



# Annual Report and Financial Statements 2014

Company number: 02874653 Charity number: 1029161

## **Annual Report and Financial Statements 2014**

[www.camfed.org](http://www.camfed.org)

[info@camfed.org](mailto:info@camfed.org)

[twitter.com/camfed](https://twitter.com/camfed)

[facebook.com/camfed](https://facebook.com/camfed)

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## LEGAL AND ADMINISTRATIVE INFORMATION

### Trustees

Miranda Curtis (Chair)\*  
Valerie Caton  
Grace Owen  
Robert Sansom

Brian Scott\*  
Peter Sherratt\* (retired December 2014)  
Fiona Gilmore

*\* indicates member of the Finance and Audit Committee (Brian Scott serves as Chair)*

### Directors

Miranda Curtis (Chair)  
Valerie Caton  
Grace Owen  
Robert Sansom

Brian Scott  
Peter Sherratt (retired December 2014)  
Fiona Gilmore

### Executive

Ann Cotton (Founder and President)  
Lucy Lake (Chief Executive Officer)  
Luxon Shumba (Chief Financial Officer & Company Secretary)

### Principal Office

St Giles Court  
24 Castle Street  
Cambridge  
CB3 0AJ, UK  
Telephone: +44 (0)1223 362648  
Website: [www.camfed.org](http://www.camfed.org)

### Principal Bankers

Lloyds Bank plc  
3 Sidney Street  
Cambridge  
CB2 3HQ, UK

### Auditors

haysmacintyre  
26 Red Lion Square  
London  
WC1R 4AG, UK

### Solicitors

Dentons UKMEA LLP  
One Fleet Place  
London  
EC4M 7WS, UK





*“ There was a time when I benefitted from Camfed’s agenda of girls’ education. Now I’m setting the agenda of how Camfed can assist millions of girls in Africa. ”*

ANGELINE MURIMIRWA, ONE OF THE GIRLS SUPPORTED TO GO TO SCHOOL BY CAMFED,  
A FOUNDING MEMBER OF CAMA (THE CAMFED ALUMNAE ASSOCIATION), AND NOW CAMFED’S REGIONAL DIRECTOR

In 2014, Angeline Murimirwa became Regional Executive Director of Camfed Malawi, Tanzania, Zambia, and Zimbabwe. As Regional Executive Director, she provides leadership and strategic guidance to Camfed programme countries to enhance organisational and programmatic consistency, quality, and sustainability. Acting as an international advocate, Angeline is a voice of Camfed within the multi-stakeholder Education Coordination Group, working with governments, donors, and international institutions, including the World Bank, to deliver effective education policy. She has contributed as a speaker and panellist on platforms including the Brookings Institution, Foreign Policy Centre and United Nations Girls’ Education Initiative conferences.

# TRUSTEES' REPORT

## MESSAGE FROM THE CHAIR

2014 has been a year of strategic review and planning for Camfed as we consolidate and capitalise on our recent growth, but also one in which the Camfed executive team, led by its outstanding CEO, Lucy Lake, have continued to demonstrate their ability to innovate at scale.

Camfed's work has been recognised this year by a number of distinguished organisations, including the OECD, and we are proud and delighted that Camfed's President, Ann Cotton, was awarded the WISE Prize for Education for 2014.

It is not only Camfed's executive leadership who have secured greater recognition of the unique qualities of Camfed's operating model, but also our CAMA members, who increasingly participate in advocacy at key national and international fora.

In the past year alone Camfed has achieved nearly 10% growth in the number of girls supported directly through secondary school in the five countries in which Camfed operates, and over 47% growth in girls supported through tertiary education.

These core programmes have been supplemented by the launch of several other innovative projects providing direct and indirect support, which are described more fully in this report, and also in Camfed's new five-year Strategic Plan.

None of this could have been achieved without the confidence shown by our donors, who continue to invest in the extraordinary potential that we can unlock through the delivery of quality education to girls and young women in sub-Saharan Africa.

As we prepare to deliver on our commitment to support one million girls through secondary school in the next five years, we will continue to explore new forms of support with our key partners.

Finally I would like to thank all the members of the Camfed Executive Team internationally for their hard work and outstanding leadership, and my fellow Trustees for their guidance and support.



