africa. These included national and provincial government departments, other conservation agencies and organisations, and the Southern African Development Community (SADC). The SAWC does not receive any government subsidies and is supported by the training it offers, the donor community and its partners.

Board of Directors		Organisation
Mr. S. Abrahams	Director	World Wide Fund for Nature-South Africa (Resigned 18 June 2021)
Dr. C. Fabricius	Director	World Wide Fund for Nature-South Africa
Mrs. L.M. Lynch	Director	Peace Parks Foundation
Mr. F.G. Mketeni	Chairman	South African National Parks
Mr. S.M. Munzhedzi	Director	Dept Forestry, Fisheries and Environment, South Africa (Resigned 13 May 2021)
Mr. W. Myburgh	Director	Peace Parks Foundation
Mr. A.H. Parker	Vice Chairman	Conservation International
Mr. B. Poole	Director	Peace Parks Foundation
Dr. G. Raven	Director	World Wide Fund for Nature-South Africa
Prof. B. Reilly	Director	Tshwane University of Technology
Mrs. T.M. Sowry	Director	Southern African Wildlife College
Mr. C. Weber	Director	Zürcher Kantonalbank (Zürich Cantonal Bank)/Founder Trustee Friends of African Wildlife

Corporate Governance	2
Foreword	4
25 Years since the College's Genesis	6
Our Vision and Mission	8
Message from the Board of Directors	10
Message from the CEO	12
Highlights over the years	14
Our Staff	22
- Founder's Day	26
African Intergenerational Leadership	28
Our Academic Departments	30
- Quality Management & Accreditation	30
- Applied Learning	34
- Student Administration & Programme Support	38
Training 2021 – An Overview	40
Natural Resource Management	41
- Training Programmes	41
- University Programmes and Short Courses	47
Protected Area Integrity: Wildlife Guardianship	48
- Field Ranger Training	48
- Aerial Support	50
- K9 Unit	54
Community and Youth Development	56
- Rural Initiatives for a Sustainable Environment	58
Responsible Resource Use	68
Our Projects	72
Operations	78
- Infrastructure and Maintenance	78
- Hospitality	80
Funding Future	84
- Funding the future	84
- Our Shared Vision for Sustainability	88
- Our Donors and Supporters	92
Our Partners	94
Financial Report 2021	96

Company Secretary Mrs. S.D. Hanekom	Bankers Standard Bank of South Africa Limited
Executive Committee Chief Executive Officer – Mrs. T.M. Sowry Executive: Finance – Mrs. S.D. Hanekom Executive: Fundraising, Marketing and Media Relations – Mrs. J. Poultney	
Audit Committee Mr. S. Abrahams (Resigned 18 June 2021) Ms. L.M. Lynch (Chairperson) Mr. C. Weber	Auditors PricewaterhouseCoopers Inc. – Registered Auditors

Cover page courtesy of Martin Meyer©. Please refer to back cover for further photo credits.



Pictured is the architect of the Southern African Wildlife College, Mr. Dennis Moss from Dennis Moss Partnership, (centre) with (from right) Mr. Colin Savage - Site Architect, Mr. Francois Malherbe – Civil Engineers (now Kwezi V3), the Late Dr. Joe Venter – the first Director of the College and (to the left) members of the construction team including the Bushbuckridge Builders Consortium. Picture taken in 1995.

RECOGNISING OUR ROOTS AS WE LOOK BACK OVER THE PAST 25 YEARS

Established on land owned by the World Wide Fund for Nature, South Africa (WWF-SA) and managed as a contractual National Park by SANParks, the construction of the Southern African Wildlife College (SAWC) was completed in 1996, with funds raised from local donors and bilateral aid agencies of Germany, the Netherlands and Denmark. A grant by the German Ministry of Economic Cooperation (BMZ) via the German Development Bank, Kreditanstalt Für Wiederaufbau (KfW) made the construction of the College possible. With the support of major conservation stakeholders both within South Africa and regionally across the Southern African Developing Community (SADC), the Wildlife College was registered as a Section 21 (not for profit) company in 1996 and became operational in 1997.

Born out of the need to strengthen the training of protected area managers for challenges arising within the sector, including growing regional cooperation in parks management, the Wildlife College's vision was to become a regionally recognised centre of specialisation in conservation education, training and skills development.

WWF-SA was originally financially responsible for the SAWC. However, the ability for Peace Parks Foundation (PPF), a foundation borne out of WWF-SA (earlier known as the Southern African Nature Foundation founded

by Dr Rupert; President Mandela and Prince Bernhard) to fundraise for SADC students - coupled with the fact that capacity development was one of four pillars of the foundation - led to the establishment of a formal relationship between the SAWC and PPF. Subsequently the financial responsibility moved over to PPF for the period 2004-2012. From 2013 onwards the relationship further matured with PPF assisting with fundraising and corporate governance but no longer being responsible for the operational deficit.

The aim of the College was, and remains, to meet SADC training needs within the sphere of natural resource management. From the onset, the curriculum covered a broad range of conservation management skills as well as a range of specialist short courses, which included a wide spectrum of wildlife management, nature-based tourism, community-based natural resource management and other environmentally-related topics. Custom-made short courses were also developed for those organisations wanting specialist training courses designed to meet their specific needs.

On 15 August 2007 at a meeting of the SADC Council of Ministers in Lusaka, Zambia, the SAWC became a SADC recognised centre of specialisation in conservation education, training and skills development. The SAWC continues to work closely with conservation organisations across SADC to train according to current training needs; both within formal protected areas as well as to train according to the needs of communities surrounding these natural resource areas.

A report developed for and submitted to SADC and KfW in 2013, Training Needs Assessment for the Development of Trans-boundary Conservation and Management of Natural Resources in TFCA's of the SADC Region, was the official Phase II concept document. This document highlighted recommendations on the proposed €10-million investment committed in financial co-operation funds to promote the development of training infrastructures, and programmes

to improve the training of park managers and rangers in wildlife and natural resource management.

The report highlighted the need for a three pillar, demand driven intervention strategy, for best use of the available funds:

Pillar 1 Infrastructure and capacity of the Regional Centre of Specialisation, SAWC

Pillar 2 Establishment of Mobile Training Units (MTUs), to improve the access to training venues for cross-border training

Pillar 3 Establishment of Funding Mechanisms to finance training of wildlife managers and rangers

The purpose of the Pillar 1 investment was to further improve the SAWC's capacity to sustainably provide regional in-field training to wildlife managers and rangers. The report recommended investments which would enhance the cost efficiency of training provision through SAWC, increase the capacity to provide skills programmes and off-site trainings, and to further improve knowledge transfer to other training institutions for in-field trainings of wildlife managers and rangers. The approved Phase II investment in the College infrastructure was completed in 2018 and included, but was not limited to:

- A stand-alone field ranger training base approximately 3km west of the main SAWC campus, with capacity to accommodate 100 field rangers. This need was a result of increased poaching in the SADC region. The training base offers the full scope of training needed for field rangers to operate effectively in the field – from the basic field ranger level to specialist anti-poaching units.
- Additional staff houses, offices and environmentally friendly lecture rooms to comfortably accommodate the increased number of staff and conservation students.
- Infrastructure services upgrade and greening of the campus to move towards being more environmentally and economically sustainable. The infrastructure upgrade has allowed for optimal utilisation of the campus and has improved cost efficiencies of delivering services.

Moving into the future, the SAWC continues to strive to meet the needs of the region, coupled with holistic, transformative thinking with regards to its approach to conservation.

With the support of its stakeholders including its partners, supporters, clients and donors both locally and internationally, the Wildlife College continues to make a consistent, measurable difference in the management of natural resources throughout the SADC region, and indeed, throughout Africa. Since inception, more than 20 000 students from 56 countries and 127 wildlife areas, mostly from countries in the SADC region, have received training in natural resource management and responsible resource use.

DIRECTORS OF THE COLLEGE

1995 - 1996	Dr Joe Venter
1996 - 1997	Dr Peter Norton
1997 - 1998	Mr Clive Poultney (Acting)
1998 - 2001	Prof Eugene Moll
2001 - 2005	Mr Fanie Greyling
2006 - 2010	Mrs Theresa Sowry & Mr Francois Nel (Executive Managers: Training and Operations)
2011 - Present	Mrs Sowry (CEO)

In looking back over the past 25 years, the College would like to extend its sincere gratitude to the Directors of the College that have helped shaped its future and to its Founder Donors who at the outset realized the importance of a regional wildlife training institution. It is with their support that the College was built and has grown into the institution that it is today.

Many of these donors, together with committed individuals, have continued to provide support and have made it possible for the College to continue with its crucial task of training Africa's wildlife guardians and impacting conservation best practice. This support is a source of inspiration and the College, together with the Southern African Wildlife College Trust, is extremely grateful to all our valued donors and supporters, both past and present.

In response to current conservation challenges and moving forward, we aim to:

- **Entrench SAWC as an innovative, responsive and regional training provider which can facilitate and stimulate communities of practice to engage effectively.**
- **Enable and drive the development of inspired, responsible and enlightened conservationists.**
- **Ensure responsible holistic management of the institution.**

By;

- Facilitating understanding of inclusive conservation (people/planet/prosperity);
- Becoming one of the local, national and regional applied conservation learning institutes of choice;
- Promoting diversity of people and thought (staff and students);
- Being an institution that internalises a learning-by-doing approach for improved conservation leadership practice and impact;
- Providing high quality, needs and context driven training programmes;
- Ensuring innovation and new technologies inform best practice in developing and implementing cutting edge training programmes
- Ensuring holistic sustainability of the institution by implementing socially, environmentally and economically sustainable practices.



My indelible love of nature and a passion for education and skills development, more specifically in the conservation sector, led to my involvement with the World Wide Fund for Nature (WWF) and the Southern African Wildlife College. And oh, what a journey it has been, highlighted by the sheer hard work of everyone involved and by the opportunity of sharing some precious moments with people from all walks of life! They include HRH Prince Bernhard of the Netherlands, who took his customary early-morning swim in the College's swimming-pool; President Nelson Mandela, the guest of honour at a WWF function at the Artscape theatre in Cape Town; HRH Prince Harry, who visited the College in 2015 as part of a royal tour; the SAWC's dog-master Johan van Straaten, who helped pioneer the use of free tracking dogs to tackle the rhino-poaching scourge; wildlife pilot Bruce McDonald, who took me on a flip over the area; and the late Chief Mnisi of the Welverdiend Village neighbouring the College.

I also include in this list the late HRH Prince Philip, the Duke of Edinburgh, who unveiled the Wildlife College's foundation stone in October 1995. In March that year a private dinner, hosted by Dr Anton Rupert and his wife Huberte, was given at Vergelegen (on the outskirts of Somerset West), and on this occasion I was fortunate enough to be seated next to Prince Philip. His love of Nature and of Africa, his enthusiasm and lifelong passion for conservation, his sense that Man is an integral part of the web of life, and his deep concern about what we are doing to Planet Earth – these were things that became obvious in the course of our conversation.

On a lighter note, I was aware of the Prince's sense of humour, the warmth of his personality (and of his infectious

smile), his quick, inquisitive eyes – and also a perception that, as a listener, he was always in some manner "on guard".

THE COLLEGE TAKES SHAPE

As a then Director on the WWF-South Africa Board, I became very familiar with the College, which was officially established by WWF-SA (then the Southern African Nature Foundation) in 1996 under the leadership of the then CEO, Dr John Hanks. This followed the important step that the Southern African Nature Foundation took in 1993 in developing the concept of a training institution for conservationists across the Southern African Development Community (SADC) region. This was based on a clearly articulated need for hands-on practical training for wildlife managers from the continent's protected areas. Many of them had not had access to any formal training.

Raising the funds for the design, planning and construction of the buildings was a real challenge, but with the initial major grant from Germany's Kreditanstalt für Wiederaufbau (KfW) a site was selected 10km to the west of the Orpen Gate of the Kruger National Park, and work got underway. An architect, Dennis Moss from Stellenbosch, was appointed to turn the concept into a functional reality, with particular emphasis on using local materials and local builders, and incorporating features that would minimise the use of electricity and water.

I will never forget John Hanks telling me about the day when the first pegs were set out on the site to mark the footprint of the campus. A lone bull elephant was feeding close by, seemingly ignoring these efforts. That night the very same elephant came in and pulled out a line of the pegs, one by one, and left them on the ground – almost

as if he was reminding everyone that this was his territory, and that it should be treated with the honour that it deserved. And I certainly believe it has!

Working with neighbouring local communities was definitely an important step in the development of this incredible training institution. Having benefited from the jobs that were created and the training received, the community has a genuine sense of ownership for the whole initiative, with some of the staff still employed and the community still receiving training to this day.

The College was completed on schedule and within budget, accepting its first students in 1997. In 2000 the late Dr Anton Rupert, well known for his business mind, philanthropy and interest in conservation, approached me to act on his progressive idea of establishing a trust fund to help provide funding for education in nature conservation. This led to me becoming the founder Trustee of the Southern African Conservation and Education Trust, now known as the Southern African Wildlife College Trust. In addition I then served on the College's Board of Directors from October 2000 to March 2019.

HANS HOHEISEN'S DONATION

It was during this time that I came into contact with the legacy of the late Hans Hoheisen, who had an enduring passion for indigenous fauna and flora, pioneering ground-breaking approaches to conservation through his generous philanthropic practice. His valuable work continues through the substantial bequest he made to the Hans Hoheisen Charitable Trust (managed by Nedbank Private Wealth), from which the College benefits, and to WWF-SA, after he had invested in property, buying five farms in the Timbavati region on the western boundary of the Kruger National Park. Hans donated the 15,000 hectares to WWF-SA, and the College was established on the Kempiana property. The donation was the largest of its kind in the world at the time, and in many respects it was unprecedented as it represented the first expansion of the Kruger Park since 1926. It was also the first private nature reserve to be incorporated into the Kruger National Park.

The donation, made on his 85th birthday in 1990, prompted the following tribute from President Nelson Mandela: "On this day it is you who should be receiving gifts but instead – and it is a measure of your commitment to conservation

and this country – you have presented the nation with a magnificent gift of enduring and immeasurable value."

Apart from numerous visits to the College, as a Trustee I was primarily tasked to rally support to further the work and support of this incredibly successful but financially dependent NGO. To date the Trust has raised more than R36-million in support of scholarships and bursaries for people employed in the conservation sector across the SADC region. In addition, the Trust provides funding to various ground-breaking projects at the College, many of which my family and I have also supported.

PATRON OF SUSTAINABILITY

With a long-standing commitment to seeing the College grow and succeed, the College now has its own fund-raising team, and I have been asked to take on the role of the College's Patron of Sustainability, with support from both WWF-SA and the Peace Parks Foundation. It is in this role that I now aim to raise the profile of the College, while contributing to its sustainability fund via organised events and soirées, both locally and internationally.

I am delighted and honoured to be a part of the College's history and success story. It is most encouraging to see how the SAWC has gained a deserved international reputation as a centre of excellence in conservation education, training and skills development. It is also always a great pleasure and privilege to meet its graduates, who hail from various parts of Africa and who work in senior management positions, and to hear them pay tribute to the training and experience they gained from their time at the College.

Congratulations are due to everyone on the Executive Team, the Staff and the Board.

May the next twenty-five years be even more successful as we continue to put nature at the centre of our thinking and decision-making! Finding global solutions is an imperative, but driving this is the need to ensure that people are fuelled to lead and be a part of these solutions.

Sylvia Labia
Sylvia Labia




John Hanks



Countess Sylvia Labia, Founder Trustee Southern African Wildlife College Trust (SAWCT) and Patron of the SAWC's Sustainability Fund



Hans Hoheisen and Prince Philip



Our vision

To inspire every person, we train and engage with, to conserve our natural world.

Our mission

To equip people with the necessary knowledge and applied skills to conserve and protect Africa's natural resources and biodiversity in viable, inclusive and economically successful ways.



MESSAGE FROM

The Board of Directors

I am once again humbled and honoured to have been the Chairman of the Board, and to have witnessed all that has been achieved by the Southern African Wildlife College during the year under review!

Despite all the challenges faced in 2021, the College continued to be buoyed by the work that they are involved in. The staff soldiered on regardless of the fact that everyone was under pressure given that a number of staff were placed on a three-day working week. This was necessitated by the mandated reduction in student numbers as a result of the Covid-19 pandemic and continuing social distancing requirements.

In the College's quest and commitment to providing inclusive and equitable education, training and skills development whilst promoting lifelong learning opportunities for all, we need to acknowledge the student's and training staff's resilience. Perseverance has paid off and it is gratifying to report that even amidst the second year of a pandemic the College trained an incredible 2 126 students in 2021 across all its training programmes, including formal accredited training programmes (1 067) and informal non- accredited training (1 059).

The College's creative thinking continued to surprise us, as did the students who remained committed to their studies. We are confident that they will continue to make such commitment both in their workplaces and to the conservation sector at large.

The year under review also saw a number of projects initiated which are detailed in this report. As the Board of Directors we are incredibly grateful to all the partners who both provide funding and who work tirelessly to ensure a holistic approach with better community engagement, sound conservation solutions and the development of the wildlife economy.

An example of this was the establishment of the College's leadership hub. Here an exciting pilot project, in collaboration between the College, the Environmental Sustainability Agency (ESA) and Common Purpose, was enabled with funding from the MAVA Foundation pour la Nature via Peace Parks Foundation. The intergenerational leadership project extended across conservation organisations and within identified communities and was implemented over a two-year period. We note that leadership at all levels is now one of the strategic pillars within the SAWC and is reported on in the College's Balanced Scorecard.

Another area where the College is leading the way is with its innovation and technology hub, which sits within the College's research and development department. In 2021 a number of the College's partners again came to the table to the benefit of the sector. Using and testing tools such as SMART, EarthRanger, and ArcGIS has allowed the College to innovate whilst also informing industry on best practice. This in turn supports the College's applied learning approach whereby students learn by engaging in

“

The College's creative thinking continued to surprise us.

”

direct application of skills, theories and models which in turn empowers people to think out of the box.

The 2021 fiscal year saw the global economy facing some of the most significant challenges in decades due to the continuation of the Covid-19 pandemic. This directly impacted all sectors of the economy, especially that of tourism and conservation. As the Board of Directors, we believe that the College's continued focus on the development of an innovative, sustainable business model has helped the College not only stay afloat during this trying time but to also continue from strength to strength. We, as a Board are also proud to bring our individual strengths to the table to help navigate the way forward to help ensure the sustainability of this vital and vibrant institution.

In 2020, the College launched its Sustainability Fund with an astounding investment of €2.5m from the MAVA Foundation secured via Peace Parks Foundation. Funds raised by the Southern African Wildlife College Trust, combined with funding secured from founder donors, Peace Parks Foundation and the World Wide Fund for Nature (WWF), meant that the College was closer to its short-term goal of growing the Sustainability Fund to ZAR100- million. This fund, and the ensuing launch event in November 2021, has provided the Board with confidence that the SAWC will achieve its sustainability goals in the near future. We are both gratified and grateful for the College's hard work on this front as well as the incredible donors and funders who have made this possible.

In closing, and on behalf of the Board of Directors, my sincere thanks is extended to each and every one of you for your commitment and support, staff and students alike. To the amazing philanthropic donors, supporters and partners of the College, the work being done here would not have been possible without you. We trust that you will enjoy reading this very special edition of the 2021 Annual Review, showcasing the exceptional work being done at the Southern African Wildlife College.

We are proud to be a part of this leading SADC centre of excellence in conservation education, training and skills development as we celebrate 25 years of incredible accomplishments. Together we collectively make it possible to effectively train thought leaders and conservationists at various levels across the region.

Mr. Fundisile Mketeni
Chairperson of the SAWC Board of Directors





MESSAGE FROM

The CEO

Whilst this year's annual review celebrates the College's 25 years in existence, to say that both 2020 and 2021 were possibly two of the most challenging yet interesting years, would be an understatement.

2021 was by no means a year of COVID-19 recovery, as for the most part of 2021, the pandemic was experiencing third and fourth waves. Academic institutions (just like all organisations) were at the mercy of COVID protocols and ever-changing regulations. And here I need to thank all the SAWC staff who worked tirelessly during this year, often under very uncertain and challenging conditions.

Everyone was impacted but as always the SAWC staff, donors and students remained positive and focused on moving forward. A huge thank you to all who created a safe place to study and work under extremely difficult conditions. I really do hope that our 2022 students are going to experience a different campus life to that of our 2021 classes who pushed through amidst challenging social distancing regulations, and yet still made the best of it.

Despite everyone having to show continued resilience, there are always some very special achievements to report on, and 2021 is no different to any other year.

Of strategic significance was the signing of new, updated and relevant memorandums of understanding with

two of our strategic partners. This with South African National Parks as well as WWF-SA; identifying new areas of collaboration for mutual benefit. The SANParks agreement highlights the collaboration areas of applied learning and responsible resource management, while the agreement with WWF-SA highlights the need for greening of the SAWC campus and implementing energy efficient systems. The agreement with PPF (still in development) will be based on the Theory of Change for effective, inclusive management of wildlife areas. All very exciting and sets the scene for exciting new developments in the coming years.

Our Academic team has been working extremely hard on the development of the new Diploma in Applied Natural Resource Management. This Diploma is set to revolutionise the SAWC approach to training, with the third-year students effectively being responsible (under SAWC senior staff) for six longitudinal studies being launched under holistic and inclusive principles.

These projects will include – Responsible Natural Resource Management; Regenerative Land Use Practices; Understanding and Mitigating Climate Change; Responsible Vulture Conservation; Responsible Resource Management on the SAWC campus; and the Dynamics of Responsible Social Ecology. As the CEO I am extremely excited to watch this new Diploma programme develop,

and believe this will see the SAWC having a tremendous impact on holistic conservation management training and implementation.

In line with the Diploma development, a few positions were restructured within SAWC during the year under review, this includes the Head of Quality Management and Accreditation and the formal position of a Registrar.

With all the uncertainty of training last year when the COVID-19 pandemic first hit our continent, in 2021 we were able to implement a number of training programmes. In addition, the SAWC management focused on leadership development within the staff contingent. This is alignment with one of the SAWC's objectives. Thanks to the generous support of the MAVA Foundation, every single staff member was exposed to some level of leadership development training. We are all aware that this is not a once-off event but a developmental process, which we are very proud to have started. I personally look forward to working closely with the staff members who have been identified by their colleagues as junior leaders at the SAWC.

The year ended on a high note, with Countess Sylvia Labia, the SAWC's Patron of Sustainability hosting the College's 25 year jubilee event and the launch of its Sustainability Fund. This event was postponed due to the COVID-19 pandemic. With the lifting of regulations, Sylvia proudly hosted the event at Hawthornden on 3 November 2021, with wonderful words of support being delivered via a pre-recorded video by Mr. Hoffmann, President of the MAVA Foundation. More on this event in this review, but it would be remiss of me not to thank Sylvia for hosting the highlight event of the year, as well as for her support of the College over the years.

Looking towards 2022 I am extremely positive. Much strategic work has been done over the past two years, and it is time to implement and move forward. Towards the latter part of 2021, the SAWC was already starting to recover from the pandemic. Somehow, as a team, we managed to raise R45 751 616 in income via donor support, tuition fees and the training we were able to offer. Moreover, we did not have to retrench a single member of staff despite the financial challenges faced during the year. I look forward to not only building back to where we were pre-COVID, but to achieve even greater heights and in so doing reaching our goal of effectively training and equipping people from all over Africa, to responsibly manage their natural resources.

A huge thank you to each and every donor and supporter who sustained us during 2021. We simply could not have done this without you. What you are about to read is a reflection of what you enabled us to achieve. Thank you for your unwavering support.

Theresa Sowry
Chief Executive Officer

“

There are always some very special achievements to report on.

”



HIGHLIGHTS OVER THE YEARS

a brief synopsis



1992

The Conservation Advisory Committee (representing major conservation agencies in South Africa) proposes to the Southern African Nature Foundation (later to become the Worldwide Fund for Nature- South Africa in 1995) that it help establish a training institution for capacity building in conservation agencies. A quantitative needs assessment in South Africa shows support for the idea.

1993

The Southern African Nature Foundation takes an important step in developing the concept of a wildlife training college based on clearly articulated needs for hands-on practical training for wildlife managers across the continent's protected areas. As part of its 25th Anniversary celebrations, and under the leadership of Dr. John Hanks, the organisation launches a high profile campaign to raise funds for the design, planning and construction of the College so that work can get underway.

1994

Various sites for the College are investigated and a decision is made to build the College from scratch on land donated to the Southern African Nature Foundation by Mr. Hans Hoheisen and managed by the Kruger National Park. The campus is to be located 10km's to the west of the Orpen Gate of the Kruger National Park.

1995

A major grant from the Ministry of Economic Cooperation (BMZ) via the German Development Bank (KfW) is secured. The grant is earmarked for SADC and with the necessary sign-off from the SADC Secretariat, the scope of training is expanded to the SADC region. Start-up operating costs for the first two years are raised from aid packages made available by the Netherlands and Danish governments to South Africa.

The College becomes known as the Southern African Wildlife College and a training task force, headed by Dr. Joe Venter and Mr. Clive Poultney, the College's first Director and Training Manager, respectively, is put in place.

Architects from Dennis Moss Partnership are appointed to turn the concept into a functional reality and construction commences with collaboration between Dennis Moss, Murray & Roberts, the Welverdiend Community and the Bushbuckridge Builder's Association.

HRH the Late Prince Philip the Duke of Edinburgh unveils the College's Foundation Stone on 28 October 1995.

1996

The College, the biggest project in WWF-South Africa's 29 year history, is formally registered as a Section 21 Company.

The impressive College facility is completed on schedule and within budget and staff move onto site.

1997

The College opens its doors to the first short course students and is officially opened in September 1997 by Dr. Pallo Jordan and Dr. Uwe Kaestner, respectively Minister of Environmental Affairs and Tourism and German Ambassador to South Africa at the time.

Eleven short courses are completed, with 171 middle to senior management in the conservation sector in attendance.

1998

The first Certificate in Natural Resource Management is offered. It attracts 27 students from Southern African countries. In addition 17 short courses are offering during the year.

The Conservation Industries Training Board is launched.

1999

A Diploma in Natural Resource Management is offered for the first time.

2000

WWF South Africa establishes the Southern African Conservation Education Trust (SACET), an independent capital trust fund to support the capacity building activities of the College and to provide a reliable income stream in perpetuity.

2004

The College introduces its new logo, the magnificent bateleur eagle in flight.

2007

At a SADC Council of Ministers meeting, the SAWC is formally recognised by the Southern African Development Community as a Centre of Excellence in Wildlife Management Training.

HIGHLIGHTS OVER THE YEARS – A BRIEF SYNOPSIS CONTINUED

2008	The SAWC is registered with the Department of Education as a Private Further Education and Training College (Reg. No. 2008/FE08/003).
2009	Strategic working relationships are put in place with the Ministry of Tourism and Ministry of Agriculture, Mozambique; the Kruger National Park, the Game Rangers Association of Africa, Mpumalanga Tourism and Parks Authority, Swaziland National Trust Commission, Zambian Parks and Wildlife, Malawi Parks and Wildlife, Ezemvelo KZN Wildlife, Eastern Cape Parks Board, Resource Africa (regional community development projects) and the IUCN.
2010	<p>The College presents two full Higher Education qualifications comprising a Higher and Advanced Certificate in Natural Resource Management. Both these courses include a number of new modules incorporated into the new qualifications as a direct result of the training needs analysis conducted across SADC in 2008.</p> <p>The SAWC is recognised by the Department of Environmental Affairs (DEA) as an approved project for social economic development purposes under the Broad Based Black Economic Empowerment Act.</p> <p>A new business plan, 2010 – 2014 is developed for the College having been commissioned by Peace Parks Foundation. This puts the College on a new trajectory, which also results in the College internalising the fundraising function.</p> <p>The Southern African Conservation Education Trust (SACET) trustees agree to change the name to the Southern African Wildlife College Trust (SAWCT) with the College as its sole beneficiary.</p>
2011	The SAWC is provisionally registered with the Department of Higher Education and Training (DHET) as a Private Higher Education Institution under the Higher Education Act, 1997. (Reg. No. 2011/HE08/004).
2012	The SAWC appoints its first CEO, Mrs. Theresa Sowry, the then Executive Manager Training who, together with Mr. Francois Nel the Executive Manager Operations, were responsible for the management of the College.
2013	During 2013, the anti-poaching training activities are expanded to include 'eyes in the sky'. A six-cylinder Bathawk is funded and 200 hours of patrols and anti-poaching activities are donated to the Limpopo Parks bordering the Kruger National Park. These aerial patrols prove to be so successful that other conservation areas utilize the plane in addition to the funded hours for Limpopo Parks. The training focus changes to include ground to air communications, directing aircraft onto targets as indicated by tracks on the ground.



2014	<p>Since inception, more than 12,000 students from 46 countries, the majority being in Africa, have received training in natural resource management, conservation and anti-poaching skills at the College.</p> <p>The Ministry of Economic Cooperation (BMZ) via the German Development Bank (KfW), KfW has over the years continued its support of the College and a further agreement to commence Phase II of the College's development is signed at the end of 2014.</p>
2015	<p>With KfW's financial support, Phase II of the College's infrastructure development commences in 2015.</p> <p>The SAWC develops its four-tiered approach to counter poaching, which includes well trained and equipped field rangers, aerial support, a K9 capacity and community engagement and beneficiation. This leads to infrastructure and operational costs being secured for an applied learning canine training centre in support of counter poaching training and implementation.</p>
2016	<p>The College further addresses inclusivity and real engagement with local communities, which will allow for the strengthening of the College as one of Africa's premier conservation skills and training facilities, supported by modern policies, principles and practices whilst also securing livelihoods across the region.</p> <p>With the support of WWF-SA the College develops its K9 Unit to support the use of dogs in the fight against poaching. This training and the successes achieved are documented and used to help inform the conservation sector on best practice.</p>
2017	<p>The College obtains its full accreditation with the Council of Higher Education. This was achieved a year ahead of schedule, and was an enabling factor for the SAWC to sign a number of MoU's with local and international universities showing that the SAWC has truly come of age in its academic evolution.</p> <p>Phase II of the College's infrastructure is completed at the end of end 2017. This includes additional staff houses, office space and lecture rooms to accommodate the increased staff complement and growing student body, as well as a fully equipped field ranger training base. The College also makes significant steps towards greening its campus, with infrastructure service upgrades and the piloting of more environmentally and economically sustainable building techniques.</p> <p>The College also extends ties of cooperation with other conservation organisations and agencies, indicative of this is the signing of a MoU with the National Administration of Conservation Areas (ANAC) of Mozambique.</p>
2018	<p>The College continues to adapt its scope to meet the needs of industry. In doing so it also consistently reviews its training methodologies and technologies to inform best practice, whilst also taking on projects to develop proof of concept. An example of this is the work being undertaken with the use of free running dogs in combination with on lead dogs.</p> <p>A strategic planning session between the College's executive managers and its Board members interrogate the changing conservation landscape. This leads to a re-visioning exercise with staff members at all levels resulting in a truly shared vision and mission at all levels of the organisation.</p>

HIGHLIGHTS OVER THE YEARS – A BRIEF SYNOPSIS CONTINUED

2019

EUR2.5-million is pledged from the MAVA Fondation pour la Nature, via Peace Parks Foundation (PPF), to establish a sustainability fund for the College. This historical grant is critical to the future sustainability and viability of the SAWC.

The MAVA Fondation pour la Nature also supports the establishment of an African Intergenerational Leadership Hub at the College. The key objective to deliver leadership training to African conservation leaders and rural community leaders across the boundaries of generation, discipline and sector, with diverse stakeholders.

The College also develops an innovation and new technologies hub in partnership with PPF. The hub will be the first of its kind in Africa using technology to bring all relevant sectors together to collect, monitor, evaluate and share information.

In addition, MoU's are signed with the Ministry of Tourism and Arts (Zambia), which identifies an opportunity to establish a SAWC satellite campus in Kafue, Zambia and with the African Leadership University (ALU). This will essentially allow for the best courses from both institutions to be available to inform and guide the career pathing of all our students.

Funding for development of the new Diploma in Applied Natural Resource Management is secured from GIZ in November 2019 and has been extended to end 2020.

2020

The College shows its resilience as it feels the harsh consequences of the COVID-19 pandemic with the first of many national shut downs taking place. The College is impacted heavily as all training had to come to a halt. For the College, this not only affected the current training but resulted in cancellations of local, regional and international training as well as the programmes planned by visiting international universities.

The MAVA Foundation was a catalyst following the approval of a COVID-19 relief grant to the SAWC to support the institution and develop on-line materials for our guiding department. This strategic change for the SAWC to start offering a blended learning approach (contact and distant learning) was timeous, as prior to the MAVA call, we were already in process of developing its new three-year Diploma in Applied Natural Resource Management. The first two full years would be online learning and the third year, applied training at the SAWC.

2021

Since inception, more than 20,000 students from 56 countries, the majority being in Africa, have received training in natural resource management, responsible resource use, community-based conservation and anti-poaching skills at the College. This includes more than 12,000 field rangers and 1,200 natural resource managers across 127 parks/wildlife areas.

Despite the continuing impact of the COVID-19 pandemic and the measures put in place to ensure the safety of everyone on campus, the SAWC still manages to train 1,065 students both on and off site in 2021. The SAWC also revisions its purpose and goals and in so doing aims to entrench itself as an innovative, responsive regional training provider that can:

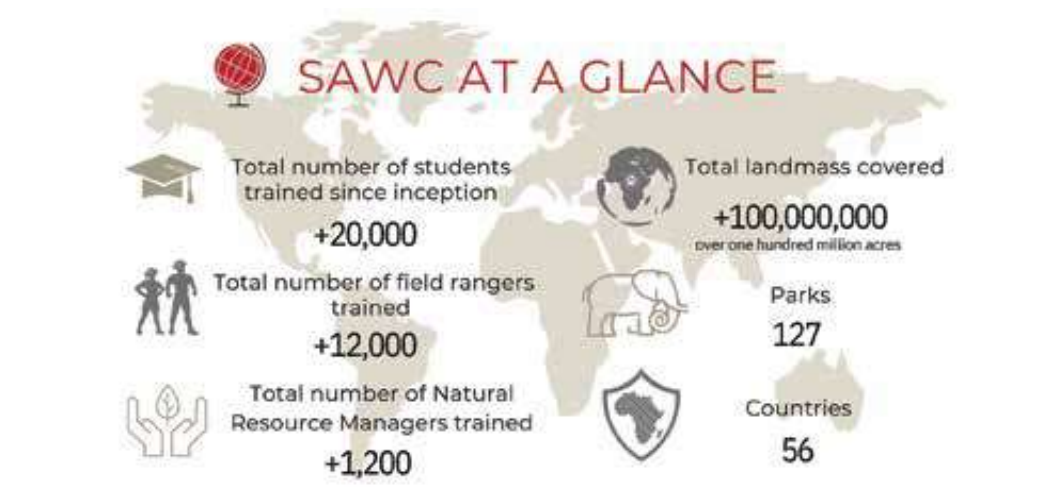
- facilitate and stimulate communities of practice to engage effectively;
- enable and drive the development of inspired, responsible, enlightened conservationists; and
- ensure holistic sustainability of the institution by implementing socially, environmentally, and economically sustainable practices.

Of strategic significance is the signing of new, updated and relevant memorandums of understanding with two of our strategic partners; South African National Parks as well as WWF-SA, identifying new areas of collaboration for mutual benefit.

Other exciting developments include:

- The further development of our online short courses including and online Apprentice Field Guide Course, and an online Light Sports Aircraft Pilot's theory course.
- Our herding for health programme delivery and the training of eco rangers in Mozambique and Zambia
- Our Human Rights training which took place in Mozambique and Malawi.
- The continuance of the Braveheart Leadership Training for rangers, also developed as an online option together with Protected Area Security Operations Planning (PASOP) training.
- Governance training in Zinave National Park, Mozambique.
- Offering Resource Guardianship training across a number of reserves.
- The development of the Coaching Conservation trainer toolkit with an online option.
- The continued support offered by our aerial support and K9 units to help counter poaching.
- The development of the IUCN FLoD programme – Local Communities First Line of Defence against Illegal Wildlife Trade, or with online delivery as a series of workshops.
- The development of a collaborative online Transfrontier Conservation (TFC) Management short course with materials developed in English, French and Portuguese. Funded by GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) this course is the first of its kind to be offered by the SAWC.
- Our Global Environmental Facility (GEF) 6 programme partnership with Peace Parks Foundation.
- The continued development of our ground-breaking three-year applied Diploma programme for accreditation with the Council of Higher Education.

SAWC at a glance





Our Staff

2021

Executive Management	
Chief Executive Officer	Mrs. Theresa Mary Sowry
Executive Manager: Finance	Mrs. Sharmain Deborah Hanekom
Executive Manager: Marketing, Fundraising and Media Relations	Mrs. Jeanné Poultney
Human Resources	
Head: Human Resources	Ms. Lesley Diane Greyling (Resigned 07 March 2021) Retained as a Consultant on an Service Level Agreement contract
Human Resources Administrator	Ms. Perseverence Khutso Maake
Finance	
Senior Project Accountant/Financial Income	Mrs. Melanie Cornelius
Payroll and Corporate Governance	Ms. Charné Desmore (Resigned wef 27 January 2021)
Junior Bookkeeper/Financial Expenditure	Mrs. Samantha Young
Assistant Project Accountant	Ms. Jeanne Newby (Resigned wef 04 June 2021)

Marketing, Fundraising & Media Relations	
Manager: Marketing, Fundraising and Media Relations	Mrs. Alexandra Gelletich
Junior Administrator	Ms. Jabulani Justine Maluleke
Digital Marketing Consultant (Service Contract)	Ms. Katie Nicolle (Katie Nicolle Consultancy)
Campaign Manager: Our Horn is Not Medicine (Service Contract)	Mrs. Lee-Anne Yammin
Academic Department	
Student Administration & Programme Support	
Registrar	Mr. Ashwell Barrett Glasson
Database Administrator	Mrs. Grace Ndlovu
Learner Management System Administrator	Ms. Sensizwe Morale
Learning Resources Officer	Ms. Daphne Gengayan (Resigned wef 07 December 2021)
Resource Centre Officer	Mr. Freddy Nukeri
Student Support Officer	Ms. Rejoyce Mdhlovu
Applied Learning Unit: Research and Development	
Head: Applied Learning	Prof. Alan John Gardiner

Manager: Applied Learning	Dr. Cleo Graf
Researcher	Mr. Peter (Petrus) Hamming
Conservation Software Manager	Ms. Nandipha Thobela
Database Administrator	Mr. Karl Ferreira
Head: Curriculum Development & Training	Dr. Yolanda Pretorius (Resigned wef 30 November 2021)
HET Coordinator	Ms. Fortunate Mathonsi
Academic Support and Quality Assurance	
Head: Academic Support and Quality Assurance	Ms. Anelle Rautenbach
Natural Resource Management	
Head: Natural Resource Management Programmes, Short Courses and University Programmes	Ms. Marilize van der Walt (Resigned wef 31 March 2021)
University Programme & Field Coordinator	Mr. Scott Yammin (appointed as of 01 August 2021)

Protected Area Integrity	
Field Ranger Training/African Field Ranger Training Services	
Head: Protected Area Integrity	Mr. Altin Gysman
Manager: Specialist Training: Protected Area Integrity	Mr. Clive van Rooyen (Resigned wef 31 October 2021)
Manager: Training	Mr. Excelent Murrel Macabe
Training Programmes Coordinator	Ms. Tshilidzi Mercy Ntsandeni
Course Leader Class B / Mentor (Sergeant)	Mr. John Oupa Makgoka
Training Programmes Coordinator	Ms. Tshilidzi Mercy Ntsandeni
Ranger Camp Services	
Ranger Camp Services Coordinator	Ms. Nokuthula Theodore Ngobeni
Ranger Camp Services Assistant Coordinator	Ms. Lydia Shabangu
Gate Guard Services	
Gate Guard Supervisor	Mr. Given Abbey Malibe
Gate Guard	Mr. Herry Caculele Mahlakwana
Gate Guard	Mr. Gobson Mac Mashele
Gate Guard	Mr. Experience Mlambo
Gate Guard	Mr. Reason Mathebula
Gate Guard	Mr. Excellent Mbuso Mhangane
Gate Guard	Mr. Clive Ngomane
Aerial Patrol and Monitoring Unit	
Air Wing Support Services Pilot	Mr. Bruce McDonald
K9 Unit	
Dog Master	Mr. Johannes van Straaten
Deployment Manager / Trainer: K9 Unit	Ms. Precious Malapane
Deployment Manager / Trainer: K9 Unit	Mr. Simon Mnisi
Kennel Hand / Dog Handler / Class C Trainer	Mr. Pleasure Mathebula
Kennel Hand / Dog Handler / Class C Trainer	Mr. Tristan Patrick
Community & Youth Development	
Head: Community and Youth Development	Mr. Christopher Kafoteka
Programmes Coordinator	Ms. Thinatia Seepane
Lecturer	Mr. Fanuel Nleya
Programme Administrator	Ms. Thabisile Sibuyi

Rural Initiatives for a Sustainable Environment (RISE)	
Project Leader	Mr. Sboniso Ryan Phakathi
Technical Associate	Ms. Elna de Beer
Community Liaison Officer	Mr. Professor Mtungwa
GEF6 Project Coordinator	Ms Noxolo Mbebe
Responsible Resource Use	
Head: Responsible Resource Use	Dr. Richard Fergusson
Senior Trainer: Responsible Resource Use and Guiding	Mr. Pieter Thomas Nel
Junior Lecturer / Trainer: Responsible Resource Use	Mr. Scott Yammin
Operations	
Maintenance	
Manager: Maintenance Operations Services	Mr. Michael Gardiner
Maintenance Supervisor	Mr. Thokozani Nkuna
Procurement & Warehousing Supervisor	Ms. Rhandzane Goodness Ndlhovu
Maintenance Operations Administrator	Ms. Malwandla Ngomane
Maintenance Services	
Maintenance: Supervisor/Assessor	Mr. Victor Rudolph Seale
Team Leader / Maintenance Supervisor / Assessor	Mr. Michael Wisdom Machavi
Maintenance Welder/Carpenter	Mr. Solver Clifford Ntimane
Maintenance Handyman Plumber	Mr. Louis Lubisi
Maintenance Handyman Painter	Mr. Surprise Seepane
Maintenance Handyman Electrician	Mr. Thulani Kivert Machabe
Maintenance Handyman Plumber	Mr. Excellent Ubisi
Maintenance Handyman General	Mr. Caleb Mogakane
Maintenance Handyman General	Mr. Tom Seepane
Maintenance: Plumbing Industrial Placement	Ms. Innocent Milicent Nyathi
Gardening Services	
Maintenance: Gardener	Mr. Dziliang Elvis Mkhonto
Maintenance Gardening Services	Mr. Lennox Seepane
Maintenance Gardening Services	Mr. Chester Malapane
Maintenance Gardening Services	Mr. Class Masuku
Drivers	
Maintenance Supervisor/Driver	Mr. Willys Magula Zitha
Maintenance Senior Driver	Mr. Emmanuel Mnisi
Maintenance Relief Driver	Mr. Peace Mahlatse Mokgope
Hospitality	
Manager: Hospitality Services	Ms. Hazel Elizabeth Timm

Hospitality Supervisor and Stock Controller	Ms. Precius Mathebula
Hospitality Services	
Shift Supervisor: Kitchen	Mr. Calvin Nyathi
Cook	Ms. Sdudhla Idah Mnisi
Cook	Mrs. Ranny Sihlangu
Cook	Mrs. Lineth Monyela
Food Service Assistant	Mr. Godwin Leave Mabaso
Food Service Assistant	Mrs. Vivian Mnisi
Food Service Assistant	Ms. Gift Ndlovu
Housekeeping	
Supervisor: Housekeeping	Ms. Mpumelelo Ruth Mzimba
Housekeeping Assistant Supervisor	Mrs. Mariam Ngomane
Housekeeping Assistant	Ms. Hlekani Nomsa Mathebula († December 2021)
Housekeeping Assistant	Mr. Sainet Seteromane Mokgope
Housekeeping Assistant	Mrs. Married Thete
Housekeeping Assistant	Mrs. Elinah Sithole
Housekeeping Assistant	Ms. Faith Mmathabo Mohlala
Shift Supervisor	Ms. Phumzile Ngomane
Information Technology Services	
IT Services Manager	Mr Henco Delport
IT Services Assistant	Mr Condrie Collen Mkansi
Logistics and Reception Services	
Co-ordinator: Logistics	Ms. Candy Kgethego Morale
Receptionist	Ms. Amelia Hope Makhubela

A SPECIAL

Thanks

TO ALL OUR STAFF MEMBERS

FOR THEIR HARD WORK

AND COMMITMENT

THROUGHOUT 2021



Founder's Day



The College celebrated reaching its 25-year milestone with its annual Founder's Day event on Friday 29 October 2021. Each year, Founder's coincides with HRH the late Prince Philip, the Duke of Edinburgh's unveiling of the foundation stone at the College's entrance.

This year was a little different. The College decided to forego the usual activities for a staff picnic under a magnificent Marula tree outside the dining room and bush boma, with good music and a deeper understanding of the term 'paying it forward.'

Due to the impact of the COVID-19 pandemic on allowable training capacity, many of our staff have been working a three-day working week for the past year. This has really impacted the staff especially those working in the hospitality and maintenance departments. As such it was decided that the funds, usually dedicated towards the celebration, would be split amongst our most affected staff and put towards a gift card for groceries. Senior staff also brought along different treats for everyone and everyone

shared, laughed, danced and sang along whilst chatting about how they were "paying it forward" both at the College and in their own communities. It was humbling to see how many people, although struggling themselves, were still reaching out a hand to help each other.

Each year on Founder's Day the College "pays it forward" in support of a local community charity. This year the recipient of these funds was Nhlalala Day Care who, with the funds donated, were able to replace broken windows caused by hail damage.

On Founder's Day, the College also celebrates its long service awards recognising the staff who have been with the College for a significant amount of years.

Celebrating five (5) years with the College was Elinah Sithole, Reason Mathebula and Gift Ndlovu. Professor Alan Gardiner and Perseverance Maake celebrate 10 years, Michael Machavi 15 years and Victor Seale, Maintenance Supervisor, Assessor and Driver, celebrated an incredible 20 years with the College!





AFRICAN INTERGENERATIONAL LEADERSHIP

This initiative between the SAWC, the Environmental Sustainability Agency (ESA), and Common Purpose, funded by the MAVA Foundation through Peace Parks Foundation (PPF), enabled conservationists and communities across the boundaries of generation, discipline and sector to connect. The two year project also facilitated leadership development within the SAWC staff.

The African Intergenerational Leadership Hub (AIGLH) office was set up on the SAWC campus and project staff were appointed as planned. Rolled out in 2020 and 2021, the project aimed to develop young and senior leaders and sought to break down barriers and improve the leadership skills between generations. It also aimed to facilitate mentoring between leaders and build a consultative and interactive decision-making approach that will enable long-term sustainability for people and nature.

In Year 2 (2021), all three planned training programmes were completed within the first three months of the year. The COVID-19 pandemic did however cause some delays which impacted the timelines of most of the project activities.

The programme had two parts, the Community Intergenerational Leadership Programme and the Conservation Intergenerational Leadership Programme. One of the key learnings, during engagements through the programme, was that developing agility and self-

belief leads to more empowered, resilient and invested stakeholders – which is vital for the long-term sustainability of conservation.

A common theme from engagements with community leaders and conservation leaders during the course of the project was that social change very often begins with opportunities for self-development in individuals with leadership potential.

The Conservation Intergenerational Leadership Programme had 32 South African participants from various conservation organisations, such as PPF, the Eastern Cape Parks and Tourism Agency, Endangered Wildlife Trust and the South African National Parks. Through an interactive online portal, learners could access content posted and share their views.

During the Conservation Leaders Programme, major COVID-19-related challenges included:

1. Having to only accept South Africans into the programme as they were able to travel within the borders of the country
2. An extensive online component had to be introduced to the programme; and
3. The first module was changed to an online module due to travel restrictions. As with the community leaders programme, the final module was completed in the first quarter of Year 2 of the project.

In terms of sustainability planning, there were numerous engagements with internal and external parties to share project information, project progress and obtain guidance on the development of a sustainable Leadership

Development Model. This resulted in a draft document that was shared with MAVA Foundation and PPF in early October 2020.

COVID-19 restrictions led to the Conservation Leaders Programme Year 2 being delivered as a full online intervention. The programme started with 36 participants in March 2021 and ended with 27 participants who graduated in August 2021. Nine participants did not complete the programme due to challenges such as access to technology, connectivity in remote, rural areas and other unforeseen personal circumstances.

In year 2 (2021), three community programmes were also delivered in two provinces, i.e., the North West (Baphiring and Barokologadi communities) and Limpopo (Moopong Community), from February to May 2021. The initial proposal was to deliver five community programmes in 2021 after COVID-19 restrictions disrupted the planned 2020 proposal. However, only three communities could be secured for the 2021 delivery year and the additional two communities could not be secured due to uncertainty about leadership stability within the communities.

The challenge to secure two more communities in 2021 led to few project adjustments, this resulted in a portion of the budget for the two community leadership programmes being re-allocated to a series of leadership interventions for the SAWC staff. This was motivated to PPF and the MAVA Foundation and was approved.

Although an ambitious undertaking due to ongoing COVID-19 restrictions, over-committed executives and senior management, and time constraints; it provided an opportunity to further embed leadership within the SAWC,

thereby strengthening the sustainability of leadership development as a strategic pillar within the SAWC.

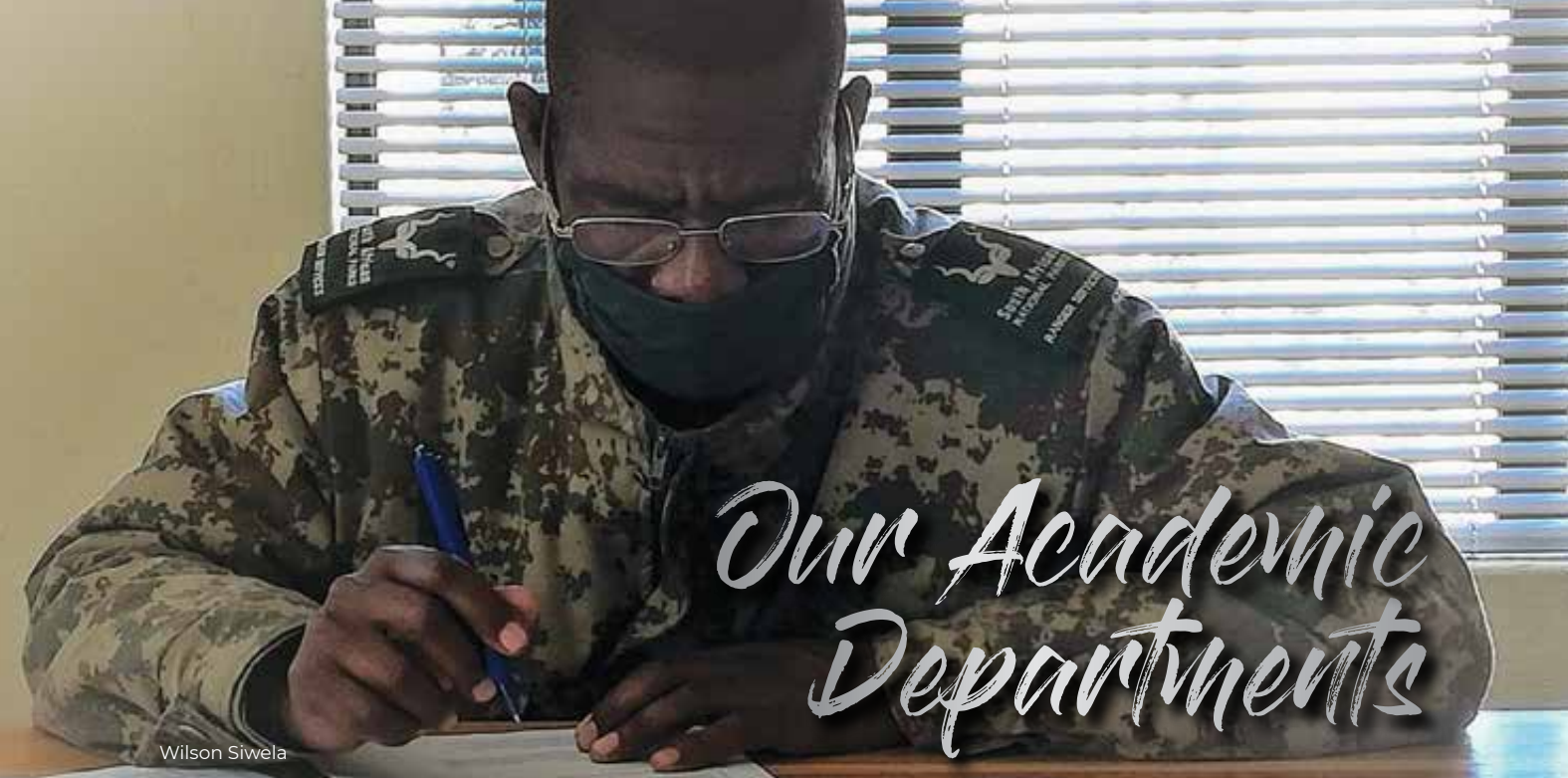
In brief, the additional programmes presented to SAWC staff included:

1. A leadership programme titled “I am a Leader” which was attended by all 108 SAWC staff between June and August 2021;
2. A comprehensive set of leadership development activities for the SAWC Management Committee;
3. A Personal Mastery programme for middle managers;
4. The development of a set of three blended online leadership modules, for use by SAWC staff, alumni and to be embedded within the new SAWC three-year Diploma targeting future students; and
5. Initiating a monthly College ‘Campfire’ gathering for staff to get to know each other better, build trust and share opinions around a range of topics.

The project partners are of the opinion that as a pilot programme, and given the lessons learnt, embedding leadership as an approach at the SAWC, both for staff and within programmes at the SAWC, contributed significantly to increasing the sustainability of the project impact.

This collaborative project between the College, Common Purpose, and ESA, funded by the MAVA Foundation and facilitated by PPF, has enabled all partners to leverage their various strengths in support of better conservation practices and outcomes whilst also developing leadership skills which can now also be expanded on. Not only has the programme stimulated open dialogue, introspection and engagement but it has most certainly triggered positive change.





Wilson Siwela

QUALITY MANAGEMENT AND ACCREDITATION

ANNUAL REPORT: DEPARTMENT OF HIGHER EDUCATION AND TRAINING

In the first quarter of 2021, the focus was on the preparation and finalisation of the institutional Annual Report for the Department of Higher Education and Training. It consisted of 34 annexures and reflect the institutional resources including the physical, financial and human resources as well as the student numbers and core activities of 2020. This process included two external audits conducted by two different auditing firms. The submission of the Institutional Annual Report is key to maintaining registration as a Private Higher Education Institution.

In July, confirmation was received that the 2020 Annual Report submitted to the Council Higher Education was accepted as complete.

Re-accreditation: HIGHER EDUCATION QUALITY COUNCIL

The SAWC was due for re-accreditation in 2021 through the Department of Higher Education and Training. Much of the time and attention throughout the year was in preparation for this event. Evidence gathered from the previous five years and evolving policies had to be uploaded electronically to the College's profile on the accreditation system of the Higher Education Quality Committee.

The re-accreditation submission focused on several areas:

Programme design of the Higher Certificate in Nature Conservation: Conservation Implementation and Leadership and the Advanced Certificate in Nature Conservation: Trans-frontier Conservation management.

The student admission process including application, entry requirements and selection.

Staffing and infrastructure relating to human resources, financial resources, physical resources, and learning resources.

Teaching and learning interactions, assessment practices, programme coordination and review.

Academic development including student support.

Coordination of work-based learning and student throughput and retention rates.

Evidence and policies relating to these areas were interrogated to determine whether minimum standards were met. For each section, an analytical and reflective summary was developed against minimum criteria. The criteria included programme accreditation, assessment in higher education, level descriptors and good higher education practice. Thereafter a narrative was provided that demonstrated integrated management of the programme quality, at a programmatic level and at an institutional level.

The re-accreditation upload of the Level 6 Advanced Certificate was completed on 6 August 2021. The upload of the Level 5 Higher Certificate was completed on 12 August 2021. The reason for missing the deadline of 31 July was due to the platform (used by the Higher Education Quality Committee) being unavailable. The final upload process of all the evidence required for re-accreditation (estimated at 250 documents) proved to be problematic. The issue was reported numerous times and fortunately the late submissions were accepted.

Preparation for the virtual site visit continued, and the date of the virtual site visit was changed twice. This caused work priorities to be reallocated accordingly. This was the first time the College is undergoing a full re-accreditation process. (Previous accreditation cycles moved through from Provisional Accreditation to Full Accreditation.)

In November 2021, the Council on Higher Education's virtual re-accreditation visit was conducted by a panel consisting of external experts from various institutions. The panel indicated beforehand that the evidence submitted online would be reviewed using Microsoft Teams, therefore all ten folders containing hundreds of documents aligned

to criteria were uploaded to this platform. The week leading up to the virtual visit was extremely demanding as unfortunately not all panellists could view the submission on Microsoft Teams, and documents had to be copied over to OneDrive. Then in turn, not all panellists were familiar with OneDrive, and documents had to be copied over to Google Drive. Still not all panellists were able to access the documents and eventually reverted to email. This was a big learning curve for all involved with the uploading and copying of the evidence taking a tremendous amount of time, effort and bandwidth.

A beautiful video of the student facilities on campus was submitted and this video added great value to showcase the SAWC as a holistic learning institution and complemented an otherwise very admin-heavy review process.

The day of the virtual site visit was not without its challenges, as the panel could only interview two of the sample size of eight students due to load shedding in different parts of the country.

A provisional accreditation certificate that is valid until 2024 was received in December 2021.

EDUDEX

To maintain a private institution's status as a registered provider, a matrix of student and staff data must be uploaded to the Edudex platform of the Higher Education Quality Council twice a year.

The information is used at a national level to influence the National Skills Plan, Sector Skills Plans and labour market needs and requirements.

In compliance with the Protection of Personal Information Act, a new process was developed and implemented to ensure the security of the personal data of staff members: full time, contractors and consultants, as well as students. As a result, the upload and associated documents required many more detailed elements and internal validation.

RECOGNITION OF PRIOR LEARNING

The SAWC has for many years offered the one-year Higher Certificate in Nature Conservation: Implementation and

Leadership (Level 5) followed by the one-year Advanced Certificate in Transfrontier Conservation Management (Level 6). The SAWC is however phasing out both the Higher and Advanced Certificate programmes and is now offering an accredited National Occupational Certificate in Natural Resource Management: Terrestrial at NQF Level 5. In the pipeline is a three-year Applied Diploma in a revised format – two years online and one year applied learning at the College. The diploma is currently in the development phase after which it will be submitted for accreditation with the Council on Higher Education.

These amendments are to comply with changes in the education system and to fulfil conservation needs in the region, which will in turn offer students a bridge to other higher education and training programmes.

Currently, no specific courses are offered part-time at the SAWC. It does, however, recognise prior learning and also offers short-course programmes to support skills gaps.

One such compelling case, which speaks directly to its mandate, was a request from the Kruger National Park to help progress Wilson Siwela. Wilson has worked in the Park for nearly 30 years, starting as a general worker and advancing his way up through the ranks to be promoted to Section Ranger of Satara. While he has many years of conservation working experience and has attended several short courses over the years, he has not had the opportunity to obtain a formal tertiary qualification. Thus, his promotion was on the condition that he acquires the same minimum qualification required of all SANParks Section Rangers as a fair standard to ensure the required minimum level of skill and proficiency across the board.

To help support Wilson and the Kruger National Park's requirements, the SAWC, with the help of its donors, offered to run an individual part-time course for Wilson so that he could proceed to the required advanced certificate/diploma level. And so it came that Wilson, twice a month from April to December 2021, visited the SAWC for studying, exam preparation and a tutoring session, followed by an exam day later in the month. All other studying was done in his own time, but with the option to ask for clarity or assistance if needed.