Miranda Curtis  
Chair of Trustees

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*“ [Camfed’s] approach has shown that a rigorous governance model, emphasising an individual tracking system and data collection from the ‘frontline’, can boost local ownership and contribution which results in not only keeping girls in school, but also letting them thrive. Its ability to replicate success in several countries without a doubt shows promising prospects for further scalability for advancing gender equality. ”*

DEVELOPMENT ASSISTANCE COMMITTEE, OECD.

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# STRATEGIC REPORT

## WHERE WE WORK AND WHY

**“ Educating girls and giving them the tools to shape their own future has an incredible multiplier effect on economic growth. It leads to increased prosperity not just for individuals but for their communities and their societies. It provides returns for decades. ”**

UN SECRETARY GENERAL BAN KI MOON.

**Camfed is an international non-profit organisation tackling poverty and inequality by supporting girls to go to school and succeed, and empowering young women to step up as leaders of change. Camfed invests in girls and women in the poorest rural communities in sub-Saharan Africa, where girls face acute disadvantage, and where their empowerment is now transforming communities.**

In 2014, Camfed's community-led education programmes supported students in 5,270 government partner schools across 119 districts in Zimbabwe, Zambia, Ghana, Tanzania and Malawi. These communities are among the most deprived in the region: far-removed from hospitals, lacking public infrastructure, and often situated on the poorest land. They have the greatest levels of poverty within their countries, suffer some of the highest rates of illness, including HIV and AIDS, and have extremely low literacy rates. Most people live a hand to mouth existence. Schools in these communities

are fewer in number, meaning children often have to walk very long distances to get to school, and have fewer teachers and less equipment. Girls are particularly vulnerable in these circumstances, and Camfed supports them in a manner that leads to a virtuous cycle of giving back, getting generations of girls into school.

Girls' education has been described as the “silver bullet” in terms of what it can achieve to address child and maternal mortality, raise families out of poverty, accelerate economic development, and help communities deal with climate change. Camfed's Model sees girls' education as the starting point for social change. It shows that unlocking the leadership potential of groups of girls and women at the margins of society creates a multiplier effect like no other, delivering the only sustainable and scalable way of addressing the world's problems with the urgency required.



**“ My child will not be a Camfed beneficiary. ”**

A MANTRA AMONG MEMBERS OF CAMA, CAMFED'S 33,111-STRONG ALUMNAE NETWORK OF YOUNG EDUCATED WOMEN. TOGETHER THEY ARE NOW LEADING CHANGE IN THEIR COMMUNITIES AND BEYOND.

## CAMFED'S REACH IN 2014

**£31,160,961**

Raised in 2014

**2,307,600**

School population benefitting from an improved learning environment

**118,247**

Students directly supported to attend secondary school

**136,388**

Students benefitting from the Safety Net Fund at primary school

**33,111**

Members in the CAMA network of educated young women leaders

**263,655**

Children supported through local philanthropic initiatives

**262,473**

Students and community members reached by Health Activists and Learner Guides

**136,773**

Community activists helping to deliver our programmes

**73,759**

Young women and community members trained in business skills and financial literacy

**3,130**

Businesses set up by young women in CAMA

**278**

Key national and international fora in which Camfed participated

**850,000**

Members make up Camfed's social media community





## CAMFED'S APPROACH

The case for investing in girls' education has long been made. The "how" of investing in girls' education has been redefined by Camfed. We recognise that in order to change a girl's prospects, we must transform her context, and vice versa. So our approach not only tackles inequality and unlocks the benefits that accrue from girls' education; it ignites a wider social movement in girls' communities, with new resources leveraged to support vulnerable children. Young educated women become a new constituency of leaders and philanthropists at the forefront of this movement. Girls' education becomes the entry point for widespread systemic change.

### Accounting to the Girl

The manner in which Camfed supports girls through school is critical to achieving sustainability and a truly transformative impact. Our governance model is premised on accountability to girls as our clients, with child protection at the core of everything we do. Camfed supports whole groups of marginalised girls in each partner school, highlighting and addressing the barriers they face getting into school, staying in school, and accessing the opportunities that enable them to transition to a secure livelihood.