Wilson proved his mettle in 2021 when he passed his Higher Certificate in Nature Conservation with flying colours and completed the Natural Resource Management: Terrestrial Certificate in a period of 9 months. This while running the Satara Section of the Kruger National Park (KNP) - a demanding job on its own - and meeting family commitments, attending other training courses and contracting COVID-19!

With the support of Investec the College was able to afford Wilson this opportunity, making it possible for him to gain a recognised formal qualification. Although there are a few more years to go before graduating with a diploma, this is a great foundation. Wilson is a dedicated, mature student, passionate about conservation and committed to his organisation, SANParks.

Said Wilson, "Thanks to Investec, the College Team and the trainers I have managed to get this far. You are my roots, stem, branches and leaves. I am only the fruit. Thank you again for believing in me. I know I still have far to go but with your support, I will cross the finishing line."

On receipt of his final results, he commented, "This is adding fuel for me to be on fire in 2022. To me it's like a motivation to continue with my studies. I know that with a team like you, everything is possible."

CODES OF CONDUCT

As an annual review and considering COVID-19 compliance, and in light of the partnership with Bushwise, the SAWC Student Code of Conduct and the associated Facilitator Code of Conduct have been overhauled. This was done in conjunction with the management team and the Training Advisory Working Group.

FULBRIGHT SCHOLARS

Professor Sharon Beaudry and Dr. Danoff-Burg

The U.S. Department of State and the Fulbright Foreign Scholarship Board awarded a Fulbright grant to Dr. Sharon Beaudry of Oregon Institute of Technology. Prof. Beaudry, a business professor, spent the month of September completing a project at the College.

The Fulbright programme aims to exchange knowledge and establish partnerships benefiting participants, institutions, and communities both in the U.S. and overseas through a variety of educational and training activities. Dr. Beaudry is one of over 400 U.S. citizens who share expertise with host institutions abroad through the Fulbright Specialist Programme each year. Recipients of Fulbright Specialist awards are selected on the basis of academic and professional achievement, demonstrated leadership in their field, and their potential to foster long-term cooperation between institutions in the U.S. and abroad.

Throughout September 2021 and beyond, the Quality Management Team worked with Prof. Beaudry. The priorities of this project were to align the College's strategic plan and balanced scorecard with its compliance and accreditation requirements. The purpose of the project was to develop a process to collect, maintain and verify data while identifying ways to increase workflow efficiencies, supporting various perspectives and uniting the team/colleagues around the College's mission and values. It

was immensely valuable to have Prof Beaudry, with her business, legal and accreditation background to guide the internal team. Our thanks is extended to the US Department of State and the US Embassy for facilitating this award.

Prof. Beaudry and the College plan to continue their collaboration in the future to support the build out of the College's strategic plan measurements. Prof. Beaudry also plans to share details about the Fulbright programme with colleagues at Oregon Tech to encourage participation and further learning.

During Prof. Beaudry's visit, Dr. James Danoff-Burg, also part of the Fulbright Specialist Programme, aided the College in development of their new three-year blended learning diploma programme. Both Dr. Danoff-Burg and Prof. Beaudry worked with the academic units in the development of applied approaches and best practices in online course design and pedagogy.

QUALITY COUNCIL FOR TRADES AND OCCUPATIONS

The Quality Management team is also working with the Higher Education Quality Committee to develop a guiding and overarching policy framework for internal and external quality assurance. This will assist with the preparation for institutional audits and implementation of the new Quality Assurance Framework. The team is similarly engaged with the Quality Council for Trades and Occupations (QCTO) to determine anticipated changes on an institutional level (how the SAWC can register to be an assessment centre and expand its scope to include new part-qualifications) and at a programme level (updating the qualifications of the assessors and moderators against the new part-qualifications). The Registrar along with the Head of the Protected Area Integrity Unit were Community of Expert Practice (CEP) members with the QCTO and co-designed the replacement Field Ranger qualifications.

The SAWC will be expected to update its Field Ranger training programmes and submit new programmes for accreditation between 2023 and 2024. The Registrar has attended several training provider workshops with the QCTO for the transition to the new skills development system in South Africa.





APPLIED LEARNING

The SAWC Applied Learning concept and strategy is led by the Applied Learning department, with the support of Quality Management and Accreditation, Programme Support, the College Business Units and other support staff especially IT. The Applied Learning strategy aims to articulate applied learning research, translating it into improved conservation management, across a range of disciplines.

The analysis and needs are developed into projects designed to move forward and address the needs of the biodiversity and conservation sector. This allows for a holistic approach to conservation and hence aids the College, as a whole, in becoming a working model of best practice in the biodiversity and conservation sectors.

In addition, the Applied Learning department tries to keep up to date with new ideas and in 2021 added the position of Development Operations & Database Administrator. The COVID-19 situation was a temporary halt in our ability to grow the number of students on our research projects. Our students involved in the research process, gain valuable field experience, learn about the specific challenge or question around the research in a hands on manner, and contribute meaningfully to finding solutions. During the latter part of 2021 we were again able to get some traction whereby we were able to involve a variety of students such as our Higher Education and Training (HET) students as well as a few international students who were able to travel.

Throughout 2021 we were however able to continue with curriculum development and a number of research projects on a wide variety of topics. Some are continuations of long-term projects, while others are new or short term projects. All are providing insights into current challenges or questions faced by the conservation sector, some of these are presented here.

CURRICULUM DEVELOPMENT – DIPLOMA

Since 2019 the college has been developing a three-year diploma in Applied Natural Resource Management. The diploma will comprise 11 modules and six practical conservation projects. The Applied Learning department has been assisting the College in the development of this new diploma offering. This year the team was joined by Dr. Yolanda Pretorius from the Natural Resource Management department. Dr. Pretorius led the coordination and the development of training materials, teaching and learning strategies and implementation plans for the proposed new diploma.

BUILDING PARTNERSHIPS

Our partnerships have continued to flourish this year. We have been working closely with Peace Parks Foundation (PPF), the Wildlife and Tourism College of Maasai Mara (WTC) in Kenya, Biofund in Mozambique, the Norwegian University of Life Sciences, Swedish Agricultural University, the Ivan Carter Wildlife Conservation Alliance and Zambezi Delta Safaris, the EarthRanger team at AI2, co-collaborators on the ELEPHANT project, and members of SMART partnership. These partnerships continue to allow us to build capacity together for the united goal of enhancing natural resource management through joint training programmes and research projects.

INNOVATION HUB - CONSERVATION SOFTWARE

A part of what the College strives for is to be using and implementing cutting edge technology in the conservation field to stay up to date and lead the way in innovative conservation practices. This includes testing, monitoring and evaluating data capture and management systems.

Various data systems are used in many of the aspects of the College's work from training and law enforcement, to monitoring and evaluation, infrastructure management and field work data collection.

Members of the department have been using, learning, teaching, and creating tutorials for RStudio, SMART, Earth ranger, ESRI (ArcGIS online), and QGIS and Microsoft suites. This software also deployed by ourselves and our partners to collect, monitor and proactively use diverse data sets. The efficiency, efficacy, costs and ease of use of these systems are assessed through practical use, in order to inform conservation management strategies of the best way forward with regards to practical field technologies in different contexts. Software being developed, maintained and updated, in the Applied Learning department for various projects with external partners include the Kheta Ranger Perception data capture software and a Training Needs Assessment interactive website for the Greater Limpopo Transfrontier Conservation Area.

RStudio

RStudio is a statistical programming software that is used to perform statistical tests and visualise data. An RScript was created to sort, clean, and analyse the data collected from the water meters. This is so we can give the residents on campus a report on their average daily usage each month which we create using Rmarkdown. The residents will be informed and thinking of how they can be more sustainable in their water use. Similarly, an Rscript was created to sort, clean, and analyse electricity use data. Rmarkdown was also used to create the report of the monthly average use which will also be sent out to residents so they can monitor how much electricity they are using and make attempts to cut down electricity consumption usage.

SMART

The SMART platform consists of a set of software and analysis tools designed to help conservationists manage and conserve wildlife in protected areas. SMART can help standardize and streamline data collection, analysis, and reporting, making it easier for key information to get from the field to decision-makers. SMART supports a broad range of conservation management activities, including biodiversity conservation, law enforcement, tourism and visitor management, natural resources use, intelligence, and performance and threat level assessments.

Our approach covers three areas: Cutting-edge technology, building conservation capacity, and empowering a global network of SMART conservation practitioners. The SMART approach is supported by a unique, long-term alliance of leading conservation organisations, offering powerful applications in conservation practice to ensure the survival of the Earth's biodiversity for generations to come.

In collaboration with MWEKA in Tanzania, the SAWC assisted in developing a capacity building strategy for Africa on behalf of the SMART partnership. SMART is also being applied for water use data collection on campus at the SAWC.

EarthRanger

EarthRanger is a software solution that aids protected area managers, ecologists, and wildlife biologists in making more informed operational decisions for wildlife conservation. Members of the Applied Learning department have been working on two training manuals. One of the manuals is Earth ranger for operators which includes a facilitator guide. The second training manual is EarthRanger for data capture and its facilitator guide.

ESRI (ArcGIS online)

ESRI is an international supplier of geographic information system software, web GIS and geodatabase management applications. ArcGIS Online is a cloud-based mapping and analysis tool. This tool will be used as a platform for collecting spatial data for the various longitudinal holistic diploma projects.

Members of the ALU department have been trained to use ESRI's ArcGIS online for mapping and analyses of spatial data. This training is now being applied and staff members are mapping and analysing the spatial data that is being collected from projects such as the regenerative farming project. For example, termite activity has been mapped and analysed in ArcGIS online for every month the survey has been conducted, an overall dry and wet season activity, and a total activity for all the surveys.

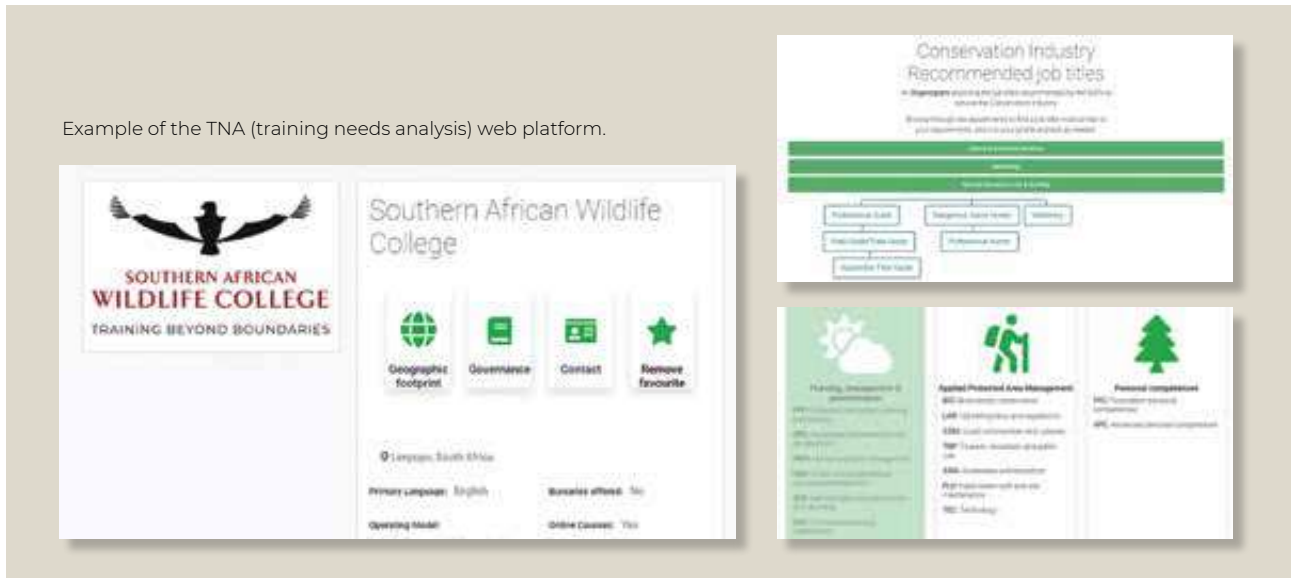
QGIS

QGIS is a free, open-source, geographic information system software that is a tool for viewing, mapping, and analysing spatial data. Members of the Applied Learning department completed an NQF level 6 course in QGIS which introduces the basic concepts of GIS, they have also assisted in teaching the course. The department has applied this training in their projects. For instance a map of the students taught by the College from the Southern African Development Community has been created to get a visualisation of the student base and target group of the College.

BIOPAMA COVID-19 Relief Grant

The Zambezi delta ecosystem is one of the most important intact coastal forest/wetland systems in Africa. The COVID-19 pandemic halted all tourist-based income that pays for anti-poaching and has increased pressure for bush meat snaring and clearing of sand forest and miombo woodland for slash-and-burn agriculture to compensate for loss of income and food shortages.





Example of the TNA (training needs analysis) web platform.

Funding of this project via an emergency COVID-19 relief grant from BIOPAMA helped ensure the continuity of: (1) employment and deployment of anti-poaching teams to support snare clearing patrols (2) monitoring of recently introduced lion and resident leopard populations (3) establishment of permanent, sustainable agricultural fields to feed the resident community and (4) the use of technology to help to inform this and future projects.

In working with the Ivan Carter Wildlife Conservation Alliance and Zambeze Delta Safaris, the Applied Learning team are helping to improve monitoring of wildlife and rangers in Coutada 11, Mozambique whilst also embedding monitoring processes and enhancing skills on the ground.

TRAINING NEEDS ANALYSIS – TNA

The Applied Learning department has developed a full-stack web application to provide a framework for organisations in conservation areas to compare their internal hierarchy structures, and the present skills of their employees, against industry recommendations (<https://tna.sawc.org.za>). This is done by using the IUCN's global register of competencies for protected area practitioners to set out the framework so organisations can track skills, knowledge and personal qualities required by managers, staff, and stewards of conserved areas. The next phase is to provide a repository of service providers that offer courses to allow for staff to be upskilled and fill the gaps in what competencies are required.

RHINO TAGGING & MONITORING

The study aims to work out the advantages and disadvantages of the different tagging and tracking methods currently used in rhino monitoring and to be able to give recommendations for future research on these animals. Past studies have been consulted, and the research question is dealt with through intensive literature research as well as the analysis of existing data, collected by the SAWC. It investigates the technical difficulties that occur during the tagging and monitoring process such as tags running out of battery time and tags being displaced from the rhino. It also deals with the general use of monitoring methods in wildlife research and conservation.

Data collected over the last years on Kempiana, under the Kingfisherspruit section of Kruger National Park, is busy being compiled and statistically analysed. The goal of the statistical analysis is to test the correlation of different variables, such as seasonality, on the loss of tags.

CAKE – ELECTRIC BIKES

In a joint initiative, the Southern African Wildlife College's Applied Learning department is testing Electric Bush Bikes developed by CAKE engineers, which will allow rangers to approach more silently whilst making way for more efficient anti-poaching patrolling. Two electric motorbikes have been deployed in a conservation area in Mozambique for this purpose.



Professor Alan Gardiner and Peter Hamming have been deployed to measure the effectiveness of the bikes against standard petrol bikes used in anti-poaching patrols. Parameters being assessed include cost and efficiency/reliability (both in terms of bike performance and in their ability to contribute to anti-poaching). To assess the cost-effectiveness of the bikes we are comparing the bike cost, fuel cost, battery, solar cost, and spares cost. The anti-poaching efficiency will be assessed by comparing parameters such as poachers encountered, weapons recovered, carcasses discovered, camps found, and traps located.

Assessing the efficiency/reliability of the bikes is being done by comparing the issues the bikes have such as breakdowns, lifespan, and distance that can be covered. A combination of SPOT tracker devices, a satellite GPS recording system, and SMART is used for the data collection.

Over the coming year the data that is collected will be analysed and a comparison of the bikes will be conducted. More bikes will also be sent for deployment to get a better comparison. As the electric CAKE bikes have proven to be more silent they should prove to be effective in stealth patrols. <https://ridecake.com/en/anti-poaching>

REGENERATIVE FARMING

Dr Richard Fergusson is leading the regenerative farming research project with the support of funding from Investec. This project is being conducted near Gravelotte on three farms adjacent to each other operating under different land management practices. The Applied Learning department will assess how different land uses affects the health of the rangeland and if regenerative farming or holistic planned grazing (HPG) can restore/improve the ecosystem's health. To achieve this goal, we are investigating the soil health, plant productivity, biodiversity, and financial viability of each farm. Part of the studies include surveys on butterflies, birds, vegetation, soil, and termite activity. Drones are being used to capture detailed images to analyse and get a comparison of changes in vegetation structure and density. After capturing the data from each survey, we clean and convert it into a format that is compatible for analyses and mapping.

CAMPUS MAINTENANCE AND SUSTAINABILITY

The members of the Applied Learning department have been helping keeping this project going which will be taken over by the Responsible Resource Management department as a long-term diploma project. This project includes: the wastewater system, waste management, water use, electricity use and vegetable gardening.

Liaison with the waste management company at Welvierdiend, our neighbouring community, and other stakeholders, has taken place to ensure we are all aligned in our thinking and working to improve waste management in the area. To begin with, we are implementing an organic waste recycling system on campus. The organic waste collected from the kitchen and residents will be given to staff and individuals from the local community to feed their pigs. By doing this there will be substantially fewer amounts of organic material ending up in the landfill. Furthermore, because staff and local community members are using organic waste to feed their pigs this allows these individuals to spend less money on pig food thereby supporting a substantial saving.

The reed bed system consists of four ponds (15m long x 8m wide x 1.2m deep) and combines aspects of both vertical and horizontal wetland systems. The system consists of numerous stages which physically, chemically, and biologically break down solids and remove nutrients and pathogens to produce water for irrigation. Each pond has reeds floating on rafts placed on the water's surface. The ponds are linked in sequence and once the water has been pumped from the BAS system to them, the wetland is gravity fed. Forty reactor tanks, in four parallel rows of ten, are used to treat the wastewater. These tanks also add further treatment surface area to the wetlands. Maintenance of the wastewater system is an essential

task as it needs to be maintained and monitored to be functioning efficiently. Weekly, departmental members test the wastewater to monitor certain water parameters such as pH, temperature and dissolved oxygen. An external organisation also does a monthly check on the quality of water coming out of the system. For World Wetland's Day we provided a working example of an artificial wetland to teach students about the benefits of wetlands, the importance of a wastewater systems and how the system functions.

VEGETABLE GARDEN

Our goal for the vegetable garden is to supply the residents on campus with organic, fresh vegetables at an affordable price. The plan is to turn it into a food forest/ community garden. The garden requires maintenance such as watering and removal of weeds. The SAWC has harvested summer crops such as mealies, sweet potatoes and tomatoes and winter vegetables such as spinach, lettuce, and carrots. Dry grass and reeds are spread on the soil surface to improve soil structure and prevent erosion of the topsoil. The Applied Learning department has created a document on guidelines for crop restriction when using wastewater to ensure that we are following health and safety guidance.

Water is increasingly becoming scarce, especially in southern Africa which is why we have included it in the sustainability project. Water meters have been set up around campus to record the water use of each building. Daily, the departmental staff collect this data using SMART. Here we have created a script using RStudio for a water meter report which cleans the data, calculates the daily usage of each household, and creates a document of all the anomalies in the data so we can see if there are leaks, faulty meters, or errors in our water system. The script visualises the average volume of water used daily every month and presents this in a bar graph. An RMarkdown of this script has been created to present the daily water usage every month for each household in a presentable text document to be sent out to the residents on campus.





Student Representative Council members 2021

STUDENT ADMINISTRATION AND PROGRAMME SUPPORT

STUDENTS' REPRESENTATIVE COUNCIL

The registrar, Ashwell Glasson, the Head of the Community and Youth Development department, Christopher Kafoteka who was also responsible for the Natural Resource Management Certificate Programmes in 2021, and the Students' Representative Council (SRC) worked together to bring changes to the SRC constitution. Being a residential College, the COVID-19 pandemic and the ensuing regulations promulgated by the South African government, required staff and students to reflect and re-align activities that were previously part of the students' experience on campus. The SRC remains the decision-making student body that allows and encourages interaction with the different departments of the SAWC.

The primary objective was to enable and inspire a "One Campus" concept for our long course as well as short course students, in which the students felt at home, cared for and supported through the pandemic and through their academic journey.

NEW WAYS OF DELIVERY LEARNING

Following the hard lock down experienced in 2020 as a result of the COVID-19 pandemic, the SAWC implemented a rapid hybrid learning strategy, utilising our Google Workspace system as well as the Talent-Learning

Management System for our certificate and short course students. The push to delivering online learning to support our students was a critical driver of an institutional shift to ensure we remained relevant and in many ways ahead in conservation education training. Our evaluation of the successes of hybrid, or blended-learning reinforced the critical need for practical and applied learning in the field. We cannot produce conservationists purely via online courses. Internally, the Student Administration and Programme Support department has advanced its use of cloud-based solutions and continues to examine opportunities to reduce the administrative burden on our students and lecturers.

The SAWC continues to monitor the blended-learning strategies to ensure that learning remains appropriate, relevant and most importantly inspiring for our students, lecturers and partners. More and more our lecturers and staff are developing stronger computer literacy skills, along with advanced application use in cloud-based applications such as Office 365, Google Workspace and more.

INSTITUTIONAL SHORT LEARNING PROGRAMMES AND POLICY ADVICE

As an academic department the team have worked on several items to inform and guide the College and its

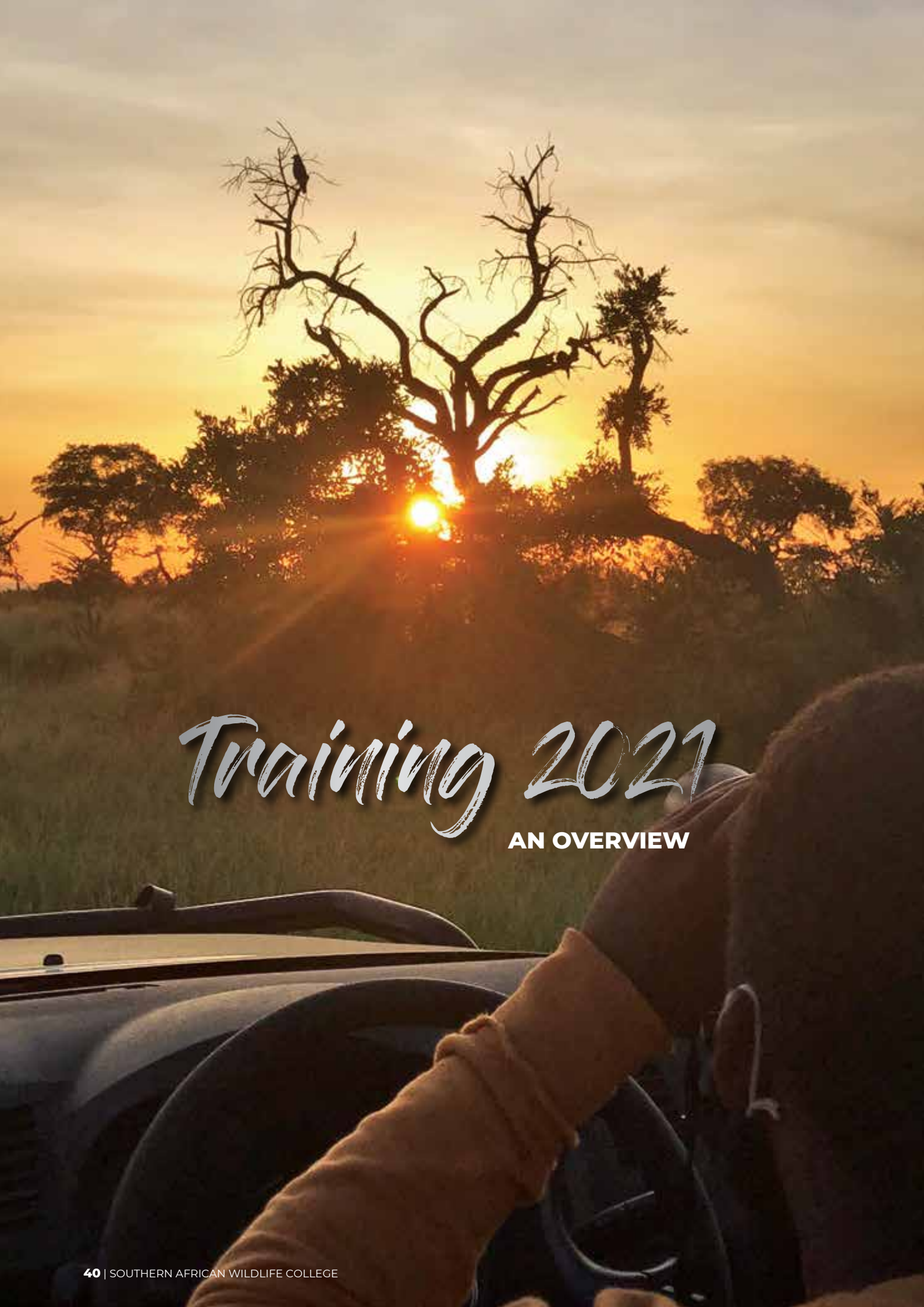
partners. This included capacity-building strategies for Combatting Wildlife Crime through the Rhino Anti Poaching Sub-committee at the Department of Forestry, Fisheries and Environmental Affairs (DFFE) to improve ranger leadership and competence. The department also collaborated on the development of a policy briefing for the Institute of Security Studies (ISS), which will be published in the second quarter of 2022. The department also focuses on the development and internal accreditation of Short Learning Programmes according to the Council of Higher Education guidelines. In 2021 the College developed and accredited several new needs-based short learning programmes in SMART software, Ranger Leadership and initiated development of a Responsible Resource Use course under the auspices of the Responsible Resource Management department.

Further development of needs-based Short Learning Programmes are planned for 2022.

COVID-19 MANAGEMENT

The department and Registrar maintained its role of managing COVID-19 issues for students and staff throughout 2021 and is pleased to say that only one student contracted COVID-19 during the year under review. The department, along with the Executive Committee, the Human Resources department and the COVID-19 committee conducted a risk-based assessment of all SAWC job roles and collectively produced a Vaccination Policy with staff and management inputs. Rigorous monitoring and management continued to be implemented in 2021 and will be for the foreseeable future.

SOUTHERN AFRICAN WILDLIFE COLLEGE – 2021				
NUMBER OF STUDENTS TRAINED		ACCREDITED TRAINING		NON-ACCREDITED/ INFORMAL TRAINING
2,126		1,067		1,059
ACCREDITED TRAINING				
ADVANCED CERTIFICATE	TOTAL 20	♂ 15	♀ 5	
HIGHER CERTIFICATE	TOTAL 1	♂ 1	♀ 0	
NATIONAL OCCUPATIONAL CERTIFICATE	TOTAL 26	♂ 13	♀ 13	
SKILLS PROGRAMMES	TOTAL 162	♂ 125	♀ 37	
LEARNING PROGRAMMES	TOTAL 493	♂ 421	♀ 72	
SHORT COURSES	TOTAL 365	♂ 314	♀ 51	



Training 2021

AN OVERVIEW



OUR NATURAL RESOURCE MANAGEMENT HIGHER EDUCATION AND OCCUPATIONAL TRAINING PROGRAMMES

QUALIFYING NATURAL RESOURCE MANAGERS

The face of Nature Conservation Management has changed significantly during the last decade and the skills currently required to manage a protected area are very different from ten years ago. For example, maintaining healthy relationships and clear communications with relevant stakeholders both in and outside a park has become a vitally important skill that managers need to have in order to ensure the future existence of the park.

The development of the Higher Education Training Programme at the College has carefully traced these

changes through a continuous review process and regular needs analysis. Hence, different from most other Nature Conservation qualifications, our Nature Conservation Certificates do not only focus on the ecology and protection of natural resources but also on fundamental skills such as stakeholder engagement, communication, human resource management and responsible resource management. This combination ensures that our students are well-rounded and ready to face current challenges within the workplace after they graduate.

The Southern African Wildlife College's courses also aim to prepare and upskill tomorrow's critical thinkers and communicators in the field of conservation.

ALUMNI OBITUARY NOTICE

It is with a very sad heart that the College advises on the passing of three of our alumni during the year under review. All three students were from Zambia.

Monde Monde was operational in Sioma Ngwezi National Park and completed both the Higher and Advanced Certificate in Natural Resource Management in 2015 and 2016 respectively. A well-respected student, Monde worked for the Zambian Department of National Parks and Wildlife Services. He was very sadly killed in a car accident.

The College is also very sad to report that **Grace Namukonde Lengwe** and **Solomon Chidunuka**, also unexpectedly passed away earlier in 2021.

Grace, who worked in the Kafue Flats AMU in Mosi-o-Tunya National Park in Zambia as a Wildlife Police Officer was sponsored by KfW Stiftung in 2016 and 2017. Shortly after completing both the Higher and Advanced Certificates in Natural Resource Management, a recommendation was made by her supervisors for her to start working as the intelligence officer in the investigation and intelligence unit in her place of work. Her husband Sydney, also attended the Advanced Natural Resource Management

programme at the College during 2016. Her big smile, hard work and commitment to the protection of wildlife will be sadly missed.

Solomon, was a bright quiet student who rose above the challenges he faced to obtain his goals in life. He was one of the top students in his class and was awarded a distinction upon completion of his studies in 2005 when he graduated with a Diploma in Natural Resource Management. He went on to become a senior warden for the Department of National Parks and Wildlife in Zambia.

Our sincere condolences are extended these past students' families, colleagues and friends. We know they are sorely missed.



Creative thinking, reasoning, scientific thought, and inter-cultural awareness is key to successful natural resource management. The SAWC thus strives to equip students with a future-focused education required to succeed in today's dynamic natural resources management environment.

59949: National Certificate in Natural Resource Management: Terrestrial

82006: Advanced Certificate in Nature Conservation in Trans-frontier Conservation Management

NATURAL RESOURCE MANAGEMENT: TERRESTRIAL [NQF LEVEL 5]

The below report provides an overview of the 2021 academic year for the National Certificate in Natural Resource Management: Terrestrial Conservation [NQF Level 5] which saw the certification of twenty-six students on this programme.