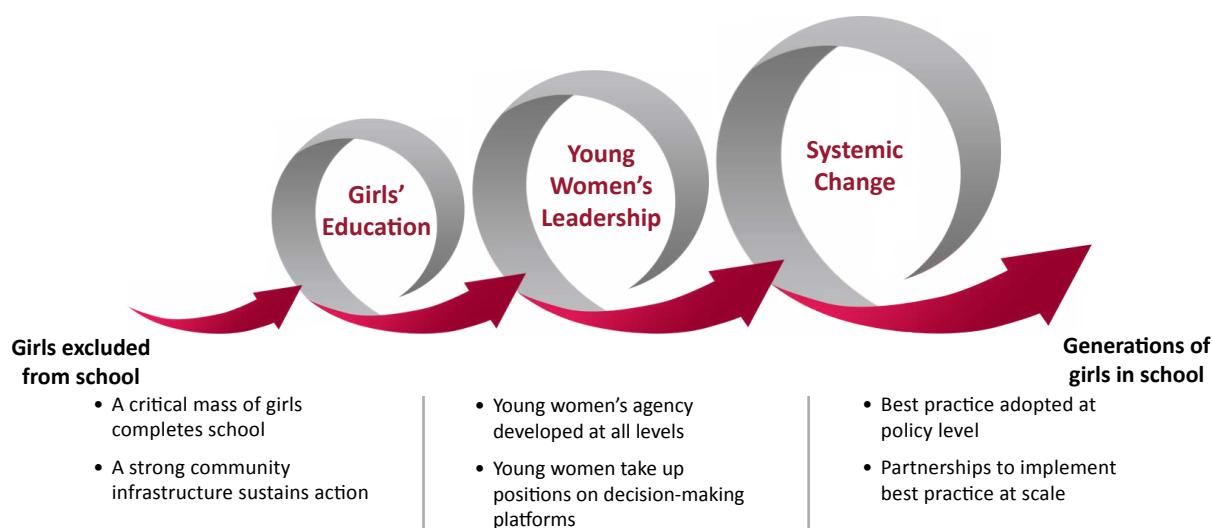
### Power-sharing at the Grass Roots

In order to break down the barriers to girls' education, we listen to, learn from, and partner with communities. Ours is a power-sharing approach, rather than a top-down relationship, which recognises, galvanises and builds on the rich resources

available in each community. We gather around girls all those in authority over them, enlisting their experience and support. In 2014 there were **136,773 local community activists** (parents, traditional leaders, teachers, graduates, health workers and local government officials) designing, delivering and monitoring our programmes across **119 rural districts**. They are the primary stakeholders in girls' education, providing and demanding accountability from schools, districts and national structures.

### Unlocking New Resources and Community Philanthropy

Together we unlock new activism every day, as more and more people see what is possible when girls access education. By mobilising an entire social infrastructure to secure girls' entitlement to education, we unlock the latent capital in their communities, which we then expand and match with additional resources. This capital takes a number of forms – knowledge capital on the local barriers to girls' education and how to dismantle them; institutional capital that resides in community, school and district structures; and social capital in the form of networks of committed activists, working to transform the status quo for girls. The result is a new philanthropy ignited among the young female graduates of our programme, as well as within their communities, providing more financial and in-kind capital. In 2014 alone, **263,655 children were supported to go to school through local initiatives**, which ranged from providing school meals to paying school fees or buying supplies for vulnerable children.



The Camfed Model: Effecting Systemic Change



## NEW, SUSTAINABLE FORMS OF CAPITAL DRIVING CHANGE IN COMMUNITIES

In 2014, Camfed continued to develop new, sustainable forms of capital in girls' communities, which carry value well beyond girls' education. Combined financial, institutional, social, and knowledge capital provide the capacity to tackle a broader range of development challenges in girls' communities, while ensuring that the needs of the most marginalised girls will continue to be at the centre of action.

### Financial Capital: Building Accountability and Unlocking Additional Resources

In 2014, Camfed continued to develop sustainable forms of financial capital. By training school and district partners we helped to build financial accountability, and heighten awareness of, and demand for, entitlements to public resources. We worked even more closely with community partners to recognise their substantial monetary and in-kind contributions, and coordinated even more responsive support for children at risk of dropping out of school. Through our partnership with Kiva, Camfed linked CAMA members with **2,088 low-risk loans** to grow businesses in 2014, meeting the considerable need for low-cost financial capital for women in rural communities. In 2014 alone, young women set up **3,130 businesses**.