59949: National Certificate in Natural Resource Management: Terrestrial

In an effort to achieve one of its objectives, which is to be the preferred provider of occupational conservation courses, the Community and Youth Development department recruited and registered 26 students on the Natural Resource Management, Terrestrial NQF Level 5 programme. This qualification is recognized and accredited by, CATHSSETA, the Education and Training Quality Assurance Body. The qualification is also registered under the South African Qualifications Authority (SAQA). It is based on fundamental, core, and optional unit standards that serve as the foundation for the qualification. Our National Resource Management (NRM) students obtain these credentials through a combination of classroom instruction and on-the-job training.

Even under the frustrating circumstances caused by the global COVID-19 pandemic, all students completed the qualification this year and were all declared competent.

COVID-19 Implications

The effects of the COVID-19 pandemic forced CATHSSETA the sector education and training authority, the Quality Council for Trades and Occupations (QCTO), the Department of Higher Education and Training (DHET), and the Council of Higher Education (CHE) to push for the implementation of a "mixed-model" approach. The course delivery mode was thus aligned to accommodate this call for a blended learning approach (for all programmes) in order to mitigate COVID-19 implications that restricted contact training.

The College like many other training institutions has found great value in implementing a blended-learning approach to combat the challenges being faced by the new social distancing norms. The year was however not an easy one as it meant extra working hours and commitment from all the parties to move to a digital approach. This qualification is heavily reliant on practical activities and thus more contact times is necessary with students. It was very challenging,

but against the odds, all the practical assignments and assessments were completed and submitted.

Table 1: The 2021 academic year: Natural Resource Management: Terrestrial [NQF Level 5]

Programme	Dates
Quarantine and Online Training	24 January – 31 January
Induction at SAWC	01 February
Training Block 1 Contact and Practicals at SAWC	03 February to 01 April
Easter Break	02 April to 09 April
Training Block 2 and Practicals at SAWC	12 April to 14 August
Integrated Summative Assessment at SAWC	16 August to 20 August
Farewell Luncheon	19 August
Work Integrated Learning at Workplaces	23 August to 30 November
Graduation	TBC - Due to social distancing requirements a student farewell function was organised until such time as the students and guests can attend a formal graduation ceremony.

Group Composition

The course targeted aspiring natural resource and protected area managers. Field rangers, general assistants, supervisors, and junior managers are among the current field employees of conservation organisations across the SADC region and the programme drew 26 full-time students (13 women and 13 men).

Nine (9) different conservation organisations supported this training initiative with the release of their staff for training. Organisations included; African Parks, Limpopo Economic Development, Environment and Tourism (LEDET), Limpopo National Parks, Mpumalanga Tourism and Parks Agency (MTPA), Namibia's Ministry of Environment, Forestry and Tourism, South African National Parks, Umgano Forestry in KwaZulu Natal, Wits Rural Facility, Zambia's Frankfurt Zoological Society and Zambia Wildlife Authority who all contributed positively to the successful running of the 2021 Natural Resource Management Level 5 class of 2021.

The students represented nine different conservation organisations and came from the Democratic Republic of Congo, Mozambique, Namibia, South Africa and Zambia. The South African students made up 79 percent of the class, representing South African National Parks (SANParks), Limpopo Economic Development Environment and Tourism (LEDET), Mpumalanga Tourism Parks Agency (MTPA), Peace Parks Foundation, African Parks, Ministry of Environment Forestry and Tourism and the Frankfurt Zoological Society.

Eight donor organisations/donors supported the funding required to support the Natural Resource Management, Terrestrial Level 5 programme. The department is highly indebted to Friends of African Wildlife, Fondation Segré, Go Automotive, Joan St. Leger Lindbergh Charitable Trust, KfW Stiftung via Peace Parks Foundation, Sina Kohler, the Southern African Wildlife College Trust and Tusk Trust for their support.



Table 2: The composition of the class according to organisations across the SADC region.

Organization	Number
African Parks	2
Frankfurt Zoological Society	1
Limpopo Economic Development Environment and Tourism (LEDET)	6
Ministry of Environment, Forestry and Tourism	1
Mpumalanga Parks and Tourism Agency (MTPA)	7
PPF/Limpopo Parks	1
South African National Parks	6
Umgano Forestry – KwaZulu Natal	1
Wits Rural Facility	1

Table 3: Summary of the number of students per country

Country	Number
Democratic Republic of Congo	1
Mozambique	1
Namibia	1
South Africa	21
Zambia	2
PPF/Limpopo Parks	1
South African National Parks	6
Umgano Forestry – KwaZulu Natal	1
Wits Rural Facility	1

Table 4: 2021 List of students enrolled on the National Certificate course for the 2021 academic year.

Surname	Names	Gender	Country	Organisation
Breda	Nadine	F	South Africa	SANParks (Garden Route)
Bwalya	Paimolo Makina	M	Zambia	Frankfurt Zoological Society
Kapala	Benjamin	M	Zambia	African Parks
Karen	Lita	F	Namibia	Ministry of Env, Forestry & Tourism
Khoza	Thulisile Portia	F	South Africa	MTPA
Komape	Ivodia Manare	F	South Africa	LEDET
Mahlangu	Moleboheng	F	South Africa	SANParks (Golden Gate)
Makhubele	Hlanhla Penelope	F	South Africa	LEDET
Mangena	Happy Hezekiel	M	South Africa	Wits Rural Facility
Manoko	Mahlogonolo	M	South Africa	LEDET
Manyike	Pretty Sinhle	F	South Africa	MTPA
Maseko	Phethile Pretty	F	South Africa	MTPA
Mashele	Amukelani Wopsley	M	South Africa	SANParks (Addo Elephant Park)
Mbongeni	Dlamini	M	South Africa	Umgano Forestry
Mokwena	Tiishetso Vicky	M	South Africa	LEDET
Moletsane	Tebogo Judith	F	South Africa	MTPA
Munzhedzi	Mpho	M	South Africa	LEDET
Ngovene	Jorge Ezau Armando	M	Mozambique	Limpopo Parks (PPF)
Nkadimeng	Tumelo Alpheus	M	South Africa	MTPA
Nkosi	Nomvuyo Emmarentia	F	South Africa	MTPA
Nkuna	Pelsy	F	South Africa	SANParks (Kruger National Park)
Nkuna	Rastah	M	South Africa	SANParks (Kruger National Park)
Pascal	Anguez Adrio	M	DRC	African Parks
Sekgobela	Vinolia Makalang	F	South Africa	MTPA
Shandukani	Moloko Lucy	F	South Africa	LEDET
Zulu	Bridgeman	M	South Africa	SANParks (KNP)

The summary indicates that we had fewer students from the SADC region as a result of travel restrictions imposed by the COVID-19 pandemic, and the class was dominated by students primarily from South African organisations.

Modules /Unit Standards Completed

The qualification consists of 144 credits; and a total of 13 modules were completed, with a total of 20 unit standards. This covers all formative and summative evaluations observations and practical tasks. All students successfully submitted their Workplace tasks as portfolios. At the end of the course, all students were pronounced competent. For the first time, the certification required a combination of training techniques, with specific assessments completed and submitted online.

Workplace Assessments, Students and Mentors

On completion of the contact module at the College, students continued to work and completed some of the assessments with the help of mentors in their respective workstations. The students were assigned mentors appointed by their reserves; these mentors are well-experienced and gave much-needed help to the students. Most of the practical components of the programme were conducted at the College. Therefore, the mentors only had to work with students in instances where students could not complete evaluations while at the College, with the help of their trainer and other College officials.

The dual programme approach was such that NQF level 5 assignments were completed online and in printed formats to adapt to digital migration changes in the education sector.

Field Trips to Enhance Learning by Doing

Natural Resource Management: Terrestrial is primarily centered on practical assignments to assist students in order to better comprehend what they have learned and putting it into practice. During the qualification, students were taken on several field excursions in the Kruger National Park and the adjacent or relevant areas. Key areas visited were Barberton Makhonjwa World Heritage Site, Thulamela Cultural Site, Masorini Cultural Site, Maholoholo Animal Centre (Animal Welfare and Care), Lebata Elephant Hall (Environmental Education), the Panorama Scenic Route (MTPA Reserves), as well as the Hoheisen Wildlife Research Station to learn more about wildlife diseases.

Achievements and Scholarships

The top achievers were identified on certification of the programme, and two students received scholarships from the Southern African Wildlife College Trust to continue with the Advanced Certificate Class in Natural Resource Management in 2022. An additional scholarship, was held over for a returning student from Zambia who will complete his advanced studies in 2022.

- **Best Final Integrated Summative Assessment:**
Happy Mangena
- **Best Performing Female Student:**
Lucy Moloko Shandukani
- **Overall Best Performing Student:** Tumelo Nkandimeng
- **Best Leadership Student:** Benjamin Kapala

The top performing student overall and best leadership student received the scholarships to continue with the advanced studies in 2022 in trans-frontier conservation area management.



NATURAL RESOURCE MANAGEMENT: TRANS-FRONTIER CONSERVATION MANAGEMENT [NQF LEVEL 6]

The below report provides an overview of the 2021 academic year for the Advanced Certificate in Natural Resource Management: Trans-frontier Conservation Management [NQF Level 6] which saw the certification of 20 students on this programme.

82006: Advanced Certificate in Nature Conservation in Trans-frontier Conservation Management

The year 2021 has been a turning point for the Higher Education Programmes at the College, with specific reference to the Advanced Certificate in Trans-frontier Conservation Management, which will be replaced by the three-year applied Diploma following submission to the Council for Higher Education for accreditation. The turning point being the fact that the department has now truly embraced a blended mode of learning that many schools and modern Higher Education institutions are renowned for. While the majority of our students come from wilderness or rural areas they were, at the outset of the year, sceptical about the use of the internet and the "cloud" but their worries and concerns were soon abated once they learned that submitting assignments online is in reality much easier than having to worry about printing and submitting manually. It was a year where we all, lecturers, and students alike, learned much and gained great personal growth.

COVID-19 Implications

Due to international lockdowns and travel restrictions imposed, the team pushed for all the course material to be fully available on the G-Suite for Education Platform, which is an online cloud-based education platform provided by Google Workspace for Education Fundamentals. The SAWC was then able to run the 2021 modules as an online course due to the nature of the course structure. Students attending the programme in 2021 used the system fully in submitting assignments and writing all tests for all modules successfully online.

This minimised contact with paperwork and was a very beneficial system in terms of complying with social distancing regulations, and we have migrated to a blended mode of learning successfully. Classes were still held throughout the year to provide hands-on practical lessons where students could participate in daily classes. This has provided these students with an excellent base in the forthcoming years, especially for those who may consider applying for the online diploma which is currently being developed for accreditation as they in particular have gained much online experience in this past year. Finally, despite these difficulties, twenty students successfully completed the management qualification in 2021.

The 2021 academic calendar was rearranged as a result of COVID-19 implications in order to allow for students to finish their theoretical components of the qualification module by module. Furthermore, the exam programme was adjusted in order to allow for the exams to be written directly after each module's training had been concluded. This has not been the case in previous years; in which two major exams periods were scheduled per annum where the

students were to write all their papers over a period of two weeks. In general, feedback from the students in 2021 was very positive in that they preferred writing both the module test and exam directly after each module was completed.

As a result of the College having to close at the end of March 2020 due to the COVID-19 lockdown regulations, and as a result of our SADC students being unable to return in time to complete the 2020 academic year, some of our SADC-based students returned to the College in March 2021 having already completed the first required modules.

Table 1: The 2021 academic year

Event	Dates
Student Introduction	25 January
7-Day Isolation COVID-19 protocol	25 January – 31 January
Semester and Examinations	1 February – 3 September
Supplementary Exam Sitzings	6 September - 9 September
Work Integrated Learning Block	10 September – 19 November
Exam Moderation & Report Compilation	20 November – 3 December
Graduation	TBC – Due to social distancing requirements a student farewell function was organ-ised until such time as the students and guests can attend a formal graduation ceremony.

Group Composition: Advanced Certificate in Nature Conservation: Trans-frontier Conservation Management

A total of twenty students were enrolled in the 2021 group. Fifteen were men and five were women. Sixteen of the students attended the first five modules in full. Two students from Malawi, as well as two students from Namibia joined the class a little later, this due to them having already completed the first two modules and to visa approval coming through late. One student from previous years, who had completed the Higher Certificate and who was wanting to complete the Advanced Certificate course also joined the group.

The country/student ratio in 2021 was 16 students from South Africa, two students from Namibia and two students from Malawi.



Table 2: 2021 List of students enrolled on the Advanced Certificate course for the 2021 academic year

Surname	Name	Gender	Country	Organisation
Fleur	Maurtan	M	South Africa	South African National Parks
Isaacs	Karin Venessa	F	South Africa	South African National Parks
Maseko	Sipho Sibonelo	M	South Africa	Mpumalanga Tourism and Parks Agency
Mashava	Shadrack	M	South Africa	South African National Parks
Mashego	Blaze Derrick	M	South Africa	Mpumalanga Tourism and Parks Agency
Mashego	Pollen Kgotso	M	South Africa	South African National Parks
Mashele	Citty Advocate	M	South Africa	South African National Parks
Mathonsi	Ronald	M	South Africa	South African National Parks
Mcunukelwa	Nosabelo	F	South Africa	Eastern Cape Parks and Tourism Agency
Mkulungu	Sinethemba	M	South Africa	Eastern Cape Parks and Tourism Agency
Mpuwe	Philimon	M	Malawi	Department of National Parks and Wildlife
Mtaku	Xolile Lennox	M	South Africa	Eastern Cape Parks and Tourism Agency
Mthetwa	Vusi	M	South Africa	South African National Parks
Mwanamwali	Dominic Nzaki	M	Namibia	Ministry of Environment and Tourism
Ndaba	Tumi	F	South Africa	Eastern Cape Parks and Tourism Agency
Nghiwanwa	Julia Ndeshipewa	F	Namibia	Ministry of Environment and Tourism
Sekgobela	Moyahabo Maidance	F	South Africa	South African National Parks
Shabangu	Jobe Joel	M	South Africa	South African National Parks
Siska	Michael	M	Malawi	Department of National Parks and Wildlife
Siwelana	Luther	M	South Africa	South African National Parks

Work Integrated Learning [WIL]

With the College having to re-align the 2020 programme given the study delays caused by the COVID-19 pandemic, the Work Integrated Learning [WIL] phase of the 2020 course was postponed and rolled over into 2021, to run from January to April and was then extended to August 2021 for submission, for the students that were able to return for their studies.

During the year under review, the twenty students from the current NQF Level 6 Natural Resource Management qualifications programme returned to their respective parks to finish their Work Integrated Learning. During the September and November period, they were given the opportunity to finish their practical fieldwork at their workplaces, and to submit their final reports online via the G-Suite for Education Platform.

The Work Integrated Learning phase of the course unfortunately did not include any workplace visits normally conducted by the College due to international and national travel restrictions.

Student Leadership – SRC 2021

The student body was led this year by a dynamic group of people from both the Level 5 and 6 Natural Resource Management programmes. They were mature, involved, and responsible throughout and ensured a smooth working relationship between the student body and College staff during very trying times for all. They also provided a leadership example for others at the College to follow.

2021 Student Representative Council portfolio responsibilities and country representation:

Position	Name	Country
President	Citty Mashele [Level 6]	South Africa
Vice President	Amukelani Mashele [Level 5]	South Africa
Secretary	Phethile Maseko [Level 5]	South Africa
Food committee	Julia Nghiwanwa [Level 6]	Namibia
News Editors Committee	Karin Isaacs [Level 6]	South Africa
Environmental Committee	Philimon Mpuwe [Level 6]	Malawi
Social Committee	Luther Siwelana [Level 6]	South Africa
Class Representative	Nosabelo Mcunukelwa [Level 6]	South Africa

Seven donor organisations supported the funding required to support the Natural Resource Management, Level 6 programme.

The Department is highly indebted to Chamberlain Foundation Trust, Friends of African Wildlife, Fondation Segré, KfW Stiftung, the Ball Family Foundation, the Southern African Wildlife College Trust and Tusk Trust, for their support.

UNIVERSITY PROGRAMMES AND SHORT COURSES

In any normal given year, the University Programmes offered at the College flourish with universities from across the globe getting the opportunity for exposure to various conservation practices across different fields of conservation. Clients can also request and build itineraries that suit a specific curriculum for their students, which together with the College's location in the greater Kruger, is a real drawcard.

In 2020, the College had fifteen international and local universities pre-booked for educational visits. Understandably, and due to the global COVID-19 pandemic, all planned visits for the 2020 academic year, bar one from Michigan State University who arrived prior

to the COVID-19 lockdown, had to be cancelled. Many universities indicated they will only possibly return with groups from 2022 onwards. This was indeed the case given the continuing impact of the COVID-19 pandemic on regional and international travel in 2021.

This had a major impact on the College's expected income both in 2020 and 2021. Nevertheless, the College had to think laterally and pursue other opportunities to try and make up for the deficit in income.

The university programmes as well as customised short courses continue to be part of the College's offerings and we look forward to once again being able to welcome our university groups and international visitors in 2022.





WILDLIFE GUARDIANSHIP – AFRICAN FIELD RANGER TRAINING SERVICES

The Protected Area Integrity department started the year's activities on 11 January 2021. All staff returned in high spirits and were ready to tackle the challenging year that lay ahead albeit with COVID-19 still very much on our doorstep. The team were determined more than ever to improve on targets from 2020.

During the first quarter of the year the African Field Ranger Training Services Unit had a good start with a Field Ranger Law Enforcement Armed course which enhances our core business of training Law Enforcement Officers. The course comprised members of Thanda Private Reserve as well as private students from the neighbouring communities. The Braveheart Ranger Leadership Online programme was once offered and proved to be a success with students from Malawi, Thanda Private Reserve as well as Marataba Private Reserve. Our Specialist Training Manager completed Greater Limpopo Transfrontier Conservation Area (GLTFCA) Standing Operations training with the Kruger National Park, Limpopo National Park as well as with the greater Kruger Conservancies.

Given the continuing constraints of COVID- 19 regulations, we had some travelling difficulties and had to postpone Field Ranger Re-Training in Swaziland as well as the Human Rights training in Mozambique. Despite this work continued and we were able to sign an MoU with African Anti-Poaching Services. The unit also completed a curriculum development project that was done with WWF Bhutan. This addressed having Field Ranger training as a subject for their first-year university students. We also successfully concluded the following courses: Patrol Leaders, Tactical Tracking, Human Rights Training and Tactical Training.

Activities for the second quarter continued with a second Field Ranger Law Enforcement Armed Course and Field Ranger Advanced Course. The Specialized Training Manager continued with GLTFCA Standing Operations training with the Kruger National Park, Limpopo National Park, and the greater Kruger Conservancies. The unit also completed a Practical Law Enforcement armed course in the Zambezi Delta with the generous sponsorship from Foundation Segré.

Altin Gysman, the departmental Head, was also called upon to lecture Natural Resource Protection for the Advanced Certificate NQF Level 6 students and this training was completed with great success. During this quarter we were finally able to continue with Human Rights Training in Banhine National Park in Mozambique. We were also able to start two contracts with WWF-SA Khetha for Braveheart Ranger Leadership Development as well as Field Ranger training for KZN Ezemvhele. Our external consultant completed an INL Kaza Customs training session for frontline officials in Zimbabwe and the department also completed an Introduction to Anti-Poaching training programme with the WFAH Military Veterans group from the USA.

In the third quarter we had to once again scale down on training due to COVID-19 regulations and the management of the department used the opportunity to focus on projects and planning for future training. Mr Altin Gysman engaged in a Project in the GLTFCA with the Pafuri-Sengwe Area in terms of Security Standing Operations Development. During this period and once regulations were eased, we also managed to complete the following training interventions: Field Ranger Law Enforcement Armed Course, Braveheart Ranger Leadership Development Course, Patrol Leaders in KwaZulu Natal , KAZA Customs training in Botswana and

GLTFCA Standard Operating Procedures Training in the Kruger National Park. We also concluded Human Rights training in Zambia. During this quarter, members of the K9 Unit, Ranger Training Unit as well as the department's Security Branch Rangers were involved in the Wildlife Ranger Challenge for 2021 and did themselves proud.

The remainder of the year was filled with a number of training interventions including an Introduction to Tracking Training for the Global Environment Facility (GEF)6 Project. The Braveheart Ranger Leadership training continued in KwaZulu Natal as well as at the Southern African Wildlife College. We hosted an Environmental Management Inspectorate (EMI) Grade 5 training course

with members of Emahlaleni Municipality, qualifying their members as Peace Officers. We also conducted a Field Ranger Re-Training Session in Swaziland and our external consultant continued with KAZA Customs training in Namibia. We finalised our contract with KZN Ezemvhele for Human Rights Training as well as Crime Scene Management training. Finally, we also delivered Human Rights training for Mpumalanga Tourism and Parks Agency before closing out the training for the year.

We want to thank the dedicated staff of the Protected Area Integrity Department for their dedicated support in ensuring the success of the African Field Ranger Training Units' training.



2021 HOURS AND STATS

433

CONSERVATION HOURS FLOWN
Rhino monitoring/de-horning/research

939

HOURS FLOWN

496

TRAINING HOURS

10

PILOTS TRAINED

Aerial Support Unit

SAWC AVIATION-WING

2021 was a year of highs and lows for the air-wing division. Fortunately, we could continue with our routine operations throughout the COVID-19 pandemic having received special permits as essential service providers in the wildlife management industry.

The SAWC air-wing has grown and evolved over the past decade and become an integral link in the aviation/conservation industry in the greater Kruger conservation areas. With the SAWC ethos of "learning by doing" we continue learning and practicing new methods of conservation flying and counter-poaching techniques in real-time operations with great success.

These techniques and operational requirements are communicated to the industry, as this class of light-sport aircraft continues to make its mark within conservation organisations throughout Africa.

The first quarter of 2021 saw a decline in rhino poaching in our focus area, the second and third quarters remained relatively quiet, but sadly the fourth quarter saw a huge spike in rhino poaching, with many rhino carcasses being located from the air.

Several orphaned rhino calves were also located by us from the air during the 2021 period and were successfully located to a rhino orphanage. They are thankfully reported to be doing very well.

SAWC AIR-WING OPERATIONS

From humble beginnings in 2013, our focus area has grown to an area of almost 500 000 hectares. Patrol flights are conducted in these areas every week. Vulnerable or "hot spot" areas are identified and prioritized accordingly. These sections are flown on a more frequent basis. A visual policing presence in the sky has proven to be a successful deterrent to poaching activities and countless poaching operations have been disrupted before losing another rhino.

On patrol flights, the distribution of rhinos and elephants is monitored from the air and logged with a specially developed software programme. This distribution data has proved to be highly effective for managers and reserve wardens in rhino protection and management within our area of operation. Our patrol data on rhino distribution in our focus area dates back to 2013 and is one of the biggest data sets of rhino distribution recorded. With this type of data-set researchers and scientists can also now start

using trend data over this timeline, overlaying seasonal data to make accurate predictions for future research/data modules.

The SAWC has an ongoing VHF telemetry research programme where several rhinos (both black and white) have been fitted with VHF ear tags. These animals are monitored from the air weekly. Very interesting data is being produced from this research project as far as distribution patterns and territories are concerned as we continue to learn more about these animals. Through this research, we have for example learnt that rhinos cover far greater distances and their territories/home ranges can be a lot faster than previously documented in many scientific journals.

Over recent years with a spike in rhino poaching, our air-wing has had to adapt to a multi-functional and operational approach in real-time counter-poaching operations. The Savannah fixed-wing Savannah aircraft is ideally suited to this role, with its impressive endurance of eight hours of flight time, ability to land and take off from short fields and its safe handling ability at slow speeds.

The three main roles of an aircraft in counter-poaching operations are Reaction, Disruption and Suppression flights.

REACTION FLIGHTS

This would be when possible gunshots are reported, a rhino carcass is located or a visual of poachers is reported. The aircraft is used in a reaction role, gets dispatched to the scene and assists as an observation platform as well as in a suppression role. Most reaction flights are a collaborative effort, working with helicopters, K9 units and field rangers on the ground. This combination has proved to be highly effective over the past few years in contact situations. Reactive flights are combined with suppressive flights.

DISRUPTION FLIGHTS

This is when poacher groups are known to be operating in an area (normally detected by their tracks or through visual contact). The idea is to disrupt the poachers before a rhino is poached. Disruptive flights are combined with suppression.

SUPPRESSION FLIGHTS

This is when a follow-up operation on poachers is in progress. The aim is to suppress or slow down poacher movement. The aircraft limits poacher movement, slows down operations and allows ground teams, K9 units and helicopter pilots to move in on insurgents. Suppression flights are combined with reaction and disruptive flights.

TRAINING

The SAWC Air-wing provides flight training to pilots in the conservation arena. We now offer an advanced aircraft handling course which focuses on advanced bush-flying techniques. Three African Parks Network pilots received advanced training from us over the last quarter of 2021.

The SAWC online flight training course (theory) is now complete and available to prospective students. We are excited about this new development, which will be very useful to students from remote countries.



Several ground to air courses for field rangers were conducted during 2021. These courses involve rangers interacting with aircraft in real-time and are proving to be invaluable in real operations where rangers are able to communicate effectively with the aircraft using hand signals.

SAWC AIRCRAFT

Our two SAWC Savannahs are possibly some of the hardest-working conservation aircraft in South Africa. Professional routine maintenance is key to keeping these aircraft safe and in top condition. We are fortunate to have the professional services of John Herbert, an Aircraft engineer based in White River who looks after our fleet. John's professional work ethic when it comes to aircraft maintenance is unsurpassed and we value his services.

ZU-WLC has now flown a total of 2,000 flying hours. This has been an incredible work-horse for us. Flying on an almost daily basis this aircraft has never let us down and has been very reliable. Regulations stipulate that we need to do a complete overhaul of the engine or replace it at 2,000 hours. With the help of the Our Horn is Not Medicine campaign manager, enough funding was raised to purchase a new engine for this aircraft. Our sincere gratitude to the donors who helped make this possible. The new engine was purchased and fitted. She is now good for a further 2,000 hours.

During the year under review ZU-PLS had a 1,000-hour service and is now good for another 1,000 hours.

BURNING AND MONITORING PROGRAMMES

In 2021, the Kruger National Park embarked on a huge, controlled veld burning programme. The SAWC aircraft assisted in monitoring these fires from above. As an observation platform, these aircraft have a very useful and important role to play.

RHINO DE-HORNING PROJECTS

A key factor to the decline in rhino poaching has been a huge collaborative effort from both the private sector as well as from South African National Parks (SANParks) and the Kruger National Park with ongoing rhino de-horning projects. Our SAWC aircraft have played a valuable role in assisting with these projects with great success. During the past year, the SAWC Air-wing supported de-horning in the following reserves:

- Balule Private Nature Reserve
- Klaserie Nature Reserve
- Selati Game Reserve
- Thornybush Private Nature Reserve
- Karongwe Nature Reserve
- Makalali Nature Reserve
- Manyeleti Game Reserve
- Kruger National Park Central regions

Having a fixed-wing aircraft in the sky, locating and scouting for horned rhinos as well as providing an aerial control platform, saves hugely on time and costs with these operations. Having flown hundreds of hours and de-horned a few hundred rhinos, with professional vets and ground teams, we have managed to streamline these operations.

We are often asked, why de-horn? and does it work? Well, the stats speak for themselves if one compares them to the previous year. De-horning cannot however be the only solution but it certainly buys us time in this continuous scourge of poaching. It is one tool in our arsenal of counter-poaching tools to help stem the tide against rhino poaching.

"For those who have never been there or witnessed a poaching incident, whether from the ground or the air, I

don't think I have words to describe it. It's a feeling that I will never get used to, with enormous emotions of anger, aggression and disbelief. One tries to disconnect emotionally to be able to handle the savage brutality that we witness frequently, and no matter how hard one tries, I will never understand or make sense of it," says SAWC Pilot, Bruce McDonald.

"Brutal images of slaughtered rhinos, horrific scenes of rhino's sometimes still alive, wandering around aimlessly with their horns hacked off, orphaned calves lying at their dead mother's sides, nudging them to wake up, leaves one feeling gutted. A numbing cocktail of horror at the extent to which human beings can become so savage and inhumane to these defenceless animals," he adds.

With this said, de-horning has been a welcome and refreshing break.