MEMBERS OF THE MOROGORO DISTRICT COMMUNITY DEVELOPMENT COMMITTEE

*“ We keep all our receipts so there is accountability and there is transparency. That is important for us and it is very rigorous. Obviously when you are dealing with schools and money, you need to be! ”*

MOTHER SUPPORT GROUP MEMBER IN  
NYANGA, ZIMBABWE

### Institutional Capital: Building Robust Structures for Scaling our Impact

Over the past two years, Camfed has built up institutional capital by over 30%, growing our network of community activists and philanthropists to 136,773 members in Zimbabwe, Zambia, Tanzania, Malawi, and Ghana. They volunteer in **116 Community Development Committees**, **5,071 School Based Committees**, and **4,434 Parent Support Groups**. Activists from the **33,111-strong pan-African CAMA alumnae network** work through **121 District Centres** and elect representatives to **97 District Committees** and **5 National Committees**. Through their work monitoring and implementing Camfed's programmes, these institutions and their members are working together and urgently addressing issues such as hunger, child safety, academic performance, and drop-out, and by doing so have developed valuable experience that is applicable in their communities and districts more broadly, beyond the bounds of Camfed's programmes.

### Knowledge Capital: Cascading Learning and Sharing Best Practice

Camfed's work has developed sustainable knowledge capital in many forms, not the least of which lies in the **198,310 students who have completed secondary education with Camfed's direct support**. Their education is transforming not only their own lives, but the lives of their families, their community members, and the countless clients, students, and patients they will serve through their businesses and professions. Beyond the classroom, Camfed and CAMA train young women to cascade knowledge to their communities. In 2014, **73,759 young women and community members were trained in business skills and financial literacy** and **3,921 young women were trained in leadership**. Camfed has also invested in developing and using the knowledge capital of our community partners. Exchanges among peer groups, such as Parent Support Groups, to share best practices and innovations are built into every programme. In addition, Resource Teams (made up of local authorities, Teacher Mentors, parents, and school graduates) have become integral to the training and support of new activists in each country. Resource Teams have enabled Camfed not only to scale its programmes quickly and cost effectively, but also to demonstrate that knowledge and the capacity to share knowledge is not concentrated among and owned by NGO employees, but is richly available among experts in the community.

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**“ As we discuss unlocking entrepreneurship, let's make sure we not only help our young people earn a living, but also bring agency, power and ownership to our communities. Entrepreneurs: lift your communities out of poverty and contribute to change— for the long term. ”**

FIONA MAVHINGA, CAMA DEVELOPMENT MANAGER

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### Social Capital: Recognising and Building on Community Expertise and Interconnectedness

Camfed continues to build on the immense social capital in communities by building networks and supporting the work of our community partners. Their strength lies not only within their numbers, but critically within their local connectedness. Camfed's work catalyses collective responsibility: activists help to identify their community's challenges and take ownership of the solutions. This begins with the identification of the neediest children in communities, and continues as mentors and peers provide the emotional support so critical to keeping vulnerable girls in school and helping them to succeed. And it continues as CAMA members reach out to ensure that other children in their communities go to school. These young graduates are now positioned at the forefront of a social movement, stepping up as a new generation of philanthropists, whose power multiplies exponentially the initial investment in girls' education.









## EDUCATION PROGRAMME ACHIEVEMENTS

### Comprehensive Support for Marginalised Girls

**In a context of rural poverty - where schools are under-resourced; where families lacking formal education are disempowered in relation to the school system; where school costs and distances rise dramatically at secondary level; and where girls are putting themselves at grave risk in order to secure money to go to school - Camfed has continued to scale up support for the poorest, most marginalised girls, bridging the gap between home and school.**

Camfed deploys robust systems to increase access, retention and progression rates; push up the quality of education; improve learning outcomes; and empower communities to engage with school and government systems, in order to provide additional support for students, as well as make rightful demands on the system.

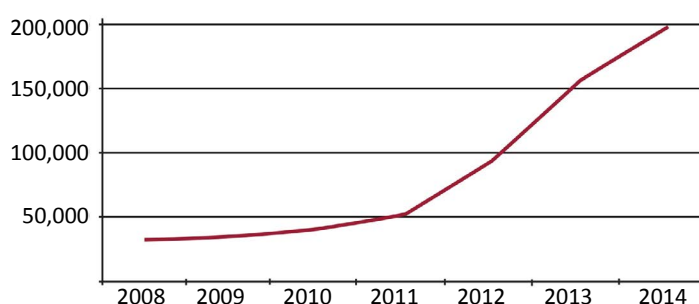
### Robust Systems and Structures

**Camfed works with government school systems and within existing structures to deliver change sustainably, for the long term, focusing not just on numbers of girls, but on the fundamental dynamics and economics that render girls vulnerable; and not just on financial support, but on building robust and transparent community structures that transform girls' context and prospects.**