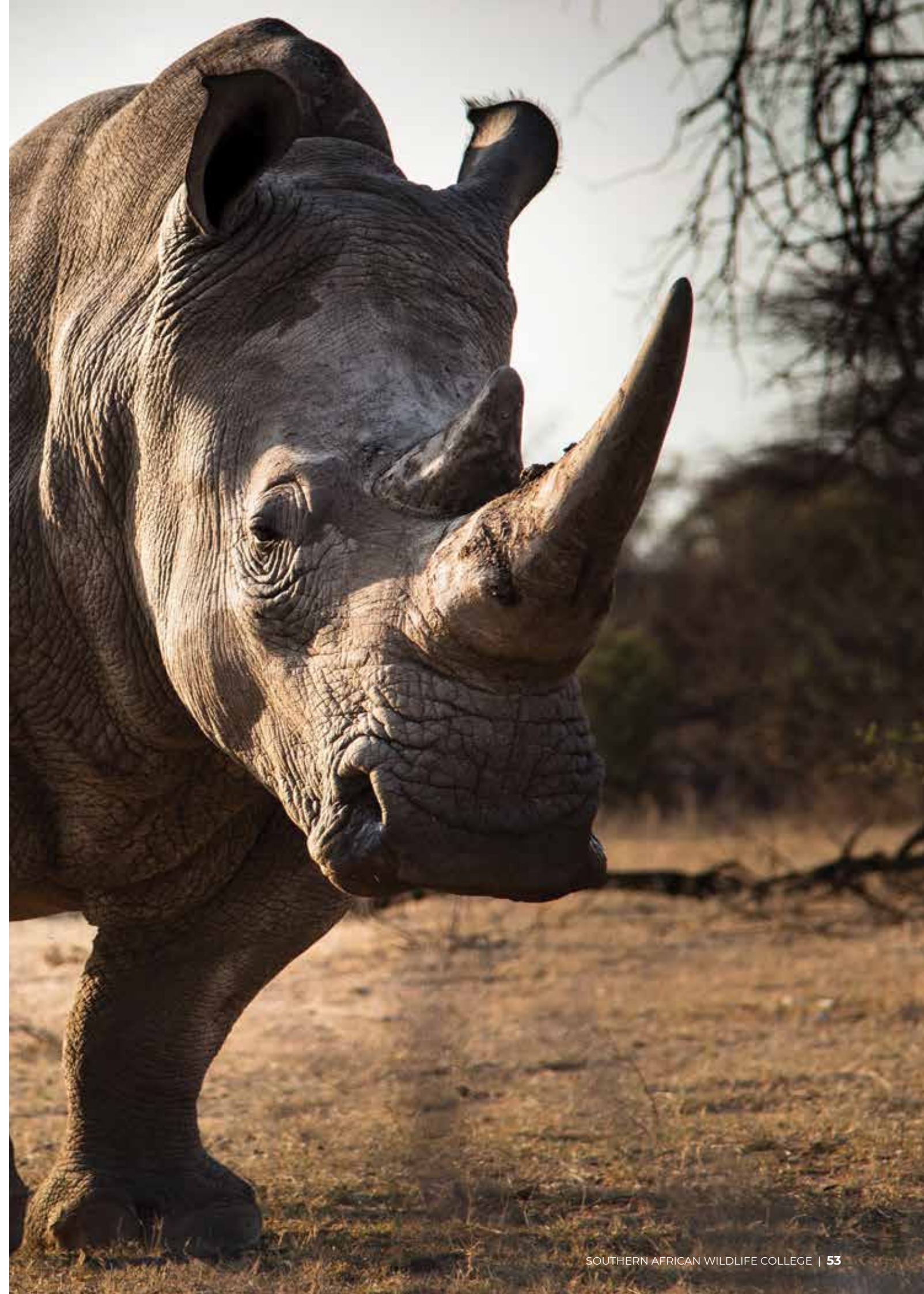
De-horning is not pleasant to witness, it's a sad reality of what pre-emptive and proactive measures we need to take to protect a vulnerable species. It is done by professional wildlife vets in a controlled and safe manner. The process is a painless experience with the animal under sedation.

Rhino de-horning is a short-term solution, and the sad reality is that it often deflects the risk onto populations that have not yet been de-horned. We recognise that authorities still need to work hard toward long-term solutions that remove the risk completely, and that's where higher-level support from the government is needed to find more strategic solutions and disciplines to this global crisis of unsustainable natural resource use. Broader engagements are necessary to stamp out illegal trade, enforce greater penalties within the judicial systems, and reduce demand by end-users.

Thanks to all of our donors, no matter how big or small for your unselfish support throughout uncertain times, keeping our aircraft flying and making a difference. Without you, the air-wing could never survive.



© Martin Meyer



K9 Unit



IMPACT OVER THE 2019-2021 PERIOD

DEPLOYED
168
TIMES

98
SUCCESSES
70
RHINOS
SAVED

176
ARRESTS

80
WEAPONS
REMOVED FROM
SYSTEM

Driven by the rhino poaching scourge, more particularly in the area in which the College (SAWC) is located, the College has tested a four-tiered approach to counter poaching, which includes well-trained and equipped field rangers, an aerial surveillance and monitoring unit, a canine capability as well as community engagement and intelligence gathering. This approach has gained momentum and is now having a solid impact within the greater Kruger National Park.

Since the inclusion of well-trained free tracking (off-leash) dogs, which we tested for best practice, there has been a significant increase in poacher apprehensions and successful arrests. This, together with ramped up security and joint initiatives within the greater Kruger National Park, has resulted in the number of rhino being poached showing a positive decline.

K9 UNIT HIGHLIGHTS – 2021

Apart from being operational, the K9 Unit also trains dogs and their handlers. It is now also offering a Tactical Dog Handler training course that is currently in the process of accreditation with the relevant training authorities. Thanks to this new course offering, which covers the two broad disciplines of Detection and Tracking, and the demand for training, we trained a total of 15 students this year.

The K9 Unit trains its dogs across a number of disciplines and completed a substantial 1,380 hours of training during the year under review. These disciplines include: Detection

training, On-line tracker training (training on-leash), Pack dog training (off-leash), Maintenance training (for all hounds at the kennels) and Night tracking training, which is our newest addition for the dogs.

Part of what the unit does is deploy dogs throughout Africa and this year the K9 Unit sent eight well-trained dogs to reserves in South Africa and Tanzania. It is great that our footprint is expanding beyond the borders of the greater Kruger and even South Africa.

The K9 Unit team members completed the following staff training this year with courses in Advanced Field Ranger Training, Assessor Training, Man Tracking Training, Animal Tracking and Signs and attended lectures from Advocate Coert Jordaan on poaching prosecution and crime scene management. They also complete K9 Law Enforcement certificates and the PSIRA (Private Security Industry Regulator Authority) certificate.

The new projects being worked on at the K9 Unit are Night Tracking, Incursion Detection and Urban Tracking.

As a unit we are very proud of the fact that we have successfully bred and reared four litters of puppies over the past four years. With many of the new pups having become operational, this had led to continued success on the ground. Breeding our own dogs enables us to control the quality of the genetics of the dogs we kennel and train and to invest in a better, more efficient operational K9 unit.





The Community and Youth Development department's vision of inspiring and educating the next generation of environmental protectors and leaders continued with several training interventions in 2021. Embarking on a mission to deliver inclusive, accessible and effective programs that act as a gateway into conservation, the department had to wrap up some training programmes offered from 2020. Three of the five programmes offered in 2021 started in 2020 and had to finish in 2021 to meet the allocated national hours. This included 99 students who completed different programmes in 2021.

These Resource Guardianship Level 2 programmes offered by the department were aimed at youth funded by the Department of Agriculture, Land Reform and Rural Development (DALRRD). DALRRD sponsored all 99 youth from North West Province. The 99 youth were deployed to LEDET Reserves during the Work Integrated Learning (WIL) component of the programme where qualified mentors helped students to complete their assessments.

The department also registered 41 new students in 2021. Twenty six (26) of the 41 registered students were on the Natural Resource Management Terrestrial year-long

Level-5 National Certificate. (Reported on under our Natural Resource Management programmes). This was in alignment with one of the department's main objectives – which is to be the preferred provider of occupational conservation courses - while the rest of the students were enrolled on the Foundational Learning Competence (FLC) certificate. By the end of the academic year, 140 students had completed Community and Youth Development Department's accredited programmes.

Despite continuing COVID-19 regulations, which the department and College had to comply with, nine different conservation organisations supported the College training initiatives by releasing their staff for this training. These organisations included South African National Parks (SANParks), African Parks, Mpumalanga Tourism and Parks Agency (MTPA), Limpopo Economic Development, Environment and Tourism (LEDET), Limpopo National Parks, Zambia Wildlife Authority, Umgano Forestry in KwaZulu Natal, Wits Rural Facility, Zambia's Frankfurt Zoological Society and Namibia's Ministry of Environment, Forestry and Tourism.

The department would not have completed its mission to make conservation accessible to all, had it not trained

the 15 students on the Foundational Learning Competence (FLC) certificate through the Youth Access: Bridging Course programme. On completion of the FLC component, the 10 best qualifying youth then completed the Bridging Course programme in the Protected Area Integrity department. Here they underwent basic armed field ranger training, a conservation security course as well as training in responsible resource management.

Following this training, the programme then gives these unemployed young people an opportunity to gain

work place exposure in the real life of a Field Ranger, mentored by qualified employees. As such these students were deployed to Limpopo Economic Development, Environment and Tourism (LEDET) parks for a six-week period.

Our sincere thanks is extended to the Hans Hoheisen Charitable Trust (managed by Nedbank Private Wealth), Friends of African Wildlife and the Italtile & Ceramic Foundation for supporting the training and stipends of these students.





RURAL INITIATIVES FOR A SUSTAINABLE ENVIRONMENT

The Rural Initiatives for a Sustainable Environment (RISE) Unit is a division within the Community and Youth Development and Access department. The Unit's mandate is broad Community Engagement, working beyond the boundaries of conservation, and connecting the dimensions where people and conservation meet. The unit seeks to enable people, communities, and institutions to better participate in conservation processes ultimately enhancing the sustainability of protected and conserved areas.

RISE's approach toward a sustainable environment is human-centred and the scope of work allows the unit to engage with a cross-section of society, representative of the diverse stakeholders who live near conserved areas, and organisations involved in conservation processes. This range of involvement is reflected in the unit's projects and community engagements.

2021 was a year of readjustment and regaining traction in projects as we all started learning to adjust to the new norms of COVID-19. Our projects for 2021 included:

- The Global Environment Facility (GEF6) Project, which is focused on Strengthening Community Capacity to Reduce the Rate of Illegal Wildlife Trade in the Greater Limpopo Transfrontier Conservation Area (GLTFCA).
- The Coaching Conservation (CC) Children's conservation education programme.
- The Global Conservation Corps' (GCC), Future Rangers programme.
- The greater Kruger Environmental Protection Foundation (GKEPF) and our local community engagement.

THE GLOBAL ENVIRONMENT FACILITY 6 PROJECT

2021 marked the second year of the College's implementation of the Global Environment Facility 6 (GEF6) project. This follows the Peace Parks Foundation (PPF) appointing the SAWC as an implementing partner on the project in August 2022. The project's implementation nodes include the broader Punda Maria / Pafuri node referred to as the Northern Cluster, the Sabie Sands Game Reserve area referred to as the central cluster, and the broader Mthethomusha-Matsulu area referred to as the Southern Cluster.

The overall goal of the project is to strengthen institutions and targeted communities to improve decision-making and reduce the rate of illegal wildlife trade in South Africa. At a national level, the project is supported by three interlinked components:

- Component 1: Strengthening capacity and information systems for effective management of wildlife trade monitoring, led by the South Africa National Biodiversity Institute (SANBI);
- Component 2: Development of a ready-to-use electronic permitting system for CITES-listed species, led by Department of Forestry, Fisheries and the Environment (DFFE), and
- Component 3: Strengthening community capacity to reduce the rate of illegal wildlife trade, led by South African National Parks (SANParks) and Peace Parks Foundation (PPF). Local implementation in the GLTFCA is focused on the latter.

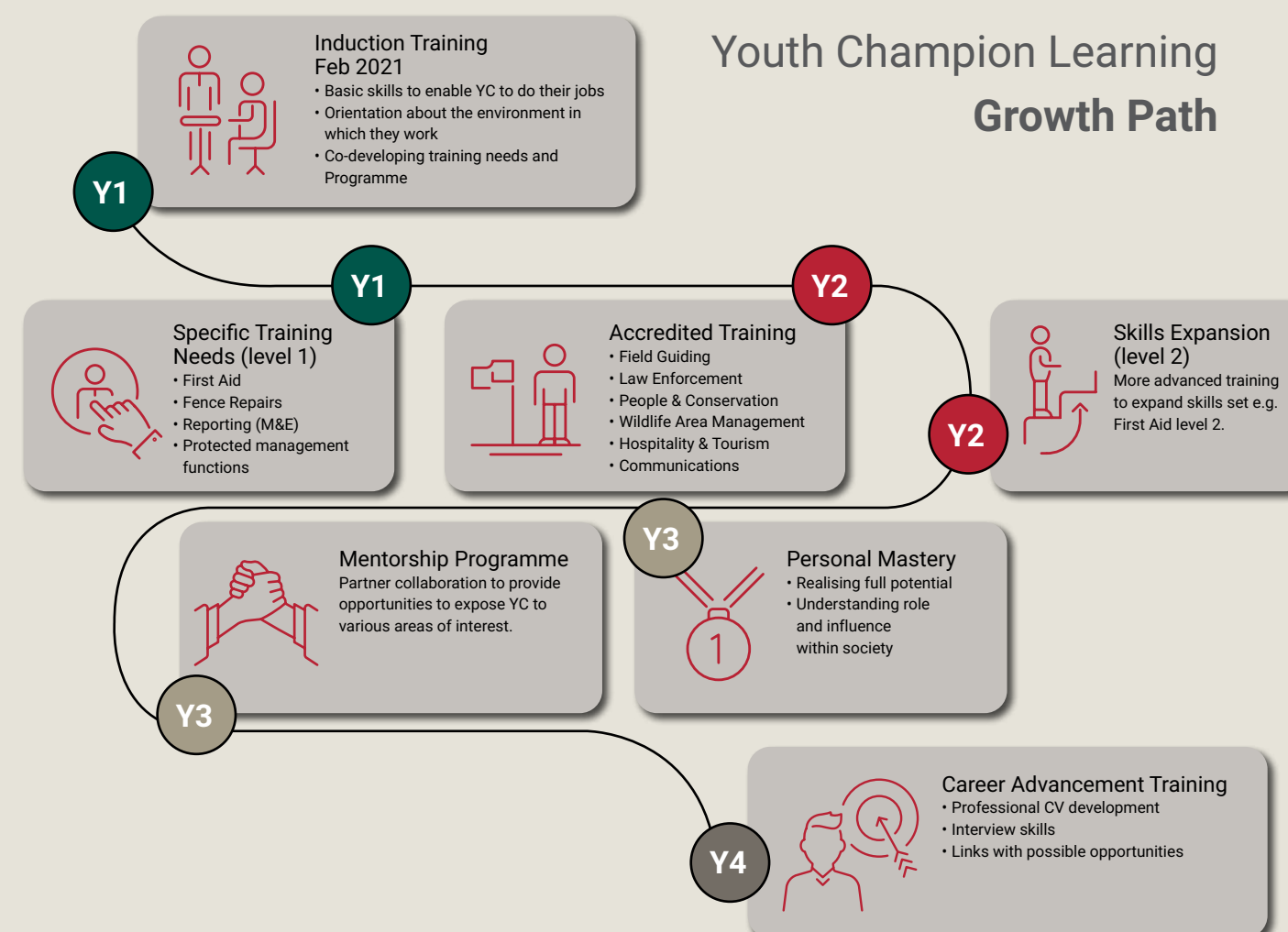
GEF6 is incremental to the existing SANParks, PPF, the Department of Forestry, Fisheries and Environment (DFFE) and World-Wide Fund for Nature programmes. GEF6 seeks to provide critical support to the existing programmes implemented by these partner organisations, by contributing to the enabling institutional environment, as well as through assisting with governance related requirements. It also provides relevant and associated training, which is viewed as critical to ensuring long-term sustainability of the projects, supported by SANParks, PPF, DFFE, WWF and the partner network.

A core focus of the programme for 2021 was project sensitisation with stakeholders in the western boundary and the initiation of training for the youth champions. The project sensitisation process commenced in the first week of November 2020 with the GEF6 Core Partners undertaking scoping site visits and key stakeholder contact in the three implementation cluster areas. Information gathered during these visits informed the situational analysis process undertaken in 2021 as well as mapping out the GEF6 institutional setup in the respective clusters. The sensitisation process progressed into structured engagement events related to sharing information and the development of integrated cluster work plans in April. Information gathered from all the engagement events informed the implementation framework of the Situational Analysis with discussions focusing on the role of

government, local communities and traditional authorities in the GEF6 project. The project held engagement events hosted in Skukuza, from 12 to 13 April where the relevant National, Provincial and Local Government departments attended. The People and Parks Forum with representatives from seven (7) Community Forums from the three cluster areas attended a full day engagement session on 14 April, also at Skukuza.

Further engagement and project sensitisation took place with 32 Traditional Authorities from the project area during 19 to 23 April 2021. The GEF6 Project informed the Terms of Reference for the three Cluster Teams, a process rolled out in May 2021 with three engagement events with the Cluster Teams respectively. The integrated work plans for each of the Cluster Areas were presented and adopted by the Cluster representatives, however with increased COVID-19 restrictions the work with the Clusters was conducted virtually.

A key role of the SAWC in the GEF6 Project is training linked to the outcome of the project with 180 people receiving training per year as a target. The project trained 239 people in 2021. In late November 2020, project partners: KNP, WWF-Khetha, PPF, and the SAWC started developing a three-year training programme towards identifying and supporting Youth Champions. The learning growth path is reflected below.



In February 2021 the youth champions training kicked off with two, 3-day orientation workshops for the Environmental Monitor group, which were hosted at Mopani Camp and the Skukuza Science leadership initiative venue with presenters from the KNP and GKSDP network. The objectives of the induction training, were to:

- Provide an orientation of the Kruger National Park and greater Kruger landscape including its history, features, and functions (for an example the environmental, scientific and socio-economic functions), as well as important role-players, stakeholders and the partner network;
- Create awareness amongst the youth Champions focusing on tourism, waste management and environmental challenges, including wildlife poisoning;
- Develop skills including leadership, communication, the youth's role in the workplace and community and their responsibilities, conflict management (human-wildlife conflict incidents) as well as reporting and monitoring;
- Finally, the workshops sought to gain inputs towards the development of a long-term training growth path and skills needs analysis.

The induction workshops reached 79 youth champions and were the first step towards implementation of the broader growth path, whilst also providing an opportunity to identify further training needs for the youth. These needs were later merged into an integrated training plan grouped into the relevant profile groups as per their key functions, spanning the life of project.

As indicated, the main focus of the training was the Environmental Monitors with the intent of enabling them to fulfil their function as support for SANParks' Kruger National Park and their responsibility to maintain the integrity of the Western boundary fence in collaboration with other Kruger National Park colleagues, for example, the Ranger Services. This is directly linked to the GEF6 aim of strengthening institutions to reduce the rate of illegal wildlife trade. Due to COVID-19 further training was delayed from March until August when restrictions began lifting again. Training resumed in early August when the project trained 45 Department of Agriculture's State Veterinarians and Technicians in First Aid. The final and most import training for the year was the Environmental Monitor (EM) training in Dangerous Game Awareness and tracks and signs.

This includes the Environmental Monitors identifying challenges such as being uncertain of how to react around potentially dangerous game which they frequently encounter during fence patrols, as well as identifying and ageing human and animal tracks. The aforementioned training addressed safety in the field for the State Vets and the Environmental Monitors, enabling them to develop the capacity to deal with and address emergencies and work in dangerous animal areas. This training was particularly helpful for the Environmental Monitors. It enabled them identify tracks of dangerous animals, including those of an animal escaping through the fence into neighbouring communities and later causing human wildlife conflict. The same goes for human activities along the fences, in case of fence incursions by potential poachers and even domestic animals going into the park.

The first year of project implementation has strengthened collaboration and integration between implementing partners. The SAWC looks forward to working closely with all the stakeholders involved as we all work at making the GEF6 project a success.

GLOBAL CONSERVATION CORPS

The Global Conservation Corps (GCC) was founded in 2015 as a US-based non-profit organisation, which focuses on African-specific conservation. GCC's primary mission is to conserve wildlife by bridging the gap between local communities and conservation. Its founding core belief is that only with the support, buy-in and inclusion of communities surrounding conservation areas, can these natural areas endure well into the future. GCC's approach has invested in both short and long-term solutions; namely equipping and supporting the field rangers of today. This while identifying, inspiring and equipping the future leaders of tomorrow with the adequate training, skills and opportunities to meaningfully contribute to conservation. GCC has developed the Future Rangers Programme, which integrates within the South African schooling system to develop, inspire and equip the next generation of young African conservationists. This is where GCC and the SAWC meet.

During 2021, the SAWC and GCC engaged in a pilot phase of the Future Rangers Programme, whereby the two organisations partnered up to deliver robust environmental, conservation, and leadership education

to four high schools namely: Sokisi , Dymani, Salani and Mahlekisana High Schools. A number of in-school lessons, activities and excursions took place throughout the year, with the majority of interventions occurring during the third quarter (July - September) of 2021.

The following tables outline thematic content that the learners were exposed to during the period, and we

have high hopes of amplifying this impact and reach in 2022. All interactions with youth were captured and recorded using GCC's monitoring and evaluation mobile application. Version two of this mobile application will be launching on the Google Play store at the end of January 2022 with a variety of upgraded features and capabilities, enhancing the functionality and ease of data collection and monitoring of programme efficacy.

LESSONS COMPLETED

Mahlekisana PS	Salani PS	Mahlale HS	Sikosi HS
Introduction to Ecology	Introduction to Ecology	Careers in Conservation	Careers in Conservation
IUCN Overview	IUCN Overview	Ecology	Ecology
Careers in Conservation	Careers in Conservation	Ecosystem Function	Ecosystem Function
Africa Foundation Phase	Africa Foundation Phase	Feeding Relationships	Feeding Relationships
Africa Foundation Intermediate	Africa Foundation Intermediate	Assessments	Assessments
Conservation Poems	Conservation Poems		

ACTIVITIES COMPLETED

Mahlekisana PS	Salani PS	Mahlale HS	Sikosi HS
Tree Planting	Snake Education	Tree Planting	Tree Planting
Clean-up Campaign	Tree Planting	Clean-up Campaign	Clean-up Campaign
Careers Day Expo	Clean-up Campaign		
Snake Education	Careers Day Expo		

We look forward to building this relationship with the GCC, and collaborating on innovative initiatives in engaging learners in scaling education for sustainable development.

SAWC COMMUNITY LIAISON AND THE GREATER KRUGER ENVIRONMENTAL PROTECTION FOUNDATION

Maintaining positive and healthy working relationships with the College's neighbouring communities, remains key to the work of the College's community department, as a whole. The appointment of the SAWC Community Liaison Officer, in 2018, played an important role in stabilizing relationships and created a path for structured community engagement. The CLO currently works with both the SAWC and the greater Kruger Environmental Protection Foundation (GKEPF) in four main key performance areas namely: **Project-based Initiatives** which are existing of planned initiatives such as the Coaching Conservation children's programme and the Global Conservation Corps' Future Rangers programme. Development or **Support**

of the Community of Practice is another area of the CLO's operation, here the CLO facilitates a forum with neighbouring CLOs with the objective of aligning practice and minimizing disparity in benefits and maximise positive impacts. This speaks to both conservation agencies and community representative organisations equally.

Working in the **Integrated Network** is another key area for the CLO. Here existing processes within local communities in particular (leadership, governance and/or developmen) are recognised and acknowledged by supporting and developing these processes collaboratively aligned to the SAWC mandate and/or agreed upon outcomes with local communities. An example of this being the Mnisi community development forum in the Greater Mnisi Area. A final area of operation is **Social and General Engagement**, which is where the CLO deals with the link between conservation and social community responsibility.

The unit was involved in many activities over the course of 2021, and we have picked out a few key activities which we felt highlighted the work carried out under the focal areas.



JOHN YELD

The age-old practice of telling stories, is said to be one of the most effective tools in ensuring that the detail in our history is never lost. Very rarely do the local tales of times-gone-by get told by the people who lived them, these tales are also often lost in time and translation. In May, the SAWC was visited by John Yeld, a seasoned media journalist commissioned by the Hans Hoheisen Charitable Trust. John's purpose was to write up the history of the now late Mr Hans Hoheisen, the man and his legacy. In terms of the College's history, Hans Hoheisen was an instrumental force and a visionary in the area. He also owned the land on which the Southern African Wildlife College is based. The trust which is founded in his name, has since the College's inception remained one of its donors via WWF-SA, and is a long-time supporter of its programmes.

A great opportunity arose as part of this storytelling journey when the SAWC were tasked with helping to find people within the neighbouring Mnisi Village who possibly knew Hans, had a good historical knowledge of the area, or who had worked with Hans on his various farms. The SAWC mentioned this to the CLO, Professor Mtungwa. Incredibly the CLO managed to identify one living veteran by the name of James Mtungwa who worked with Hans from 1950 to 1979 and who incidentally was his grandfather! James worked with Hans on Albatross farm, Birmingham, Kempiana, Morgan Zone and later moved with Hans, leaving the village roads of Mpumalanga and journeying to Stellenbosch in the Cape for the grape harvesting season. James regaled us with such interesting stories about the history of the area, including his recollections of the Kruger National Park, and its neighbouring farms and reserves including Ngala and the College.

One of the great value adds of the RISE Unit taking on multiple projects in various landscapes, is that through our project work, we find learning opportunities not only for the SAWC as an institution, but likewise for our partners. In July, the SAWC in collaboration with Wildlife Act facilitated a learning exchange opportunity with the Ha-Makhuya Communal Property Association and their traditional

authority. This included discussing the status quo of the Emvokweni Community Trust (ECT), showcasing different elements of the conservation economy to the ECT's new board of trustees and discussing solutions to some of the challenges faced by the leadership. In addition, presentations focussed on the development of a potential structure as a prospectus for Somkhanda; laying out the vision and road map for the Somkhanda community to ensure long-term stability in achieving the Gumbi vision. This visit was beneficial to both representative and respective collectives as an opportunity to share in practice and seek ways to improve outcomes.

Within our social and general engagement, the SAWC, GKEPF and the Environmental Sustainability Agency (ESA), collaborated with Reel Gardening and Shoprite for tangible community beneficiation. Through ESA, the SAWC were able to connect with Shoprite who at the time had embarked on household level COVID-19 relief programme commonly known as ACT for Change, part of which was the distribution of a "Household Food Garden box". This garden box is in kit form, which enables the planting of a sustainable food garden. The box is crammed full of various seeds that once planted, can sustain a family for an entire year. Towards this end, our CLO distributed 100 boxes of seedlings to households in and around our area of operation. Having a small surplus, the CLO was further able to distribute 30 boxes to SAWC staff members who had adversely been affected by the COVID-19 pandemic, and who were working a three-day week. As a general community benefit, these garden boxes encourage healthy living, and also enable the recipients to start their own gardens. The recipients received orientation on correct planting, plant care, and as well as further orientation on the way in which to use "the planting revolution" App to track and remind recipients when to plant and to water plants.

Core to the work within the SAWC/GKEPF integrated network is the leveraging of each partner's strengths and resources towards ensuring that the local communities are best served through the CLO network. A great example was the collaboration of all reserves within the GKEPF



network who united and connected with community leaders in the Mnisi Traditional Authority for an educational tour at Manyeleti Game Reserve. The CLO's presented and unpacked information on cases related to Human Wildlife Conflict, and coordinated the event jointly with the purpose of exposing community leaders to conservation practice, processes, and the current threats of the illegal wildlife trade. The community leaders were able to observe de-horned white rhinos which sent a strong message in terms of the extreme action required to keep these animals alive. Many of the leaders were concerned about the drop in rhino numbers and the extent of poaching which could lead to extinction of this species. The Mnisi Traditional Authority leaders also expressed their views indicating that their cattle and livestock are frequently killed by various predators, who also pose a threat to humans themselves. This engagement went a long way towards outlining ways in which Human Wildlife Conflict can be mitigated and ways to best handle situations when incidents do occur.

Finally, the SAWC collaborated with the Global Conservation Corps (GCC) on World Rhino Day. We organised a number of engaging games, activities and presentations centered around raising awareness on the importance of conserving rhino. This event comes as an activity under the broader agreement of collaboration and support between the two organisations and with the support of Coq en Pate, we were able to provide learners at the local primary school Mahlekisana with some wonderful clothing products, and goodie bags.

SAWC and GCC have since the easing of COVID-19 restrictions also hosted weekly environmental education sessions with school children from local high schools. This included weekly game drives and the hosting of school facilitators at the SAWC every Friday. The College continues to be excited by the growing reach and impact of this partnership as part of SAWC and GCC's overall commitment to increasing local environmental literacy and support of environmentally centered educational action.





COACHING CONSERVATION

Coaching Conservation is a wildlife conservation initiative aimed at inspiring children to be more empathetic towards wildlife and the struggles they face. This initiative was established in 1989 by the Botswana Predator Conservation Trust (BPCT), who began its work at a field site on the edge of the Okavango Delta with a focus on maximising conservation impact.

The programme, a sub-project of Wild Entrust, provides innovative conservation education through the Learning from Wildlife Model, where kids learn about wildlife from wildlife behaviour and their individual attributes for application in their own lives. The relationship between SAWC and Coaching Conservation has been growing from strength to strength. Since its establishment in 2018, it has become a long-term mutually beneficial partnership that will help both organisations scale children’s education for sustainable development across southern Africa.

Investec Rhino Lifeline, as a long-term partner of Coaching Conservation, has been supporting the schools programme in the Eastern Cape and Mpumalanga, which was implemented by the Good Work Foundation. It is in this network that the SAWC became part of the broader Rhino Lifeline. Having started in 2019 with a pilot project funded by the Investec Rhino Lifeline, we received a donation from Investec in the first quarter of 2021 to roll out the programme, and we welcomed this with excitement.

The receipt of the donation coincided closely with South Africa dealing with the extended second wave of COVID 19. It follows that government regulations for schools, and school’s contact sports in particular, were summarily suspended as a risk management strategy, and resultantly programme implementation was delayed until the middle of the third quarter.

The year-long implementation time frame had initially been planned as such to enable the programme to act as a demonstration site for interested organisations, NGO’s, institutions and communities to observe and potentially receive training at various stages of the year. The amended roll-out immediately placed pressure on the team to maintain the high standard of training and facilitate positive experiences for a greater number of children in a significantly reduced time frame. They also had to navigate through tight institutional regulations, compliance measures and resource constraints. An additional logistical challenge included schools whose educators and/or learners tested positive resulting in quarantine and delay in our team being able to reach them. This comes alongside the primary schools’ pressure to meet the Department of Basic Education’s curriculum requirements. The latter changes were a mine field, however the SAWC team and school’s educators did a wonderful job in pulling together and making the programme a success.

In the beginning of August 2021, the team held meetings with the school heads and managers for all participating schools. The purpose being to plot a way forward for programme implementation, addressing and planning around health and safety, and indemnities. The team and schools also agreed on an amended programme to accommodate a higher frequency of smaller groups per engagement, within government regulations, to reduce risk to both children and coaches alike.

During the year under review, the programme still managed to reach 704 Grade 5 learners, and 649 Grade 6 learners. The programme also received an additional funding boost from the College’s Swiss based long-term partner and supporter, Friends of African Wildlife who sponsored an additional 100 Grade 5 learners to receive Bush Rapid Awareness. This

brought the programme’s reach to a total of 1,453 learners from neighbouring primary schools. Further to this, the programme had a special visit from Friends of African Wildlife’s founders and trustees, Christoph and Bettina Weber in late November 2021.

The table below provides an overview of the schools reached, the school grades and type of programme received by each school.

Name of Primary School	Programme Received	Number of learners reached	
		Grade 5	Grade 6
Mahlekisana	6-Week After-school Programme & Overnight Programme	54	
Welverdiend		99	
Mtembeni		55	
Mchuchi		80	
Beretta	(Bush) Rapid Awareness Programme	98	
Sesete		86	
Lumukisa		47	
Khokhovela		105	
Mawuvani		80	
Welverdiend	Rhino & Vulture Rapid Awareness Programme		119
Mahlekisana			53
Mtembeni			65
Mchuchi			63
Sesete			82
Khokhovela			101
Beretta			100
Mawuvani			66
Malwana		25	
Manyeleti	(Bush) Rapid Awareness Programme	25	
Hlalakahle		25	
Ludlow & Mchuchi		25	

2021 PROGRAMME REVIEW

After-school/6-Week programme:

The flagship six-week programme focuses on Grade 5 children (10-11 years old), delivered via six, two hour lessons once per week, often as part of an after-school programme. This programme makes use of six animal ‘guides’, which are used to address and highlight conservation challenges namely, habitat loss, climate change, human-wildlife conflict and poaching for the wildlife trade.

The six-week programme focussed on the four primary schools in the SAWC’s immediate zone of influence and those schools closest to the Kruger National Park’s Orpen gate, namely Mchuchi, Mahlekisana, Welverdiend and Mtembeni Primary. All the participating schools fall under the jurisdiction of the Mnisi Traditional Authority in the Mpumalanga province. The programme was delivered in two phases: Four of the six engagements were presented at the primary schools over a four-week period, and two lessons were presented at the College as part of an overnight programme. Given the duration of this component, the schools designated educators per school to observe and often participate in the programme overall, which was a wonderful show of support. The newly banded collateral was a highlight and the high visibility of the programme and collateral has since been noted by other environmental education initiatives in the region.

In delivering the six-week programme, the coaches often had to use dual medium facilitation to reinforce messaging as well as to invite responses from the learners. The post qualitative data collected from all the schools indicated that football and the game drives were the most valuable experiences, with learning about rhino, cheetah and elephants being the most important lessons. In delivering this component the team also added an additional animal coach such as the Vulture Rapid Awareness Programme (RAP). The relevance of this added RAP, comes at a time when the region has been advancing educational initiatives to address various forms of wildlife poisoning, which disproportionately affects vultures in particular.

Rapid Awareness Programme (RAP):

This short programme is designed for communities/schools where the six-week programme is not viable. Kids meet and learn about both black and white rhinos, practice ways to be like them and learn how to help rhinos survive the threat they face from poaching.

The RAP has previously been designed to take place on schools’ premises, however in 2021, the team decided to bring all the learners to the SAWC, in order for them to experience at least a day in a conserved area. This decision was arrived at owing to the number of learners to be reached, and potentially bridging them into partner programmes in the area.



The knowledge and exposure on the RAP provides a foundation for the Education for Sustainable Development oriented programmes to build from. Engagements with Beretta, Mauvani, Setese, Khokhovela and Lumkisa primary schools proved to be an effective and engaging tool in raising awareness among the participating children.

Given that the previous groups of Grade 6 learners, did not participate in the Rhino RAP in 2020 due to the COVID-19 pandemic, the team decided to present both the Rhino and Vulture RAP's once again to contribute to developing environmental literacy for environmental programmes in Grade 7.

Bush RAP

Coaching Conservation uses Bush RAPs in two contexts: When possible, a Bush RAP forms the highlight of our six-week after school programme. However, Bush RAPs may also be employed as a stand-alone experience when time or funding doesn't necessarily allow for the longer commitment of the six-week programme. A Bush RAP may therefore be a child's only contact with Coaching Conservation, it is also often their first contact with large wild animals in a nature reserve. The Bush RAP is organised as a whole day experience divided into two halves. Half the day is made up of a game drive experience while the other half is filled with activities and games.

The Bush RAP was presented to five Grade 5 schools in SAWC's zone of influence, from the 6 to 11 November 2021. In the context of our area and region this component of the programme has enabled 92% of the participating learners, for the very first time, to cross boundaries and participate in a guided educational experience of a protected area. This included the SAWC and by extension, the greater Kruger National Park neighbouring their communities. From a programme perspective, the practical nature of this component, by way of the learners 'meeting' their animal guides, participating in nature walks or guided experiences and viewing game from a game viewer, seers into the memory of the learner creating positive memorable experiences. All project stakeholders have presented positive feedback, supplemented by requests that the College should continue and extend these sorts of engagements. The project did not encounter any significant challenges in delivering this component of the programme. The team have however identified a need for the animal guides to be utilised individually to address particular conservation challenges for selected schools in select communities in 2022.

The Coaching Conservation team also extended a learning opportunity to the SAWC's Level 5 Natural Resource Management Certificate students, as part of their module "Facilitating Conservation Understanding". The group had the opportunity to participate in the Coaching Conservation

programme on World Environment Day on 5 June 2021, and learn about its potential as a tool for implementation in reaching the children living near their respective conservation areas. The group was mainly concerned about the knowledge to be gained and the content, however it was on the field where the adult learners exhibited the same engagement and energy as the younger learners would when undertaking the football activities and drills set.

Project Successes and Challenges

The most notable success of the programme is its reach. In 2019 the programme reached 652 children which we were already thrilled with, but in 2021 we exceeded our own expectations by more than doubling our reach to 1,453 learners. The programme provided the Rural Initiatives for a Sustainable Environment (RISE) Unit, and the College an opportunity to re-engage the neighboring primary schools after the disconnection imposed by the COVID-19 regulations.

The application of the questionnaires on the monitoring and evaluation front, provided a base understanding of the social contexts, environmental relationships and aspirations of the youth. We also managed to gauge the potential for Education for Sustainable Development (ESD) in the region during the implementation of the Coaching Conservation programme. The most consistent question asked by educators was whether or not the programme would be continuing in the following year. This is viewed as a positive and highlights the need to build on these foundations as the SAWC devises an ESD programme focusing on children and youth.

In 2021 the College also solidified its relationship with GCC in the form of an MoU, which will ensure that the environmental literacy developed in foundation phase learning through Coaching Conservation is supported into secondary and potentially into higher education. The learners coming through the Coaching Conservation programme are tracked as they enter high school and participate in the CAPS aligned GCC ESD programme.

Another key success in this programme was also the opportunity for the children to experience the wildlife economy through the lens of animal coaches. The children were able to be guided practically through the local opportunities that exist as a result of healthy ecosystems and a functioning wildlife economy, of which fauna and flora are key.

In closing, the RISE unit and Coaching Conservation team wishes to extend its appreciation to Investec Rhino Lifeline for the financial support received, which enabled implementation of the Coaching Conservation Children's programme, and to Friends of African Wildlife for enabling the RAP at the College.



Responsible Resource Use



BACKGROUND

2021 arrived but the hoped-for end of the COVID-19 pandemic did not, so we continued to operate under its constraints. Despite these limitations, we managed to get some good work done during the year. This was largely due to the College's ongoing business and its donors who supported the department's core costs. As such, we would like to extend our heartfelt thanks for the funding received.

The department's work during the year focussed on continuing to offer guiding courses and on developing new projects and courses to widen our scope to include the responsible use of natural resources generally. The department has done much work over the last year, towards the prevention of rangeland degradation by training community members to use livestock to improve soil health.

ACTIVITIES DURING THE YEAR

- Students from the NARYSEC programme in North West Province resat the summative practical assessment for the NQF 2 Dangerous Game Site Guide skills programme.
- The group of guide students who started the online Guide course in 2021 completed their practical training and were all assessed to be competent. Four of these

students remained at the SAWC for four months as interns. Here they gained experience in Hospitality, Housekeeping, Maintenance and Guiding. These students have now all moved on to other positions in guiding.

- A FGASA (Field Guides Association of Southern Africa) Apprentice Field Guide Course was run for six students from the National Administration for Conservation Areas (ANAC in Mozambique), together with one private student from Germany. This project has taken several years to bring to fruition so it was very pleasing to have such a keen group to work with. These students have returned to their workplaces in various parks in Mozambique and will form the core of a specific guiding section within ANAC.

They continue to use social media to interact with the SAWC and between themselves, challenging each other with identifications of vegetation and wildlife species. This has led to the formation of an ANAC sub-unit that will provide a trained guiding service for visitors and introduce other ANAC staff to the basic skills of guiding visitors.

- Also in Mozambique, the Responsible Resource Use department, in conjunction with the Applied Learning Unit, developed an online Training Needs Assessment (TNA) tool and then ran a pilot study over several months on its implementation. This is a web-based

tool that allows protected area managers or HR departments to assess and record the current level of competencies among their staff and then compare this against a required standard. Where staff are missing competencies, the system allows them to find courses that train for these competences.

The study covered several public sector areas administered by ANAC and Peace Parks Foundation and compared them with several privately managed Coutadas and game farms. There were clear trends in the need for training in FLD (Field Skills); LAR (Laws and Regulations); COM (Community Relations) etc. The SAWC proposed a training package to address these needs, which we hope will take place in 2022.

- Guiding practical skills training was carried out in one-week periods throughout the second half of the year for nine students from the Goodwork Foundation. This contract has been renewed for 2022.
- A joint venture for Guide training with Bushwise, a leading field guide training operation, was discussed and agreed. This training will be offered in 2022 using the SAWC facilities and training area, which will provide further income to the SAWC and will further advance the transformation of the industry through the selected SAWC students.
- The introductory Eco-Ranger field course for livestock owners and herders was provided for the Herding for Health programme in Botswana and Zambia during the reporting period with great success and appreciation from the community leaders who were involved.
- Various short courses were also held in 2021 between the June and December COVID-19 pandemic waves;
 - i) 69 Environmental Monitors enrolled for a Dangerous Game Awareness Course at the SAWC as part of the Global Environmental Facility (GEF) 6 training programme. This course was also presented to various commercial clients and for the Warriors for African Wildlife (WFAfW) programme.
 - ii) One group of five Professional Hunters and Reserve Managers attended a three-day course on the Associated Private Nature Reserves Hunting Protocol for outfitters and professional hunters new to the area.
 - iii) Five groups comprising 30 learners were trained on the Dangerous Game Interactions course (Elephant & Buffalo)

DEVELOPMENT OF TRAINING MODULES

The Responsible Resource Use module was presented as a pilot to students of the Youth Access: Bridging course in late 2021 and was well received. This course was further developed in contact and online formats for roll-out in 2022 as part of the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) Employment for Development (E4D) project for South African National Parks and other local environmental organisations.



The staff within the Responsible Resource Use department contributed strongly to a series of CATHSSETA/QCTO (Quality Council for Trades and Occupations) workshops, together with leading industry associations, for the development of a new Professional Hunter qualification to replace the Further Education and Training Certificate (FETC) qualification expiring in 2023.

The theme of wider focus brought the Responsible Resource Use department into discussions and planning for better waste disposal from the SAWC campus and the role of this in the circular economy for the Welverdiend community.

NETWORKING AND FURTHER EDUCATION IMPROVEMENT

The Responsible Resource Use department staff attended a variety of online conferences, workshops and webinars including the IUCN Congress, the Business of Conservation Congress, ONEHEALTH training workshop, SAWC Landscape Approach Theory of Constraints (ToC) and others.

The department hosted interviews and two rounds of video filming for SAHGCA (SA Hunters and Game Conservation

Association) and a documentary for the US market – explaining conservation and resource use in the local context.

The staff assisted with numerous rhino management operations during the reporting period as part of the ongoing project to tag and monitor the movements and activity of black and white rhino for security effectiveness, including several days of work to dehorn as many rhinos as possible on the Kempiana property.

The staff were also involved with various Leadership and Personal Mastery courses during the year, as part of a College-wide initiative to better operate as a team and report quarterly on activities in a balanced score card system.

In addition staff also attended GIS training and IMET (Integrated Management Effectiveness Tool) training during the year, and led the transition of the SAWC digital storage of data and files from local servers to a more modern and efficient cloud storage solution.

RESPONSIBLE RESOURCE USE DEPARTMENT ANSWERS A CALL FOR HELP

BY PIETER NEL – SENIOR TRAINER

On Monday morning, 5 July 2021, I received a phone call from Ivan Carter. He needed help to locate, capture, and translocate three cheetahs from Pilanesberg.

I arrived late afternoon at a guesthouse not far from Manyane Gate. The co-ordinator of the capture, Vince van der Merwe, arrived with a cameraman and social media influencer from France. A plan of action was derived, and we hit the sack for a well-deserved rest after a day's travel.

On Tuesday morning we entered at Manyane. I realised that the challenge to find three specific cheetahs with two vehicles, with limited (putting it mildly) communication, was greater than we initially thought. We were going to need a bit of luck here.

The plan was to search the north western side of the reserve. A camera trap had captured them three days earlier in that area. We split up at Kubu picnic site, and methodically scanned the plains for cheetah, and the roads for their tracks. It was a long day. Late that afternoon, we met at Manyane again, and morale was low.

Vince cooked a magnificent dinner that evening which buoyed our spirits a bit.

On Wednesday morning we started at Manyane again. This time we split up at the Tshwene/Mankwe junction. I searched the plains and slopes seen from Mankwe, Tshepe and Kwalata. Not even a track. I arrived at Lengau Dam – one of less than a handful of places a cellphone works – at a pre-determined time to make contact with

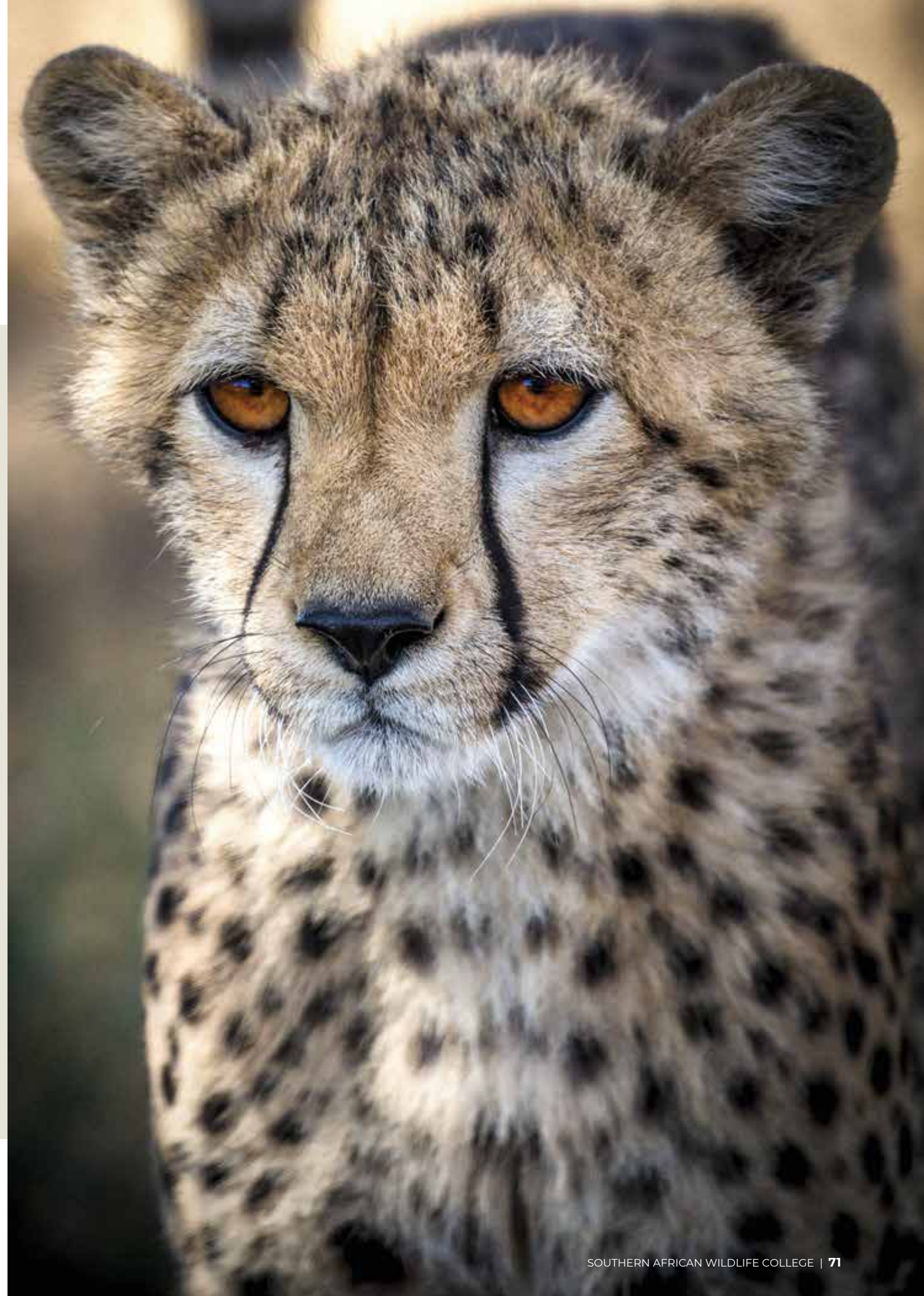
the other vehicle. The WhatsApp message came through. “Get to KwaMaritane Gate! The three animals we are looking for have been sighted!” I exited at Bakabung past Sun City, and entered at KwaMaritane. It did not take long to recognize the rigmarole associated with a sighting of cats. A bunch of vehicles in a big jam. I knew this was the correct place when Vince's vehicle was spotted.

Members of North West Parks arrived a short while later. The veterinarian took a bit longer as she had to travel from Brits. The three animals were darted, DNA samples taken, collars fitted, placed in transport containers, loaded and the paperwork was done, all in good time.

I transported one animal to Hoedspruit and arrived there late in the evening to a welcoming party of floodlights and cameras. The lady of the hour, the cheetah from North West Parks was part of a project to strengthen the gene pool of cheetahs in our area.

The other two cheetahs were sent to a quarantine facility in KwaZulu Natal to await translocation to Coutada 11, in Mozambique where it is likely that the species has been extinct for almost 100 years.

Funded by the Cabela Family Foundation and made possible by the Ivan Carter Wildlife Conservation Alliance, this is a huge step for cheetah conservation. Ivan, who pulled this all together himself, is a passionate conservationist with the ability to unite people to a common cause. What a privilege it was to be involved and what a “homecoming” it was for these cheetahs who will continue to be monitored.





RHINO EAR TAGGING 2021

This is an ongoing, experimental project at the SAWC which is done on both white and black rhinos which trials various methods of tracking these animals. It uses VHF as well as satellite transmitters to track individual animals in order to gather detailed information about their movement. Rhinos are notoriously difficult to attach transmitters to: neck collars tend to slip off the head, which is smaller in circumference than the neck, and previous attempts at foot collars have been rubbed or broken off.

The option of tagging the ear – and attaching a VHF transmitter and aerial to it – involved some experimentation with the size and position of the hole, and several lessons were learned. Problems, such as the tag being pulled out during a mud-wallowing session or the transmitter interfering with the hole used to attach the ear tag, were part of the learning process.

Letting the holes heal before the tag is attached has reduced the risk of losing the transmitter due to infection of the holes. It has been found the best option is to do one hole of 2cm diameter in each ear. The hole is placed centrally in the ear making sure all main veins/arteries are missed. These holes are then left for at least two weeks before the tag is attached. The tag has also been modified with a spacer so that it does not exert any pressure on the ear.

Monitoring individual rhinos tagged with VHF transmitters is time consuming as the success of finding the rhinos with the hand-held receiver depends, in part, on direct line of sight. The use of the light sports aircraft to collect data on individual rhinos has been an improvement on the land-based tracking method using a vehicle. Satellite transmitters on the other hand supply a regular and precise stream of data directly to relevant organisations.

Because transmission to satellites requires far more power than transmitting to a localised receiver (as in the case of VHF technology), the battery life of the satellite transmitters is shortened. This can, to some extent, be mitigated by the frequency at which data is transmitted. These transmitters are larger, heavier and much more costly than the VHF ones.

Experimentation is ongoing to determine the ideal method of attaching a satellite transmitter to the ear and/or to the horn.

PARTNERSHIPS

Sofala Province of Mozambique, Coutada 11 is one of several hunting areas neighbouring the Marromeu Nature Reserve. The Ivan Carter Wildlife Conservation Alliance sources funding for ongoing research at Coutada 11 and has partnered with the SAWC to capitalise on expert

advice pertaining to research initiatives, and support with the implementation of monitoring and evaluation systems, specifically using SMART (Spatial Monitoring and Reporting Tool).

The research at Coutada 11 has a number of components:

1. The reintroduction of lions, which are monitored using satellite transmitters. The population has grown in 3.5 years from the original 24 to 66 animals; 25 adults, 27 sub adults and 14 cubs.
2. Monitoring and estimating size of the leopard population in order to set a responsible offtake quota,
3. Capacity building for staff in C11 in the use of SMART. SMART is primarily used at Coutada 11 by the anti-poaching team in an attempt to curb illegal poaching, gin trapping, unauthorised charcoal production, and illegal fishing.

The rangers enter their observations, and any poaching activity detected, onto handheld devices. The data is automatically sent to the data administrator and used to form automated monthly reports showing results of work such as distance covered, number of carcasses found, number of poachers arrested, etc. SMART is also being used to monitor fuel usage for efficiency calculations. The analysis of the data has allowed for more efficient spatial and temporal planning of the patrols, which has resulted in greater anti-poaching success.

Data capture is done by the anti-poaching unit on daily route patrols on foot, by vehicles and using motorbikes. Two electric motorbikes, manufactured by CAKE, were given to the rangers for trial. The bikes are being tested for their operational capacity and effectiveness. This is then compared to traditional petrol bikes to see which might be better suited to the environment, work load and budgets.

SAWC OPERATIONS DEPARTMENT

As part of natural resource use good practice, the Operations department at the SAWC monitors water and electricity use throughout the campus. SMART is used to record data twice monthly at all meters, similar to the previous manual meter-reading schedule. The advantage of using SMART is that consumption is automatically calculated and sent directly to the finance department, thus speeding up and streamlining the billing process.



The fast streamlined process also allows for faster detection, and resolution, of problems/issues in water and or electricity supply. The overall management and consumption of electricity and water has improved due to rapidly available and easily comparable usage figures.

On the SAWC campus the Operations department further promotes an ongoing, campus-wide environmental management process in order to minimise erosion, recycle all (grey and black) water, capture rain water, rehabilitate the edges of pathways and control mosquito populations at the waste water sanitation system amongst many other daily maintenance efforts. The Environmental Monitor (EM) of the Applied Learning Unit regularly makes rounds on the SAWC campus, using SMART to capture data on new and ongoing environmental management issues.

At the SAWC's water treatment (reed bed) plant SMART is used to collect data on a weekly basis. Water quality, which is an indication of whether the system is functioning well, mosquito control measures, and data on recovered water are all monitored and form part of the water management system. The functioning of the vertical floating reed bed reactor tanks has been improved by adding a distribution gutter to even out the inflow. Flow rate tests have confirmed that this has had a positive effect.

In addition, the capacity of the first two holding ponds of the horizontal reed beds was increased and data collected indicates an improvement of water quality across the system. Water quality tests have shown that the quality of the recovered water has improved since the system was first installed.

A project, which has long been planned for, is the SAWC's own vegetable garden. Shade net tunnels were erected and planted with vegetables by various staff members who are now reaping their rewards in the form of organic, local, home-grown produce.

RAND MERCHANT BANK ENVIRONMENT FUND

Support from the Rand Merchant Bank Environment Fund has allowed the continuation and development of the Applied Learning Unit in a wide range of directions. Many of the projects listed in this section are due to the ongoing support of RMB, especially the contributions to salaries as COVID-19 restrictions curtailed other plans.



This project originally centred on ideas for innovation within the green economy, specifically for us this has meant capturing and treating and reusing waste water from the campus to irrigate onsite vegetable/food garden to supply the local needs, as described above.

The project also allows us to continue to develop and use innovative tools in the monitoring process of the water treatment but also in many other areas of the College. This includes the monitoring and evaluation of many of our precious natural resources. The experience and lessons learnt continue to inform our training and drive to develop and demonstrate good practice in conservation infrastructure and natural resource management.

OH ELEPHANT

The SAWC is a partner in an international collaborative project entitled “Empowering universities learning and Research Capacities in the One Health Approach for the management of animals at the wildlife, livestock and human interface in South Africa.

As the title suggests, the project aims to enrich research and learning capacity and learning opportunities through collaboration, learning exchanges and a formal train the trainer lecture/workshop series. OH ELEPHANT is a three-year European Union (EU) funded programme, starting this year, with what we hope will be long lasting collaborative opportunities and relationships.

The work of the project has been divided into nine ‘work packages’ and assigned to different partners. In addition to the general participation and collaboration, the SAWC is responsible for work package; the creation of a cloud-based, e-infrastructure Virtual One Health Research Platform (VOHRP). The platform incorporates space for shared resources, collaborative work spaces, multiple communications channels and tools for data collection.

The College has continued to develop, support and maintain the VOHRP, as well as several members of staff attending very informative one health workshops, gaining knowledge to be incorporated into our teaching and operating.

EARTHRANGER

The team at AI2 (previously part of Vulcan) developed a conservation software tool called EarthRanger. The College has been contracted as a deployment, training and support partner for EarthRanger users in the region. This has entailed developing materials for teaching and learning materials at different levels of the use. Working closely with a steering committee made up of AI2 staff and external EarthRanger users, we developed materials (for learners and facilitators) for ‘EarthRanger for Data captureurs’ and ‘EarthRanger for Managers’.

EarthRanger is a free (to protected area and conservation organisations) software tool that allows for the real time visualisation of data from a wide range of sensors and field data collection, making it a useful tool for conservation managers, ecologists and others managing protected areas.

SMART

Since its establishment in 2012, SMART has been deployed and used in over 765 conservation sites across 60 countries worldwide (SMART 2018). As of May 2021, SMART has already been adopted in 195 sites in 25 African countries (SMART 2021) with Gabon being the first country to adopt the software at the national level in 2013 (SMART 2018). Other conservation areas currently implementing SMART include North Luangwa ecosystem in Zambia, Gonarezhou National Park in Zimbabwe (Henson, Malpas, & D’Udine, 2016), Cross River Landscape in Nigeria, DJA Biosphere Reserve in Cameroon, Kahuzi-Biega National Park in DRC Congo (SMART 2018) and Queen Elizabeth Protected Area in Uganda (Critchlow et al. 2017) just to name a few.

The SMART application has been central to the success of anti-poaching activities as it enables the systematic collection, analysis and use of anti-poaching data in a timely and user-friendly manner. Through an adaptive approach SMART uses feedback from patrol teams to plan the upcoming operations by for instance directing more efforts to poaching hotspots and thus increasing effective patrol area coverage. It also improves the morale of protection teams and reduces the level of threats to habitats and wildlife therein.

The Applied Learning department completed a project to support SMART capacity building work in Africa. This was done through engaging local and regional partners to develop and deliver training on the SMART approach, and tools for trainers and other users to enhance the protection of wildlife in protected areas.

NATIONAL GEOGRAPHIC/ESRI

At the SAWC we take an applied learning approach to teaching and curriculum development. Because we set up and use the tools we teach, we are able to actively demonstrate their use to SAWC learners on-, and off-site. This approach allows us to use adult learning principles to effectively transfer knowledge and skills to our students, the majority of whom are mature students (average age 35 years).

In order to use and test tools and then incorporate our findings into our curriculum, we need staff members with a variety of different expertise, including those with the technical skills related to the tools in question, those who understand curriculum development and those who can teach.

To be able to equip our staff with skills to use and demonstrate the ESRI Protected Area Management Solution (PAMS), the College received a grant from National Geographic Society, support from ESRI, and partnered with GIS Corps and PPF. This has supported two different streams of learning and engagement.

The first is for the College to use ESRI(PAMS) for our own data collection, analysis and reporting, to use as a functioning demonstration site. The second, is to incorporate the teaching and use of ESRI(PAMS) in the diploma curriculum. Students will learn about it in the first Module of the Diploma ‘Conservation Technology’ and then use the skills they have learnt for practical exercises in the proceeding modules.

TRAINING NEEDS ANALYSIS TOOL/WEBSITE

The SAWC has developed a training needs assessment tool. The tool takes the form of a website that lays out an idealised organogram structure of a conservation area, listing departments, positions of people within those departments and the skills that each person at each level should have. The skills and structure are based on the IUCN recommendations and Global Register of Competences for Protected Area Practitioners.

The intention is that any individual/organisation/conservation area can access the website and follow the



organogram structure to see what positions and skills they might need to further their career, strengthen their organisation or more fully manage a protected area. The other side of the website allows people to follow the links in the organogram structure to identify who can supply the training needed to fill any skill gaps they have identified. Lists of training providers, with their location and accreditation or rating, will be shown for each skill or position listed.

In parallel, the SAWC is working with the SADC Secretariat's Food, Agriculture and Natural Resource Management Directorate (FANR), the SADC Secretariat's Subsidiary Centre for Coordination of Agricultural Research and Development for Southern Africa (CCARDESA) and the SADC-GIZ Programme Transboundary Use and Protection of Natural Resources (TUPNR) Programme on the development of a publicly accessible inventory of existing training institutions to create transparency and overview of existing capacities. The inventory can serve as a source database on training institutes for the website.

The tool has been successfully used as part of a project with Biofund and ANAC in Mozambique to assess the training needs of some public and private in Mozambique.