Realising that success for students at secondary level is partly predicated on access to safe, quality learning at primary level, Camfed assists vulnerable children in primary schools through its Safety Net Fund. **In 2014, the Fund enabled 136,388 vulnerable girls and boys to stay in school by providing school essentials, such as stationery, books, shoes, and school clothing.**

At secondary school in sub-Saharan Africa, the average number of girls enrolled relative to boys is 84 girls for every 100 boys. There has been little change in this figure since 1999. At partner schools, however, Camfed has changed the situation to near parity. In this context, Camfed has continued to scale up its support for groups of individual girls, selected through a transparent process by their communities, to complete the entire secondary school cycle. This long term commitment – underpinned by Camfed's financial reserves policy – gives children the confidence and security to continue with their studies without being undermined by the fear of dropping out. **In 2014, Camfed directly supported 118,247 students to attend secondary education, a 9.4% increase over the previous year.**

Camfed recognises that poverty not only imposes financial barriers to education, but also deep psychological barriers - from grief over the loss of one or both parents, to worries about financial security and where the next meal will come from, to a total sense of disempowerment. So we galvanise a whole community of front-line experts around girls to help them succeed against the odds. Community activists ensure that funding is delivered, and track girls' entitlements and progression through robust monitoring systems. School Management Committees are trained in child protection and financial management to reinforce girls' entitlements, and Teacher Mentors are trained to look after girls' psycho-social needs at school. Community Development Committees (CDCs) coordinate Camfed's programmes, underpinning a joined-up approach to tackling the problems girls face. Anchored by the District Education Office, CDCs include representatives from other line ministries, traditional leaders, school authorities, civil society organisations, and young people.



Cumulative number of girls and vulnerable boys supported to attend secondary school

## TAILORED SUPPORT

Under the UK Department for International Development (DFID) Girls' Education Challenge (GEC) grant, Camfed Zimbabwe and Camfed Tanzania have piloted the Step Up Fund (SUF), a responsive mechanism targeting girls in marginalised rural communities who have either dropped out or are at high risk of dropping out of secondary school. The support provided is tailored to each girl's specific circumstances, established through a robust community-led selection process, managed at school and district level.

**Under the GEC programme, the Step Up Fund supported 36,202 marginalised girls to stay in school in 2014.** One of these students, Rumbidzai, from Kuhondo Secondary School in Mt Darwin, Zimbabwe said; *"I was one of the drop outs. When I heard of the SUF programme I quickly applied and was accepted. I then started school in the third term. We sat the end of year school tests. Despite learning only for that term I passed with 5As, 3Bs and 1C."*

## Quality Education

Lack of resources and a shortage of qualified teachers put immense pressures on rural schools, leading to poor learning environments and outcomes. In 2014, Camfed continued its comprehensive approach to improving learning outcomes and wellbeing for girls and boys at government primary and secondary schools within marginalised communities.

### Teacher Mentors

Teacher Mentors provide the backbone of Camfed's school-based support. They are government-trained teachers in both primary and secondary schools, selected by Heads of schools and students to receive additional training from Camfed. As Teacher Mentors, they provide guidance and counselling to vulnerable children, as well as contributing to programme monitoring and reporting. They are the first to respond to a student's needs, working tirelessly with community partners to ensure Camfed-supported students receive their entitlements, are attending class regularly, and are succeeding academically. They coordinate professional and community assistance, such as home visits to child-headed households and help for children with disabilities to secure the equipment they need to attend school.

In 2014, Camfed trained 853 Teacher Mentors, bringing the cumulative number of teacher and community mentors trained by Camfed to 9,616. Surveys conducted among Camfed bursary students and Step Up Fund clients in 2014 indicated just how important Teacher Mentors are, with 92%, 96% and 97% of students who were aware of Teacher Mentors in Tanzania, Zambia and Zimbabwe respectively reporting that their support was "very important." Amongst female students, more stated that they would report abuse to Teacher Mentors than to other figures.

## GHANA NATIONAL BEST TEACHER 2014

On October 5, 2014, Yahaya Mumuni, a Camfed-trained Teacher Mentor working in Kanton Senior High School in rural Ghana, won the coveted National Best Teacher Award for 2014, presented by Ghana's Vice President Kwesi Amissah-Arthur at Cape Coast. The prize was awarded on the basis of competence, personality and contribution to the community. In addition to honouring his competencies as a teacher, the Ghana government commended Yahaya for leading extracurricular activities, and providing counselling to vulnerable students.