ISIVIVANE: ANTI-POACHING TOOLBOX

The Applied Learning department worked with PPF on a Vuka Now funded project to develop a toolbox for those working to combat wildlife crime. The essence of the toolbox is to democratise knowledge in this field by allowing those working on the ground to share their

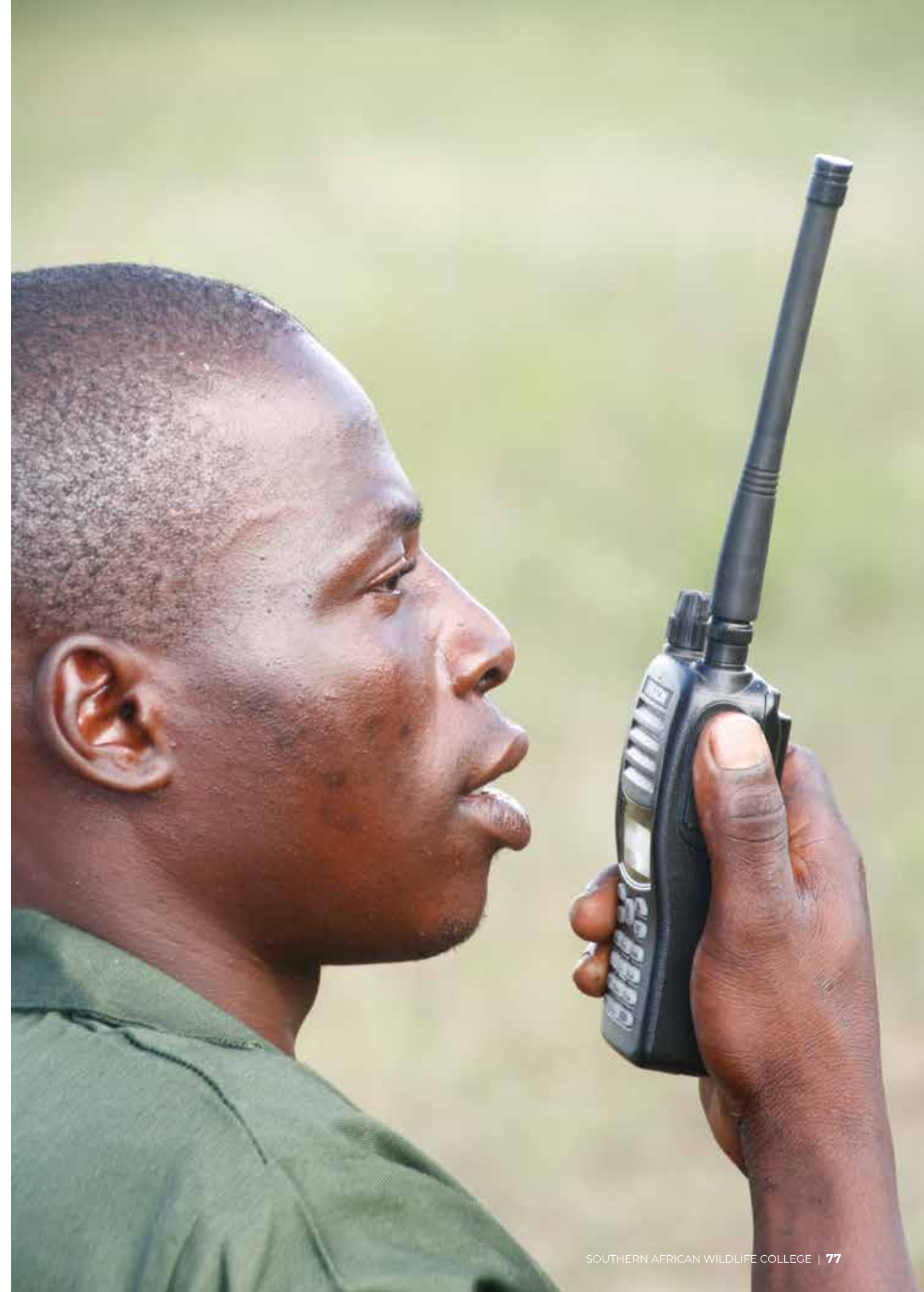
opinions and experiences with others in the sector. The toolbox takes the form of a secure website that allows registered users to read and submit comprehensive reviews of the tools they use. Tools are grouped into six different domains: Equipment & Technology, Infrastructure, Human Resources, Education training & Development, Processes & Procedures, and Case Studies.

Over the course of 2021 the Applied Learning team have been interviewing those working in wildlife crime prevention to gather enough data to populate the site as proof of concept. This has been edited and uploaded ready for launch in 2022.

DIPLOMA CONTENT DEVELOPMENT

As previously reported, SAWC has committed to developing a new three-year diploma that better meets the needs to natural resources managers than other, older courses in the field. In 2020, content for nine (9) modules, that form the first and second year of the diploma were started. Over the past year a further two (2) modules were in development and the process of standardising, assessing and refining the modules was begun along with teaching, learning and assessment strategies. In addition, we put together a framework for the third year of the qualification.

It is this third year that sets our qualification apart from that of our competitors. It will be a completely practical year in which students will gain hands on experience of all the skills they have learnt during their first years, while meaningfully contributing to the running of real, ongoing conservation programmes being run by SAWC staff.





INFRASTRUCTURE AND MAINTENANCE

The Infrastructure and Maintenance department had yet another year of challenges presented as a result of the COVID-19 pandemic. Despite these challenges, the team remained positive with a strong team spirit.

During the year under review infrastructure projects in and around the campus continued where possible. The Infrastructure and Maintenance department were also responsible for the upgrading of the laundry water supply as well as replacing much of the old electrical wiring to make way for new laundry equipment kindly donated by the Rufford Foundation. The new equipment selected for the laundry was based on low water and energy consumption whilst ensuring the equipment was of high quality.

We also received an exciting boost towards our solar off-grid programme by an in-kind donation from the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), this was in the form of an 11 KVA solar system that now supplies four of our classroom areas and a seminar room with solar-generated power. We are thrilled to have

uninterrupted power to these rooms with no disruption being experienced during classes.

The system is being monitored for any extra power that may be available to support our IT server room, as the current load-shedding being carried out by the power utility provider poses challenges for our IT department.

Unfortunately given the impact of the COVID-19 pandemic on tourism and travel, one of our longest standing donors, AVIS, had to retract its support in 2021. Traditionally we have been able to rely on the provision of two vehicles used for various student and guest trips. This will leave a gap but we are extremely grateful for the support provided over the years.

Despite the shorter working week with many of our staff working a three-day working week – necessitated by the impact of COVID-19 on our income and student numbers – the team remained motivated and kept infrastructure and the maintenance of the campus to reasonable standards. This to ensure a safe and well-run College, whilst also providing services to projects supported by the College.



THE SAWC'S VEHICLE FLEET

Motor Vehicle Description	Model	Vehicle Registration Number	Purpose/Use	Sponsor/Owner
TOYOTA	AURIS RT	BRT 259 L	TRANSFERS (STUDENTS, GUESTS & STAFF)	SAWC
TOYOTA	QUANTUM 10 SEATER GL	BRT 632 L	TRANSFERS (STUDENTS, GUESTS & STAFF)	RUFFORD FOUNDATION
TOYOTA	FORTUNER	CMH 207 L	TRANSFERS (VIP GUESTS & SENIOR STAFF)	RUFFORD FOUNDATION
TOYOTA	HILUX 6-D CLUB CAB	DLX 249 L	OPERATIONS	SAWC
TOYOTA	HILUX 2.5D-4D SRX 4X4	CCD 512 L	MAINTENANCE/TOWN TRIPS	NATIONAL LOTTERIES COMMISSION
TOYOTA	LEGEND45 D-4D 4X4 DOUBLE CAB	DLC 747 L	PROTECTED AREA INTEGRITY - BUSINESS	PAI/SAWC
TOYOTA	HILUX D-4D 4X4 SINGLE CAB	DLC 744 L	PROTECTED AREA INTEGRITY - BUSINESS	PAI/SAWC
TOYOTA	HILUX D-4D 4X4 DOUBLE CAB	DCG 859 L	RURAL INITIATIVES FOR A SUSTAINABLE ENVIRONMENT	SAWC/RISE PROJECT
TOYOTA	HILUX D-4D SRX 4X4 GAME VIEWER	CCD 532 L	GAME DRIVES	RUFFORD FOUNDATION
TOYOTA	HILUX D-4D SRX 4X4 GAME VIEWER	CCD 527 L	GAME DRIVES	NATIONAL LOTTERIES
MERCEDES BENZ	CDI SPRINTER 22 SEATER	CWD 840 L	TRANSFERS (STUDENTS, GUESTS & STAFF)	RUFFORD FOUNDATION
TOYOTA	QUANTUM 16 SEATER (Sesfikile)	DSB 698 L	TRANSFERS (STUDENTS, GUESTS & STAFF)	SAWC
HINO	BUS 35 SEATER	DKG 708 L	TRANSFERS (STUDENTS, GUESTS & STAFF)	RUFFORD FOUNDATION
HINO	GAMEVIEWER TRUCK	DJK 609 L	TRANSPORT (LARGE GROUPS - STAFF & GAME DRIVES)	RUFFORD FOUNDATION
FORD	RANGER 6 SPEED	DGH 046 L	COMMUNITY AND YOUTH DEVELOPMENT - BUSINESS	SAWC/CYDA PROJECT
MAHINDRA	SCORPIO 4X4 PICK UP	DCT 055 L	APPLIED LEARNING UNIT	NORHED
JMC	BD 4X2 TD LDV	CWD 868 L	PROTECTED AREA INTEGRITY - BUSINESS	SAWC
TOYOTA	LAND CRUISER 4.2 D6	DDN 303 L	TRAINING	SCI FOUNDATION
TOYOTA	HILUX DOUBLE CAB - WHITE	FBS 706 L	K9 OPERATIONS	IVAN CARTER WILDLIFE CONSERVATION ALLIANCE
TOYOTA	HILUX DOUBLE CAB - SILVER	FDJ 188 L	K9 OPERATIONS	IVAN CARTER WILDLIFE CONSERVATION ALLIANCE
TOYOTA	HILUX SINGLE CAB	FBS 703 L	K9 OPERATIONS	IVAN CARTER WILDLIFE CONSERVATION ALLIANCE
VOLKSWAGEN	AMAROK	FDJ 769 L	K9 OPERATIONS	UNITRANS

OUR BI-ANNUAL ENVIRONMENTAL AUDIT

The College's goal is to set an example for our students, our partners, our donors and ourselves. To this end we take our environmental impacts very seriously. Unlike many other institutions, the College is audited bi-annually by an external auditor, Rhengu Environmental Services, who has years of experience. Checks are made throughout the College and cover every area of the campus, from waste handling to alien plants. Soil erosion is often a major concern with various pathways around the campus. This is one area that is however constantly monitored with pathways being checked and treated for erosion control. Our environmental audits provide a really good monitoring tool to keep us on top of maintaining a healthy sustainable environment both on campus and in the natural bush around the campus.

Copies of the audits are also presented to SANParks, as the land we are on is managed by the Kruger National Park, as well as to the Department of Forestry, Fisheries and the Environment

and to the Department of Water and Sanitation's Inkomati Usuthu Catchment Management Agency.

Issues that are addressed and monitored include: Cultural Resources, Biodiversity Management, Wildlife Management and Research Activities, Carrying Capacity (Staff and Students), Water Provision and Extraction, Fire Management, Problem Animal Management, Alien Biota Management, Field Guides, Firearms in a National Park, Staff Issues, Access to the SAWC: After Hours Driving, Access to Private Aircraft, Game Viewing Activities, Off Road Driving, Guided Walks, Code of Conduct: Safety and Security, Incident Procedures, Construction and Design, Power Generation, Power Lines and Generator Fuel, Waste Management: Solid Waste, Liquid Waste Systems, Chemicals and Hazardous Substances (Fuels), Servicing and Refuelling of Equipment, Pets, Control of Game and Venison Products, Soils, Gravel Pits and Road Maintenance, Official Documentation, Policies and Procedures and Auditing



HOSPITALITY

The Hospitality department from time to time gets the chance to treat our donors, sponsors and other important guests to an evening under the stars out in the African bushveld. An evening like this allows the staff members to meet and greet the guests, showcase their skills on an open fire and get out into the bush rather than being confined to the kitchen on campus. The atmosphere created by the night sounds of the African bush together with the crackle of an open fire and the soft-spoken chatter of the guests really does humble one. We consider ourselves lucky to work in this environment where we get the opportunity to enjoy being out in nature, even if only for a while.

The Rufford Foundation once again generously supported the College with a grant that assisted the Hospitality department with the acquisition of new and sorely needed laundry equipment. This included two industrial washing machines and two tumble dryers. With this grant we are able to provide the necessary service for the daily laundering of linen, whilst also saving the College as the machines can be programmed for shorter wash cycles. This allows for less water and electricity to be used per load washed, assisting with environmental impacts and carbon usage on campus.



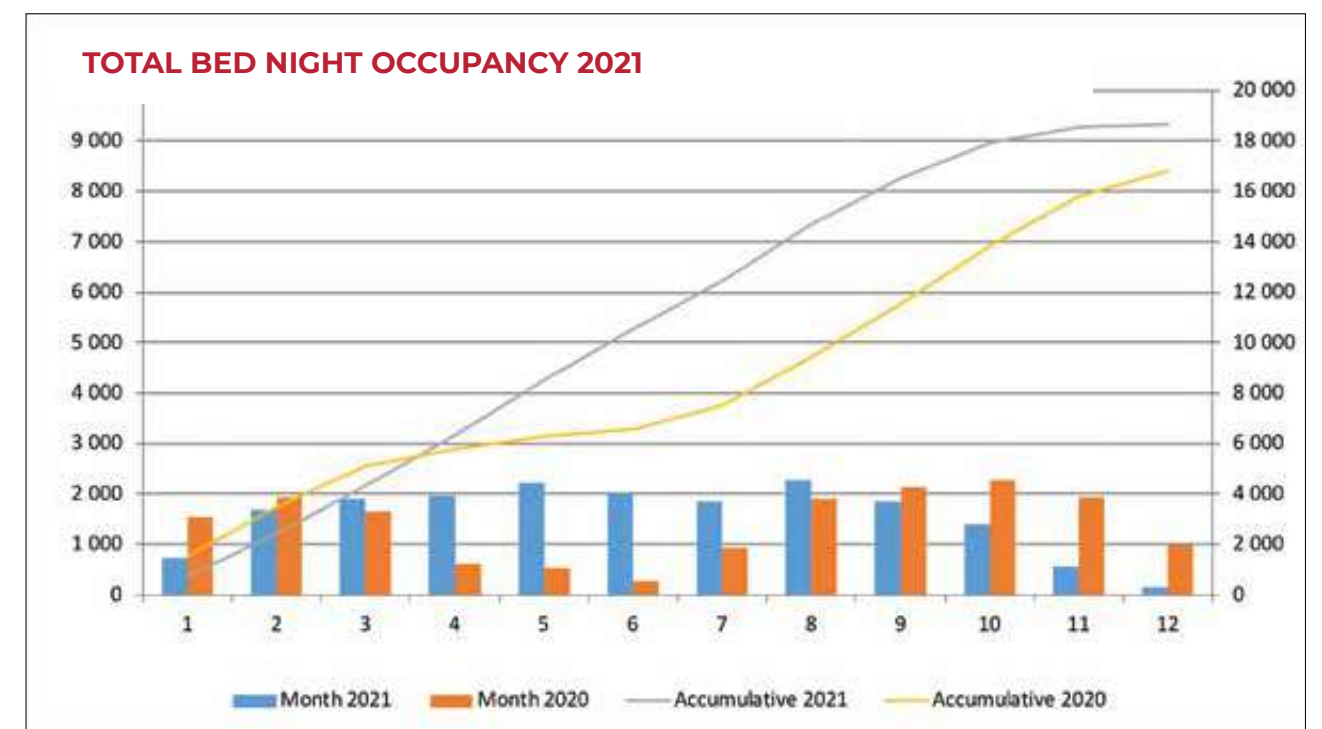
As part of the FirstJob internship programme, the College assigned six candidates to the Hospitality department for a year-long internship from 1 July 2021. The interns integrated in the teams and worked as Housekeeping Services Assistant, Junior Chefs and Receptionists on a rotational basis. They added value to the department, with their fresh energy. The work load is being varied over the four catering areas: two main dining rooms, the bush boma and serving for special functions on campus.

Training through SA College for Tourism was done over a 3-month period on campus. This enabled local community members to gain experience in housekeeping. The candidates participated in in-class training and then acquired practical experience on campus, whereby they assisted the four housekeeping staff members and one laundry staff member with their day to day duties. One of the candidates was selected on a bursary to the SA College for Tourism in Graaff-Reinet for the year-long course that will start early in January 2022.

Each year the department welcomes and hosts visiting groups. This year was no different. Despite some of the COVID-19 regulations, Team Frank delegates arrived from Canada and South Africa. They assisted the local communities in building a crèche and ran a programme for Community College Administrators - a programme of the U.S. Department of State which sent 21 delegates from the South African Vocational-Technical Schools to the United States in 2019 to study the U.S. community college system. We hosted the final programme for the alumni on campus and they toured the local Schools in the Bushbuck Ridge/Acornhoek areas to see the progress that had been made in the schools.

Pack Leader Pet Products, GVI and Bushwise staff were also hosted by the College this year. They were introduced to the K9 Unit via a demonstration and taken on a fantastic game drive on the Kempiana Reserve where they could enjoy themselves, soaking up the atmosphere of the lowveld before being treated to a lovely bush dinner

In 2021, the department sadly said good bye to "one of our motherly figures", Hlekani Nomsa Mathebula, who passed away on 13 November 2021. Hlekani Nomsa Mathebula



started her career at the College on 1 July 2008, and was first employed as a casual worker. She had been working for the College for 13 years and 3 months before her passing. Mama Nomsa as she was fondly known, always made us laugh as she was full of jokes when working. This was very fitting to her Tsonga name (Hlekani) meaning laughter. She is sadly missed but may she rest in peace.

Finally as part of our staff development programme – I am a Leader – training took place on campus, with all

staff participating. The interaction between staff and the uptake was wonderful, with all staff being exposed to the following concepts:

- One can be a leader, without being appointed one
- A leader can influence with or without authority
- Anyone is a leader in different ways
- Some people are born leaders.



2021 - MEALS SERVED

MONTH	BREAKFAST	LUNCH	DINNER
January	262	263	303
February	1 209	1 231	1 226
March	1 458	1 452	1 379
April	1 199	1 185	1 215
May	1 406	1 420	1 559
June	1 532	1 479	1 456
July	1 557	1 521	1 592
August	1 902	1 913	1 929
September	1 670	1 906	1 649
October	1 482	1 931	1 436
November	538	899	520
December	98	111	86
Total	14 313	15 311	14 350





Funding The Future

Future-proofing fundraising in an uncertain environment has certainly become a hot topic over the past two years, especially given the impact of the COVID-19 pandemic on income streams.

Future-proofing requires an entrepreneurial mind-set and taking the time to think beyond the current financial year or targets that need to be met. It also requires scenario based thinking; looking at the what ifs and how one would handle a situation if faced with a crisis or a change in the funding landscape.

It's also not just about weathering the storm but about resource mobilisation and preparation prior and being able to pivot if needed. Essentially having a strategy in place not just for the good times but also the bad. This requires experimentation with different types of thinking and approaches whilst looking at gaps and opportunities and seeing what works well or could work better.

Success is often based on fruitful strategies already in place but according to Maria Clark, Executive VP of Partnerships GoodUnited, this should not limit the effort and bandwidth

necessary for innovation (*Supporting article on the Future of Fundraising published in Advancing Philanthropy*). In addition, fundraising is not just a financial transaction, it is an opportunity for like-minded people to work together and to build relationships based on mutual objectives. Moreover it's about telling the story. Often we are so intensely focused on surviving in the present and moving toward some projected future that we forget the stories and the people who brought us to where we are today.

Donor engagement is critical and so is planning.

Prior to the COVID-19 pandemic, and as part of its sustainability—or future-proofing—strategy, the SAWC CEO and fundraising team started looking at a more holistic approach to address institutional needs rather than only focusing on training and project-based opportunities. In doing so we looked at gaps, new partnerships, new revenue streams and making the most of limited resources.

New technologies and IT platforms still requires some focus on our side but this is also often where further innovation lies. For example seeking funding from various types of

donors including collective giving from a multitude of individuals who would be ignited by the cause.

During COVID-19 when training was brought to a halt during the hard lock-down period, we were so thankful to those donors who helped us keep the lights on and the doors open, whilst fuelling the work of the rest of the organisation. Once normalcy returned we were already fortunately almost reset for the future from a strategy point of view. This as a result of the Strategic Plan (2020-2024) initiated during a special Board meeting in 2018, during which the changing conservation and education landscapes were examined, together with the role of the SAWC in this changing landscape. Subsequent to this meeting, an inclusive workshop with all levels of staff was held at the SAWC. The outcome of this workshop included development of the SAWC's strategic objectives, as well as the new vision and mission of the College. We have also subsequently included a balanced scorecard (BSC) into our strategic planning process to ensure that we have an inclusive, holistic and balanced approach as well as a way to track our performance over time to assess if goals and strategic objectives are being met.

We can also take some measure of comfort in the knowledge that the pandemic forced us to take an even harder look at the way in which we operate and train which resulted in us expediting a blended learning approach. Whilst decisiveness was required, the lessons learnt such as resilience, openness, transparency and flexibility stand us in good stead as we work towards future-proofing income generation.

There are now four distinct elements to the SAWC's sustainability strategy, namely:

- Legacy investments in support of the College's Sustainability Fund
- Anchor/core donor support in terms of funding operational requirements
- Cause-related or programmatic support via fundraising
- Generated income via our four training departments

LEGACY INVESTMENTS

The SAWC has two investment portfolios, its more recently established endowment fund (which we identified as a gap) and a trust fund set up in 2000 by the World Wide Fund for Nature South Africa (WWF-SA) in support of education in nature conservation management and practice.

INSTITUTIONAL OR ANCHOR/ CORE DONOR SUPPORT

We have now enabled a strategy which will allow the SAWC to meet institutional targets. This via funding from anchor or core donors which goes towards the running costs of the College. Anchor donors share similar strategic objectives and understand and thrive on joint initiatives in support of meeting institutional and often common goals over a period of years. Core donors are those that opt to support a specific department or project and the operational/running costs thereof.

CAUSE-RELATED SUPPORT

With the continuing involvement of conservation agencies, and with the support of its donors, the College is able to develop its scope of training to ensure a responsible, innovative, and unified approach to the sustainable management of natural resources, conservation areas and wildlife species across the African region. As such, donors can support projects on counter poaching, community engagement and upliftment, climate change, technological advancement, intergenerational leadership development, responsible resource use or other causes. Projects can be funded as a whole, through donations in kind or by sponsoring a specific line item such as equipment, or hours flown.



GENERATED INCOME

Income is generated via our four training departments, as well as through our Applied Learning department, through paid services including training and support services. The four training departments include:

- Natural Resource Management
- Responsible Resource Use
- Community and Youth Development
- Protected Area Integrity (including our field ranger training, aerial support and canine units)

The lessons learnt and insights gained by the College and its Applied Learning department enables an exponential

uptake of technologies and solutions that will arm the next generation of conservationists, rangers, and community members across the region.

This will ensure theory is translated into good practice for the benefit of people and the environment. In addition, its role is to facilitate and stimulate communities of practice to debate and discuss solutions to topical conservation issues ensuring best practice is continually updated and refreshed.

Exciting times indeed which will ultimately allow us to continue with our mission to equip people with the necessary knowledge, leadership and applied skills to conserve and protect Africa's natural resources and biodiversity in viable, inclusive and economically successful ways.





Our shared vision for sustainability

As the demand for training increases in line with the ever-changing conservation sector, so too does the need for sustainable funding streams. Accordingly, and driven by the College's pursuit to secure alternative income streams to support core operations, the SAWC Board of Directors supported the creation of the College's own sustainability fund.

The Sustainability Fund builds on a humbling legacy of philanthropy and support from people and organisations that recognise the importance of the College's role within the conservation landscape, who believe in the College and who want to ensure our continued success.

An incredible investment of €2.5-m was received from the MAVA Fondation pour la Nature via Peace Parks Foundation (PPF) in 2020 in support of this legacy. The MAVA matched funding requirement was then met by funds raised by the Southern African Wildlife College Trust as well as funding committed by founder donors PPF and WWF-South Africa. This enabled the College to move closer to its short-term goal of growing the Sustainability Fund to R100-million.

The investment strategy thus has two funding vehicles; one managed by the College, with the support of its Board and Audit Committee and the other by way of the Southern African Wildlife College Trust, managed by WWF-SA in support of education in nature conservation management and practice.

Supporting the College's Sustainability Fund means that the interest earned on capital growth will go towards covering our institutional and core departmental costs, making our training more affordable to those who need it most and will result in:

- A healthy balance sheet structured to support the College's business goals and maximise financial performance.
- Resilience, especially during years training may be impacted due to unforeseen circumstances
- Continued excellence as a SADC centre of specialisation that offers conservation and environmental training services and implements innovative programmes and projects.

Countess Sylvia Labia, founder trustee of the Southern African Wildlife College Trust, plays a central role as the patron of the College's Sustainability Fund. Due to the COVID-19 pandemic, the Sustainability Fund's launch event was delayed. In November 2021, with the easing restrictions, Countess Labia hosted a gala event at her private residence, Hawthornden, in support of reaching the fund's short term financial goal and in celebration of the College's jubilee. At the event a further R1-million was pledged in matched funding by the Hans Hoheisen Charitable Trust (Managed by Nedbank Private Wealth) in respect of funds raised.

Our sincere thanks is also extended to the MAVA Foundation for enabling collateral in support of the event via a fundraising grant awarded to the College, as well as to all sustainability fund donors who pledged their support as a result of the event.

Such philanthropic commitment to conservation makes it possible for the College to train beyond boundaries at a time when protected areas are under growing pressure, and our work is increasingly urgent and relevant.

OUR INVESTMENT PORTFOLIOS

The two investment portfolios, which make up the SAWC's Sustainability Fund, will enable the College to continue to provide the necessary education, training and skills needed to address the challenges of managing and rehabilitating our natural environment both sustainably and responsibly.

Endowment

The endowment fund is administered internally by the SAWC's Audit Committee. The fund is managed through Nedbank Private Wealth as the duly appointed wealth manager in terms of a discretionary mandate to manage a fully Segregated investment portfolio. Nedbank Private Wealth has the discretion to invest in terms of its own house view, but is subject to the specific portfolio objectives determined by the SAWC.

The investments are managed in a defensive investment strategy that sees the investor looking to achieve a total

return of inflation plus 2–4% over any rolling three-year period. Investors in this strategy are risk-averse and prefer to generate a steady income while minimising the risk to capital. The defensive strategy is invested in a range of asset classes, favouring cash, bonds and alternates, with a moderate weighting towards riskier assets such as property and equities.

Strictly only the interest (or % of interest), paid across monthly, will be used to help offset the College's institutional expenses.

Nedbank Private Wealth is a wealth management business that aims to fulfil the global needs of its clients and philanthropy clients through the provision of integrated advice and services that span banking, fiduciary, investments, insurance and philanthropy. It currently manages and administrates R7.5-billion for donors and non-profit organisations (NPOs).

Nedgroup Private Wealth (Pty) Ltd, registration number 1997/009637/07 (Nedbank Private Wealth), is an authorised Financial Services Provider (FSP 828). It is licensed by the Financial Services Board and complies with all regulatory requirements. The Financial Advisory and Intermediary Services (FAIS) Act, 37 of 2004, regulates all FSPs. It is also part of the Nedbank Group, which complies with several additional legal and compliance requirements.

Southern African Wildlife College Trust

Registered in 2000 when the World Wide Fund for Nature South Africa (WWF-SA) saw the need to establish a trust fund in support of education in nature conservation management and practice, the Southern African Wildlife College Trust (formerly registered as the Southern African Conservation Education Trust) has over the past 21 years raised over R23-million with the support of its donors. These funds are invested and managed by WWF-SA in perpetuity, with the SAWC being the Trust's sole beneficiary.

Since the Trust's inception it has awarded R16.86-million in scholarships, bursaries and other vital contributions to the College, as per its annual disbursement, with a capital fund balance of R39.6-million reflected in the Trust's Annual Financial Statements as at the end of February 2021.

The Southern African Wildlife College Trust assets are primarily invested in the WWF-supported Sanlam Living Planet Fund focused on both financial performance and environmental sustainability criteria. The Living Planet Fund remains well-diversified across asset classes, including SA equities (FTSE/JSE Capped ALSI); Foreign equities (MSCI World), Fixed income and Cash. It is further diversified across countries, currencies, and industries.

At the end of 2021 the Fund delivered an annual return of over 20% which was ahead of its peer group average and well above inflation. Over two, three and five years the Fund's annualised performance was ahead of its benchmark, peer group and inflation. The Fund's environmental positioning was enhanced by its investment in sustainable assets such as the City of Cape Town Green Bond, the Nedbank Green Bond as well as Global Water and Clean Energy Funds.

Disclaimer: Sanlam Collective Investments (RF) (Pty) Ltd a registered and approved Manager in Collective Investment Schemes in Securities. Collective investment schemes are generally medium- to long-term investments. Past performance is not necessarily a guide to future performance, and that the value of investments/units/unit trusts may go down as well as up. A schedule of fees and charges and maximum commissions is available from the Manager on request. Collective investments are traded at ruling prices and can engage in borrowing and scrip lending. The Manager does not provide any guarantee either with respect to the capital or the return of a portfolio. The manager has the right to close the portfolio to new investors in order to manage it more efficiently in accordance with its mandate. For more information visit <http://www.sanlamunitrusts.co.za>

In 2021, as per the SAWC's financial year, valued support was received across the two portfolios from the following donors:

- AFET Bursary
- Bisichi PLC
- Countess Sylvia Labia
- Edward Saunders
- Emery Simpson, Mr Mark and Mrs Deidre
- Hans Hoheisen Charitable Trust (Managed by Nedbank Private Wealth)
- Lomas Wildlife Protection Trust
- Ogilvie Thompson, Mr Julian
- Raimondo, Mr Frank and Mrs Ida
- Ravazzotti, Mr Giovanni
- R Capital
- Sentinel International Trust Company
- Singh, Dr Surandar
- The David Graaff Foundation



25 Year Jubilee & Sustainability Event





Our Donors & Supporters

The College extends its sincere gratitude for the support received during the 2021 financial year. Without the backing and the collaborative efforts of our numerous partners, associates and funders including conservation groups, government agencies, conservation organisations and donors, both locally and internationally, the College would not be able to continue with its crucial task.

The support received in 2020 and 2021, which as a result of the COVID-19 pandemic can probably be viewed as two of the most challenging years in the College's history, has enabled the College to survive.