*“ I’m inspired to be a teacher by my Teacher Mentor. I want to be like her! ”*

## TEACHER MENTORS IN ZAMBIA

Camfed Zambia worked closely with the Ministry of Education, Science and Vocational Training to provide Teacher Mentors with up-to-date information on guidance and counselling, and on adolescent sexual and reproductive health. One of the key selection criteria for Teacher Mentors is that students are comfortable discussing academic and personal issues with them. **Camfed Zambia trained 291 Teacher Mentors in 2014.** Teacher Mentors are trained in psycho-social support, using a guidance counselling manual developed by the Ministry of Education. In addition, Camfed adds training information about learning circles, financial management, monitoring and reporting.

A frequently raised concern among Teacher Mentors is child marriage (as the most common cause of school dropout), which prompted Teacher Mentors to conduct home visits in order to follow up on absenteeism (often a predictor that a girl will drop out of school) and keep pregnant girls in school.

*“ I am now their mother ”*

Mary Mwila is the Assistant Teacher Mentor at a Camfed partner school in Mpika District, Zambia. Her passion is evident as she describes her motivations: “Growing up in Grade 7, I had a teacher who contributed a lot to who I am today. She took a personal interest in me and I considered her to be my mentor. So today, I try to put myself in [the students’] shoes. We might not be able to solve all of the world’s problems, but we can all make a little impact. It’s human nature to care about one another. Camfed is giving these children a future, and I tell them to seize it with both hands.”



## Escuela Nueva

A new programme at the upper primary school level began in three districts in Zambia in 2014 to embed the Fundación Escuela Nueva's (FEN) democratic school governance model and flexible, child-centred pedagogy within Camfed's Model. With simple, concrete strategies and instruments, Escuela Nueva promotes a school and classroom environment where pupils actively learn, participate, and collaborate, and designs learning materials that allow pupils to complete units and advance to higher levels at their own pace. The Model also works to strengthen the relationship between the school and community. **In 2014, Camfed successfully completed the adaptation of the FEN curriculum for Zambia, as well as the first stage of training in child-centred pedagogy for 215 teachers from 90 schools.**

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*“ Before I would have just given a lecture on what a balanced diet is, but now I'm going to ask [students] in pairs to talk about what they like eating, then ask them to decide together if that is a balanced diet, so that the answers will be coming out from the learners themselves. ”*

MR. CHANDA, ONE OF FOUR TEACHERS AT NEW KAMWANYA SCHOOL IN ZAMBIA, TRAINED BY CAMFED IN 2014 IN THE USE OF THE FEN MODEL. THE SCHOOL STARTED RECEIVING CAMFED SAFETY NET FUND SUPPORT IN 2014, WHICH HAS HELPED 100 STUDENTS TO STAY IN SCHOOL.

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## Study Books and Guided Study

Addressing academic learning directly, in addition to its links to wellbeing, **Camfed distributed over 1.4 million academic study books** reflecting core content curriculum (Maths, English and Sciences), and **benefitting over 400,000 students** at partner schools. Results from a survey of recipients in Tanzania in late 2014 showed that 90% of both male and female students found the study guides useful for passing their examinations. At the same time Camfed introduced the innovative My Better World curriculum – a life skills study course for personal development and wellbeing - through

our ground-breaking Learner Guide Programme (discussed in detail in this report) to over 87,600 students at 1,009 secondary schools in Zimbabwe, Tanzania and Ghana. The programme is funded by DFID and the Queen's Trust with the objective of improving the learning experience and outcomes for children from rural and marginalised areas.

## Attendance, Retention and Progression Rates

That the Camfed programme is improving school environments and keeping students in school has been demonstrated in 2014 both at the institutional level in Camfed partner districts and schools, and at the personal level among the girls who are supported directly by Camfed. In districts and schools where Camfed is operational - compared with non-intervention areas - there has been faster growth in female enrolment, a reduction in drop-out due to early marriage and pregnancy, higher school completion, and improved exam pass-rates:

- The 2014 Zambia baseline survey revealed an improvement in pupil-teacher ratios and an increase in the number of trained female teachers in partner schools where Camfed is working, compared with non-partner schools.
- The school retention and progression rates for girls supported by Camfed at secondary school are consistently above 90%, averaging 88-93% across our countries. In Zimbabwe, the 2014 progression rate was 93%.
- Secondary school completion rates for girls on the programme are significantly higher than national averages, e.g. 92.5% in Ghana, compared with 62% for girls nationally. In Zimbabwe, the average completion rate for students in Camfed partner districts was 97%, compared to 75% in non-partner districts. In Tanzania, the average dropout rate in Camfed partner districts was 9%, compared with 16% in comparison districts.
- Pass-rates among girls supported by Camfed are consistently higher than national averages, despite their background of disadvantage. In Malawi, for example, the 2013/2014 Junior Certificate of Education (JCE) pass-rate of girls receiving Camfed bursaries was 85% compared with 73% nationally.



**“ One thing I know is that no condition is permanent. One day you move out there and make your family, your community, your country, and the whole world proud. ”**

VERONICA, SECONDARY SCHOOL BURSARY STUDENT, GHANA

## Community Engagement and Philanthropy

Critical to the success of Camfed’s education programmes has been the ever-growing movement of community philanthropists providing a bridge between schools and homes, as well as vital advocacy among peers. In 2014 we continued to celebrate the unswerving energy and commitment of the young women graduates in the CAMA network, and of parents and teachers working tirelessly to make resources go further, fill gaps, and provide wrap-around support for children in a severely under-resourced environment, improving student safety, retention and progression.

The number of community activists supporting Camfed’s programmes across five countries grew from 121,307 in 2013 to 136,773 in 2014.

## CAMA Filling the Early Learning Gap

In 2014, CAMA members across partner districts came together to provide solutions to the lack of early childhood development centres. Founding, building, and managing their own child care centres and pre-schools, sometimes with financial or teacher training support from Camfed, they are creating the right foundation for the next generation of children to start their journey through school.

## Communities Improving School Quality and Safety

Embedded into Camfed's work is the Planning for School Excellence initiative, which brings together parents, students, local leaders, school teachers and CAMA members in a School Development Committee, engaging with real-time data illustrating the school's challenges. Analysis of data on attendance, enrolment, child protection, staffing, and performance triggers open dialogue on traditionally sensitive issues facing children, and engages participants developing school action plans. Such initiatives have included school meal

programmes, hiring part-time science teachers to address a lack of teachers, introducing remedial classes to improve performance, and providing bicycles to students who live far from school. Only local members with intimate knowledge of the issues vulnerable children face can act with the urgency required in each unique situation.



CAMA MEMBER AND ASSISTANT TEACHER MARTHA CHIBWE, WHO WAS SUPPORTED BY CAMFED FROM GRADE 8 OF SECONDARY SCHOOL THROUGH TERTIARY EDUCATION, TEACHES A RECEPTION CLASS OF THREE TO FIVE-YEAR-OLDS. THIS PRE-SCHOOL IN ZAMBIA WAS BUILT BY CAMA MEMBERS WITH CAMFED'S SUPPORT, AND IS MANAGED BY FIVE CAMA MEMBERS TODAY.



## PLANNING FOR SCHOOL EXCELLENCE IN TANZANIA

At Tawa Secondary School, the School Development Committee is raising funds to build a school laboratory in response to a government initiative. Members are also raising funds to build a hostel for girls and boys, allowing them to stay near school rather than travelling the long distances that have a considerable impact on students' attendance and performance. Parent Support Groups and CAMA members bring food to school, and cook for the students. Teachers report that interventions are starting to make a significant impact. According to the Tawa School Head Teacher, last year 98% of all form two students passed their national examinations and progressed to form three, and the overall attendance at the school has increased from 87% to 98%.



THE TAWA SCHOOL DEVELOPMENT COMMITTEE

## Parent Support Groups Providing Nutrition and Protection

In 2014, Parent Support Groups continued to strengthen the links between home, school, and the wider community. They provided additional resources to help children through school, and acted as a crucial safety net for orphaned children. They prepared school meals to help children to concentrate on their learning, stay in school, and successfully transition to secondary school. Parents helped to construct kitchens and storerooms, collected firewood and water, and kept the school environment safe and welcoming.