Our sincere thanks is thus extended to our donors who not only enabled us to continue training and developing the skills of Africa's wildlife custodians but, who also ensured that we were able to continue covering our core costs. This whilst also helping us to implement projects that are making a real difference to capacity building, employment, the protection of threatened species and the conservation of our natural resources. Here our heartfelt thanks must be extended to anchor donors Friends of African Wildlife and the Ivan Carter Wildlife Conservation Alliance as well as to the International Rhino Foundation, MAVA Foundation, Peace Parks Foundation and Tusk Trust for supporting core running costs across different departments.

The organisations, companies, foundations and trusts that generously provided the College, its projects and its students with financial and technical support during the year under review are listed overleaf.

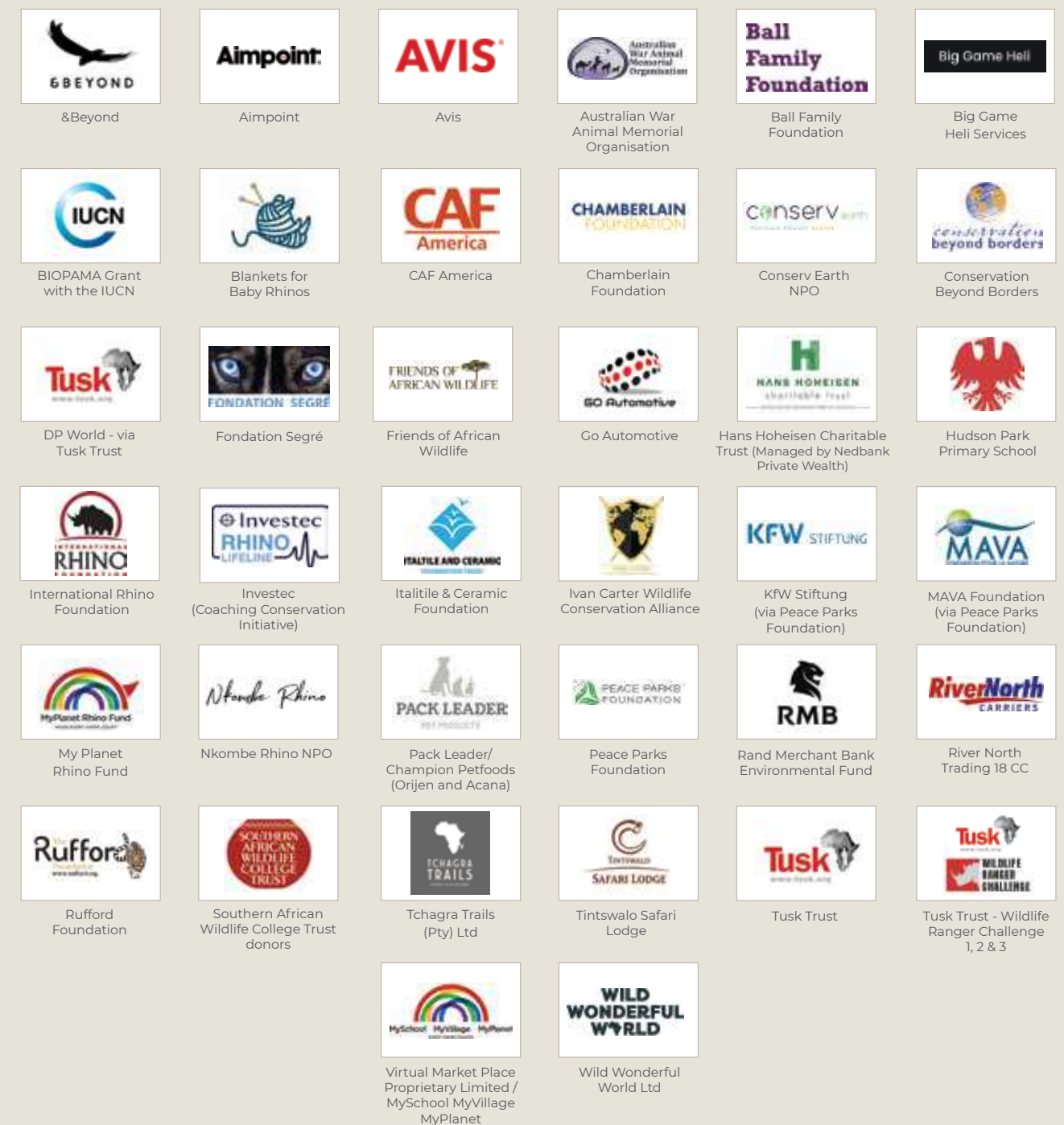
Special thanks is also extended to individual supporters of our counter poaching and training projects.

And here our gratitude goes to Alrentia Victor, Countess Sylvia Labia, C.R. Sowry, Members of the Bedfordview Running Club, Hudson Park Primary School donors, Jigman, Joan St. Leger Lindbergh Charitable Trust, Lars Svenson, Marinella Brunner, the Patrick Wright group the Prekeges Family, the Samuelson group, Sina Kohler and Virginia Ogilvie Thompson as well as to our Our Horn is NOT Medicine donors; Alexis Stein, Amy Anastasio, Andrea Neves, Ashley Young, Beth Conran, Blackburn & Gower, Bridget Vlakancic, Carol Harper, Craig Loser, Edgar Droste Trust, Elizabeth Conran, Jeff Jackson, Jennifer Rast, Jenny Brown, Jillian Phelan, John McGurls, Kim Swartz, Kirsty Bowling, Louise Wagner, Mary Klaff, Melissa Barton, Meredith Riddle, Moran Family, Nicolette Green, Quinn Casey, Robin and Jim Sheldon, Roxanne McIlvain, Russel Blane, Shane Immelman, Stuart Newton, Thais Racy, Thalassa Glasson, Timothy Kraut, Wayne and Amber Druian, and Yuli Kim

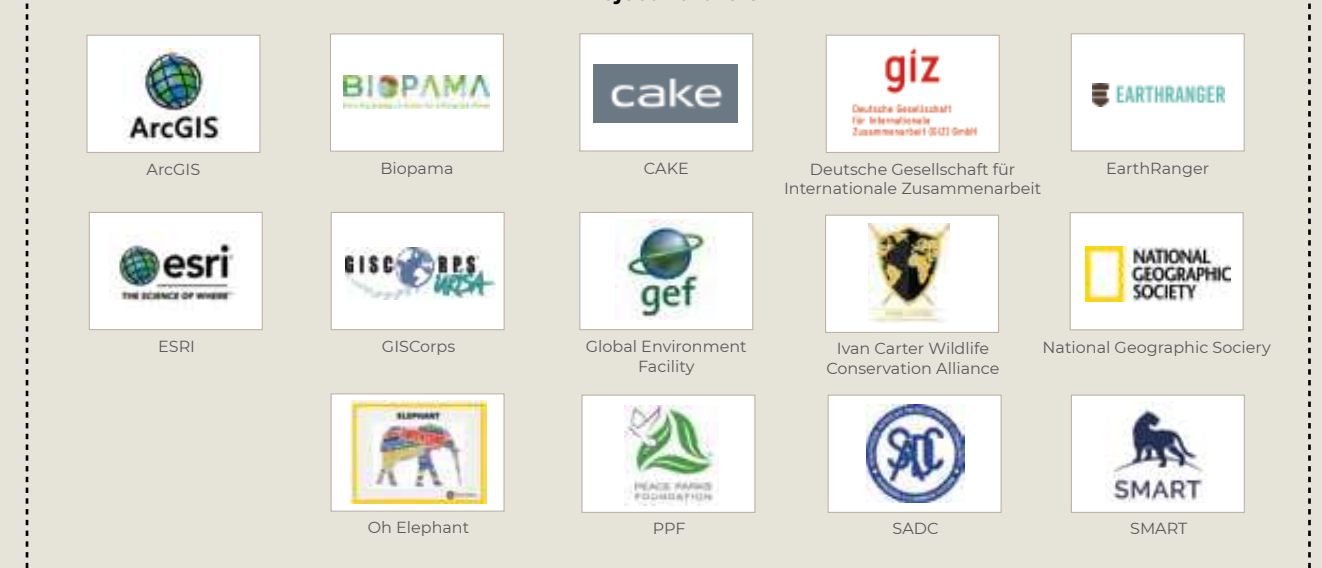
In addition, we extend our sincere thanks to all donors who contributed to our #Running Wild event, and our K9 Unit Medical Aid Campaign as well as to the Rufford Foundation, Friends of African Wildlife, Hans Hoheisen Charitable Trust and Investec for their support of capital expenditure items including our new tents.

Our further thanks is also extended to:

- Charly Gräf (Relationship Building Partner – Germany)
- Environmental Sustainability Agency (Business Development Partner)



Project Partners



Our Partners



WWF AFRICA

Conceptualised by WWF-South Africa (the then Southern African Nature Foundation) in 1993 and built on land donated to WWF South Africa by Mr Hans Hoheisen, the Southern African Wildlife College was completed as a result of cooperation between WWF-South Africa, conservation agencies, the international donor community, local companies and individual supporters. Endorsed by the Southern African Development Community (SADC), the College was established by WWF-South Africa in 1996 and opened its doors to its first students in 1997.

It was managed by WWF-South Africa until 2004 after which the task was taken over by Peace Parks Foundation. As the land and building owner, and with a vested interest in the College, WWF-SA provides governance oversight by representation on SAWC Board of Directors. In support of the College and its sustainability, WWF-South Africa continues to manage the Southern African Wildlife College Trust, set up as an independent Trust to help support the College in perpetuity. Each year, the Trust provides a disbursement to the College based on the growth of the fund.



BMZ KfW

A generous grant made by the German Ministry of Economic Cooperation (BMZ) via the German Development Bank (KfW) and WWF South Africa made the construction of the College possible. KfW has over the years continued its support of the College and a further agreement to commence Phase II of the College's development was signed in 2014. With KfW's financial support, Phase II of the College's infrastructure development commenced in 2015 and was completed at the end of end 2017. As a development bank, KfW supports change and encourages progressive ideas on behalf of the German government. On behalf of its shareholders, the Federal Republic and the Federal States of Germany, it applies its decades of experience to improving economic, social and ecological living conditions at home and abroad.



PEACE PARKS FOUNDATION

The trans-boundary parks in southern Africa present a powerful vision of a shared ecological heritage and a mutually sustainable future. Peace Parks Foundation facilitates the establishment of trans-frontier conservation areas (peace parks) and develops human resources, thereby supporting sustainable economic development, the conservation of biodiversity and regional peace and stability.

Since its inception, the Foundation has supported the work of the College and from 2004 to 2012 helped cover operational shortfalls. PPF provides governance oversight by representation on the SAWC Board of Directors and partners with the College on various fundraising initiatives. In addition, it provides technical support to the College and, as part of the Memorandum of Understanding between the two organisations, it serves as a business partner for training initiatives and capacity development within the TFCA's to ensure effective, inclusive management of wildlife areas.



SOUTH AFRICAN NATIONAL PARKS

South African National Parks (SANParks) was one of the primary role players when discussions first took place about the College's establishment and where it would be based. Built on land donated to WWF South Africa by Mr Hans Hoheisen, with the proviso that it be managed by the Kruger National Park, the SAWC is located within the greater Kruger area in a Contractual National Park with SANParks being responsible for land management and environmental impacts. SANParks is a strategic partner for capacity development with governance oversight also being provided via representation on the SAWC Board of Directors.



SOUTHERN AFRICAN DEVELOPMENT COMMUNITY

At a SADC Council of Ministers meeting in August 2007, the SAWC was formally recognised by SADC as a Centre of Excellence in Wildlife Management Training. As such, the SAWC adheres to SADC standards and best practices and serves the region in line with those standards, including the type of facilities available and the quality of the curriculum. As a result of the historic and close collaboration between the two institutions, and as a recognised centre of specialisation for capacity development and a training provider for the Southern African Development Community, the two institutions aim to implement joint work, through an agreed annual work plan, based on the SADC Regional Indicative Strategic Development Plan (RISDP) 2020-2030, approved in August 2020. Further dialogue also takes place in the SADC – Cooperating Partners annual dialogue platform with the aim of influencing the setting of collective targets and monitoring performances in support of the SADC Regional Integration Agenda.



IVAN CARTER WILDLIFE CONSERVATION ALLIANCE

The Ivan Carter Wildlife Conservation Alliance was founded by Ivan Carter following 30 years of working in the field across Africa's great wildlife areas. Through its work, the Alliance aims to make a difference to the very front line of conservation.

In partnering with the Southern African Wildlife College as an anchor donor, the Alliance's resolve is to: Greatly help impact conservation in the areas that the College works, support the development of sound community relations, and to have a measurable positive effect that leads to more wildlife in a healthier environment. This in turn supports the College's brand essence of "training beyond boundaries", with one of the Alliance's biggest areas of support being in the significant reduction in rhino poaching as a result of effective K9 deployment.



FRIENDS OF AFRICAN WILDLIFE

The non-profit association "Friends of African Wildlife" was founded in 2013 and is based in Zürich. Its primary goal is to help people to help themselves in southern Africa. As such, the association supports the training of local people and shows what targeted funding can achieve in supporting people, wildlife and nature. As a valued anchor donor and partner to the College, Friends of African Wildlife is helping to conserve the beauty and wealth of Africa.

Friends of African Wildlife has since its inception invited people to "Be a part of it!" This guiding principle has enabled support of the institution, its students and its projects, with the association being the single largest contributor to the College's core funding requirements.



Financial Report 2021

Financial Report for the year ended 31 December 2021

INDEPENDENT AUDITOR'S REPORT ON THE SUMMARY FINANCIAL STATEMENTS

TO THE MEMBERS OF SOUTHERN AFRICAN WILDLIFE COLLEGE NPC

OPINION

The summary financial statements of Southern African Wildlife College NPC, set out on pages 97 to 102, which comprise the summary statement of financial position as at 31 December 2021, the summary statements of comprehensive income, changes in funds and cash flows for the year then ended, and related notes, are derived from the audited financial statements of Southern African Wildlife College NPC for the year ended 31 December 2021.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial statements, in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

SUMMARY FINANCIAL STATEMENTS

The summary financial statements do not contain all the disclosures required by the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act of South Africa as applicable to annual financial statements. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon. The summary financial statements and the audited financial statements do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial statements.

THE AUDITED FINANCIAL STATEMENTS AND OUR REPORT THEREON

We expressed an unmodified audit opinion on the audited financial statements in our report dated 20 April 2022.

DIRECTOR'S RESPONSIBILITY FOR THE SUMMARY FINANCIAL STATEMENTS

The directors are responsible for the preparation of the summary financial statements in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

AUDITOR'S RESPONSIBILITY

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), Engagements to Report on Summary Financial Statements.

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc.
Director: RM Labuschaigne
Registered Auditor
Stellenbosch, South Africa
Date: 28 October 2022

Summary Financial Statements for the year ended 31 December 2021

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Summary Statement of Financial Position	2021	2020
	R	R
Assets		
Non-Current Assets		
Property, Plant and Equipment	40 613 814	45 052 154
Goodwill	346 548	565 423
Intangible Assets	-	
Other Financial Assets	47 384 101	41 965 994
	88 344 463	87 583 571
Current Assets		
Inventories	66 150	60 845
Trade and other receivables	9 036 006	2 596 497
Cash and cash equivalents	9 387 404	10 941 247
	18 489 560	13 598 589
Total Assets	106 834 023	101 182 160
Equity and Liabilities		
Funds		
Capital Fund	52 122 384	40 239 454
Earmarked Fund	29 568 289	32 651 588
General Funds	9 527 345	10 836 432
	91 218 018	83 727 474
Liabilities		
Current Liabilities		
Trade and other Payables	3 534 598	1 320 607
Borrowings	-	1 900 085
Deferred Income	12 081 407	14 233 994
	15 616 005	17 454 686
Total Equity and Liabilities	106 834 023	101 182 160

Southern African Wildlife College NPC (Registration number 1996/005726/08)					
Summary Statement of Comprehensive Income	2021 Capital	2021 Earmarked	2021 General	2021 Total	2020 Total
	R	R	R	R	R
Revenue	7 080 051	-	38 671 565	45 751 616	38 949 919
Other income	-	-	4 425 746	4 425 746	5 078 253
Operating expenses	-	(3 083 299)	(46 747 213)	(49 830 512)	(47 901 818)
Fair value adjustments	4 802 879	-	-	4 802 879	238 207
Operating (deficit) / surplus	11 882 930	(3 083 299)	(3 649 902)	5 149 729	(3 635 439)
Investment revenue	-	-	2 340 815	2 340 815	2 749 934
Impairment on non-financial assets	-	-	-	-	(6 085 391)
Finance costs	-	-	-	-	(19)
(Deficit) / surplus for the year	11 882 930	(3 083 299)	(1 309 087)	7 490 544	(6 970 915)
Total Comprehensive (Deficit) / Surplus for the Year	11 882 930	(3 083 299)	(1 309 087)	7 490 544	(6 970 915)

Southern African Wildlife College NPC (Registration number 1996/005726/08)				
Summary Statement of Changes in Funds	Capital funds	Earmarked funds	General funds	Total equity
	R	R	R	R
Balance at 1 January 2020	39 001 147	38 586 882	13 110 360	90 698 389
Other comprehensive income	-	-	-	-
Surplus (deficit) for the year	1 238 307	(5 935 294)	(2 273 928)	(6 970 915)
Balance at 1 January 2021	40 239 454	32 651 588	10 836 432	83 727 474
Other comprehensive income	-	-	-	-
Surplus (deficit) for the year	11 882 930	(3 083 299)	(1 309 087)	7 490 544
Total comprehensive surplus (deficit) for the year	11 882 930	(3 083 299)	(1 309 087)	7 490 544
Balance at 31 December 2021	52 122 384	29 568 289	9 527 345	91 218 018

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Summary Statement of Cash Flows	2021	2020
	R	R
Cash flows from operating activities		
Cash generated from operations	(2 620 980)	2 238 258
Interest income	2 340 815	102 658
Finance costs	-	(19)
Net cash from operating activities	(280 165)	2 340 897
Cash flows from investing activities		
Purchase of property, plant and equipment	(1 455 750)	(2 830 401)
Proceeds from sale of property, plant and equipment	400 000	247 311
Proceeds from other financial assets	1 494 622	5 604 000
Investment in other financial assets	(2 442 694)	(6 000 000)
Net cash from investing activities	(2 003 822)	(2 979 090)
Cash flows from financing activities		
Repayment of borrowings	(1 900 085)	(3 600 000)
Proceeds of borrowings	-	-
Capital donations received	2 630 299	1 000 000
Net cash from financing activities	730 214	(2 600 000)
Total cash movement for the year	(1 553 843)	(3 238 193)
Cash at the beginning of the year	10 941 247	14 179 440
Total Cash at the End of the Year	9 387 404	10 941 247

ACCOUNTING POLICIES

1. Basis of preparation

The summary financial statements are prepared in accordance with the concepts and pervasive principles; and the measurement and recognition requirements of the International Financial Reporting Standard for Small and Medium-sized Entities (IFRS for SMEs). The disclosure requirements for summary financial statements are not specifically addressed in IFRS for SME's. Consequently, management has identified the statements and explanatory notes which would provide explanation of events and transactions that are significant for an understanding of the changes in the financial position and performance of the Company since the previous reporting period, taking into account information considered relevant to the users of the financial statements.

The summary financial statements are presented in South African rand, which is the entity's functional currency and have been prepared on the going concern and historical cost basis under IFRS for SMEs, except for those assets and liabilities which are stated at fair value. The company consistently applied the accounting policies to all periods presented in these summarised financial statements.

The summary financial statements have been prepared under the supervision of Sharmain Hanekom. The directors take responsibility for the preparation of this report and that the information has been correctly extracted from the underlying audited financial statements.

The annual financial statements have been audited by PricewaterhouseCoopers Inc. and their unqualified audit report on the comprehensive annual financial statements is available for inspection at the registered office of the Company and the report on the summary financial statements is included on page 96 of this document.

The auditor's report does not necessarily report on all the information contained in the Annual Review. Members are therefore advised that in order to obtain a full understanding of the nature of the auditor's engagement, they should obtain a copy of the auditor's report together with the accompanying annual financial statements from the registered office of the Company.

2. Cash and cash equivalents

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Cash and cash equivalents	2021	2020
	R	R
Cash and cash equivalents consist of:		
Bank balances	4 364 628	1 454 410
Bank balances earmarked for specific projects	5 022 776	9 486 837
	9 387 404	10 941 247

Cash and cash equivalents includes cash on hand, demand deposits and other short-term highly liquid investments with original maturities of three months or less. Bank overdrafts are shown within borrowings in current liabilities on the statement of financial position.

3. Property, plant and equipment

Southern African Wildlife College NPC (Registration number 1996/005726/08)						
	2021			2020		
Property, plant and equipment	Cost	Accumulated Depreciation	Carrying Value	Cost	Accumulated Depreciation	Carrying Value
	R	R	R	R	R	R
Assets under construction	85 557	-	85 557	-	-	-
Plant and machinery	3 097 533	(1 719 909)	1 377 624	3 103 933	(1 438 572)	1 665 361
Shipping containers	1 661 991	(373 948)	1 288 043	1 661 991	(207 749)	1 454 242
Motor vehicles	9 425 924	(8 570 261)	855 663	10 840 488	(9 287 349)	1 553 139
Office equipment	6 368 677	(4 984 560)	1 384 117	5 868 685	(4 717 749)	1 150 936
IT Equipment	4 275 044	(3 387 391)	887 653	4 074 125	(2 841 800)	1 232 325
Leasehold improvements						
Upgrades to existing infrastructure	26 191 061	(11 575 840)	14 615 221	26 191 061	(10 039 596)	16 151 465
New buildings	27 669 163	(7 549 227)	20 119 936	27 669 163	(5 824 477)	21 844 686
Total	78 774 950	(38 161 136)	40 613 814	79 409 446	(34 357 292)	45 052 154

Property, plant and equipment is carried at cost less accumulated depreciation and accumulated impairment losses. Leasehold improvements and buildings are depreciated over the shorter of the lease term and useful lives. The lease term of the newly signed agreement will expire in 2032.

Cost include costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

All other repairs and maintenance are charged to the statement of comprehensive income during the financial period in which they are incurred.

Depreciation is provided using the straight-line method to write down the cost, less estimated residual value over the useful life of the property, plant and equipment.

Reconciliation of property, plant and equipment – 2021

Southern African Wildlife College NPC (Registration number 1996/005726/08)						
Property, plant and equipment	Opening balance	Additions	Disposal & scrapping	Deprecia-tion	Impairments loss	Carrying Value
	R	R	R	R	R	R
Assets under construction	-	85 557	-	-		85 557
Plant and machinery	1 665 361	-	-	(287 737)		1 377 624
Shipping containers	1 454 242	-	-	(166 199)		1 288 043
Motor vehicles	1 553 139	-	(27 164)	(670 312)		855 663
Office equipment	1 150 936	1 029 951	(1 388)	(795 382)		1 384 117
IT Equipment	1 232 325	340 242	-	(684 914)		887 653
Leasehold improvements						
Upgrades to existing infrastructure	16 151 465	-	-	(1 536 244)		14 615 221
New buildings	21 844 686	-	-	(1 724 750)		20 119 936
Total	45 052 154	1 455 750	(28 552)	(5 865 538)	-	40 613 814

Reconciliation of property, plant and equipment – 2020

Southern African Wildlife College NPC (Registration number 1996/005726/08)						
Property, plant and equipment	Opening balance	Additions	Disposal & scrapping	Deprecia-tion	Impairments loss	Carrying Value
	R	R	R	R	R	R
Assets under construction	227 311	-	(227 311)	-	-	-
Plant and machinery	1 953 578	-	-	(288 217)	-	1 665 361
Shipping containers	1 620 441	-	-	(166 199)	-	1 454 242
Motor vehicles	2 683 139	-	-	(1 130 000)	-	1 553 139
Office equipment	1 551 659	329 820	-	(730 543)	-	1 150 936
IT Equipment	952 989	896 053	(15 131)	(601 586)	-	1 232 325
Leasehold improvements						
Upgrades to existing infrastructure	18 945 767	1 604 528	-	(1 640 631)	(2 758 199)	16 151 465
New buildings	25 810 945	-	-	(1 052 400)	(2 913 859)	21 844 686
Total	53 745 829	2 830 401	(242 442)	(5 609 576)	(5 672 058)	45 052 154

Impairment

Leasehold improvements were evaluated for impairment during the prior financial year, due to the impact of COVID-19 on the operations of the entity and the market in which the company operates. The fair value of the property, based on an external valuation, was determined as the recoverable amount. The external valuation was obtained from a professional valuer of Panoramic Property Valuation Services (Pty) Ltd with the necessary experience and competence in property valuations.

A valuation value of R42.4 million was determined on the total leasehold improvements, which included both leasehold improvements recognised by WWF South Africa and the company. The total impairment on leasehold improvements was apportioned between the two entities based on a pro-rata allocation of the total cost. The impairment loss recognised by the company amounted to R5 672 058 in the prior year and no indicators of impairment were noted in the current year.

4. Other financial assets

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Other financial assets	2020	2019
	R	R
At fair value		
Nedbank Private Wealth Endowment Fund	47 384 101	41 965 994
Non-current assets		
At fair value	47 384 101	41 965 994
Details of investments		
Opening balance	41 965 994	38 967 004
Additions to the fund	2 442 695	6 000 000
Withdrawals from the fund	(3 800 000)	(5 604 000)
Interest and dividends	2 305 378	2 647 285
Management fees (including VAT)	(332 845)	(282 593)
Fair value adjustments	4 802 879	238 298
Closing balance	47 384 101	41 965 994

The return on this fund is to be used for operational purposes. Capital from this fund can only be used with the approval of the donor. All fair value adjustments are allocated to the Capital Fund due to the nature of it being related to the Endowment Fund.

5. Deferred income

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Deferred income	2021	2020
	R	R
Current liability		
Deferred income	12 081 407	14 233 994

Deferred income is recognised in respect of funds received from donors which are to be utilised for specific projects or courses. The deferred income is expected to be utilised in the 2022 academic year and is thus reflected as a current liability.

6. Revenue

Southern African Wildlife College NPC (Registration number 1996/005726/08)		
Revenue	2021	2020
	R	R
Donations - Capital	7 080 051	1 000 000
Donations towards projects and training	21 312 298	18 880 307
Donations towards operations and infrastructure development	11 200 053	13 439 659
Course fees	6 159 214	5 629 953
Total	45 751 616	38 949 919

The company's reserves consist of the following:

Capital Fund: Shared/start-up capital as well as donations received to support the capital of the company.

The return on this fund is to be used for operational purposes. Capital from this fund can only be used with the approval of the donor.

General Fund: General operating activities of the Southern African Wildlife College.

Earmarked Fund: KFW Project capitalisation of infrastructure and operations.

7. Going concern

The directors have reviewed the Company's budget and cash flow projections for the period to 31 December 2022. Based on these projections, available cash balances and the liquidity facility agreement in place with the Southern African Wildlife College Trust, they are satisfied the Company has adequate resources to meet foreseeable cash flow requirements and continue its operations in the foreseeable future.

The financial statements have accordingly been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

The directors are not aware of any new material changes that may adversely impact the company. The directors are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the company.

8. Events after the reporting period

Members are reminded that these financial statements are based on the results for the year ended 31 December 2021. Therefore, these results do not reflect the current market conditions, which have been impacted by the Russia-Ukraine conflict and related economic sanctions, and should be read in that context.

The Russia-Ukraine conflict remains highly volatile with medium-term and permanent impacts difficult to assess. The Company is monitoring the potential impact of expected cost pressures and the impact on the valuation of the investment in the Nedbank Private Wealth Endowment Fund and the related returns.

The directors are not aware of any other matter which is material to the financial affairs of the company that has occurred between the reporting date and the date of the approval of the annual financial statements.





PUBLISHED IN 2022 BY THE SOUTHERN AFRICAN WILDLIFE COLLEGE

Incorporated in the Republic of South Africa under Section 21 of the Companies Act, 1973 (Act 61 of 1973), the College is a legal association with the registered name of the Southern African Wildlife College Registration Number 1996/005726/08).

Registered as a non-profit public benefit company, the College's NPC Registration Number: 046-675-NPC/ PBO Registration Number 930016093

The SAWC is fully registered with the Department of Higher Education and Training as a Private Higher Education Institution under the Higher Education Act, 1997, Registration Certificate Number: 2011/HE08/004 until 31 December 2027.

The College also offers qualifications registered on the National Qualifications Framework (NQF) falling under the Occupational Qualifications Framework (OQF). The quality excellence is still maintained via, CATHSSETA, the Sector Education and Training Authority (SETA) in line with the Quality Council for Trades and Occupations (QCTO) mandated requirements.

The College is accredited by CATHSSETA, the Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (SETA), (Accreditation no. 613/P/000001/2004), and has been appointed by CATHSSETA as an Institute of Sectoral and Occupational Excellence (ISOE) for its outstanding contribution to skills development and organisational capacitation.

Recognised by the Department of Forestry, Fisheries and Environment (DFFE) South Africa as a credible and long-standing non-government conservation organisation (NGO), the SAWC is an approved project for Socio-Economic Development under the Broad-based Economic Empowerment Act 53 of 2003 and the Codes of good practice on Broad-based Black Economic Empowerment.

The SAWC is registered as a VAT vendor with the South African Revenue Services (SARS) VAT Registration No: 4370159610 and Tax Reference No: 9508059640.

For further information contact: SOUTHERN AFRICAN WILDLIFE COLLEGE

P/Bag X3015 Hoedspruit 1380, South Africa

Tel: +27 (15) 793-7300

E-mail: info@sawc.org.za / Website: www.wildlifecollege.org.za

Designed and produced by Nitrogen Advertising & Design (Pty) Ltd in association with Jeanné Poultney, Executive Manager: Marketing, Fundraising and Media Relations and the College staff.

Photos courtesy of College staff and SAWC associates, including Dianne Tipping Woods, Katie Nicolle, Villiers Steyn, Gawie Lindeque, Common Purpose (AICLH), Martin Meyer Photography – Courtesy of Nkombe Rhino, Owen Grobler, Rayno Egner and Sean Viljoen Photography – Courtesy of the Ivan Carter Wildlife Conservation Alliance.

Cover and other selected wildlife shots courtesy of Martin Meyer.