**The number of Parent Support Groups providing school meal programmes and supporting safe learning environments at Camfed partner schools in Zimbabwe, Tanzania, Malawi, and Zambia grew from 3,894 in 2013 to 4,434 in 2014.**

Many Parent Support Groups are now extending their reach and are driving forward the child protection agenda within their communities. In Zimbabwe and Tanzania, Parent Support Groups developed action plans in 2014 for the year ahead, which were tailored to the needs of their communities.

Parent Support Group members are following up with students to check attendance and performance, mobilising other parents, and creating awareness on child rights and protection. They are able to conduct home visits for children not attending school regularly; and because they understand the challenges in these homes, they can assess which

additional support is required. Parents are also supporting Camfed-trained Teacher Mentors by identifying and reporting abuse within their communities, and coordinating action against perpetrators by parents, schools, traditional leaders, and relevant district officials.

## EVERY CHILD IS OUR CHILD



Mother Support Groups and School Development Committee members report that as families and communities notice the positive effects of school meals on children, more parents and community members are getting involved by contributing time, food, cooking oil, or monetary donations. **Between 2012 and 2014, for example, 850 members of Mother Support Groups at 60 primary schools in Zimbabwe delivered 523,810 school meals.**

The women of the Motombo Parent Support Group in Tanzania have started a business organising local celebrations. They use their profits to pay tutors who give poor children extra reading lessons at primary school. When asked what inspires them to do this work, one member responded, “The children we support regard us as part of their family. We are building more love, and sometimes just love and care is what they need. Every child is our child.”

In Malawi, primary schools in which mothers have been providing school meals for three years reported a **20% increase in children’s enrolment and a 6.6% decrease in the percentage of children dropping out** of those schools.

In 2014, there were **3,195 Mother Support Groups across 26 districts in Zimbabwe**. These groups have started income generating businesses to buy uniforms, stationery and other supplies for vulnerable children. When communities in Matobo District suffered from a severe drought, mothers in Chikomba District got together to raise three tonnes of maize, nuts, and dried vegetables, as well as 50 bags of clothes. Getting in touch with Camfed Zimbabwe, they merely asked for the loan of a truck to deliver their gift - from mothers to mothers.

## 2014 ACHIEVEMENTS - MULTIPLYING EDUCATIONAL OPPORTUNITIES FOR GIRLS AND VULNERABLE BOYS

		Ghana	Malawi	Tanzania	Zambia	Zimbabwe	Total
Support girls and vulnerable boys to go to school	Students supported to attend secondary school	36,736	13,429	11,554	9,766	46,762	118,247
	Students benefitting from the Safety Net Fund	53,730	8,322	540	63,100	10,696	136,388
	Children supported by local philanthropy	47,574	19,152	16,076	26,499	154,354	263,655
	<b>Total number of students supported to go to school in 2014</b>	<b>138,040</b>	<b>40,903</b>	<b>28,170</b>	<b>99,365</b>	<b>211,812</b>	<b>518,290</b>
Improve the learning environment of rural schools	Partner schools	860	629	562	1,061	2,158	5,270
	Community and Teacher Mentors (cumulative)	2,116	629	1,118	2,350	3,403	9,616
	School population benefitting from an improved learning environment	309,800	274,900	277,600	571,600	873,700	2,307,600
Build the capacity of local groups for sustainability	Community Development Committees	31	17	11	27	28	114
	School Based Committees	860	629	363	1,061	2,158	5,071
	Parent Support Groups	432	365	231	255	3,151	4,434
	Resource Team members	301	83	190	422	437	1,433
	Number of community activists	25,820	14,263	11,183	21,055	64,452	136,773



## INVESTMENT IN THE CAMA NETWORK

### A Powerful Force for Sustainable Change

In 2014, Camfed continued to scale up its investment in CAMA, the Camfed Association. CAMA was pioneered by the first young women who graduated from school with Camfed's support, designed to address the vulnerability of girls after completing school - enabling them to build the life skills and access the support and resources necessary to stay in their local communities and multiply the benefits of their education. CAMA is the only organisation of its kind, and a true testament to the success and sustainability of Camfed's programmes: a network of educated young women with deep roots in rural communities, who support each other as they develop leadership skills, and "plough back" by becoming role models and mentors to marginalised girls at local schools. This powerful pan-African movement for girls' and young women's empowerment is set to grow to over 130,000 by 2019. Anticipating the scale-up required to support the rapidly increasing number of graduates joining the network, we created a new position for one of CAMA's founders, now a lawyer, in 2014. She is coordinating action and support across the network, opening up more educational, economic, and leadership opportunities.

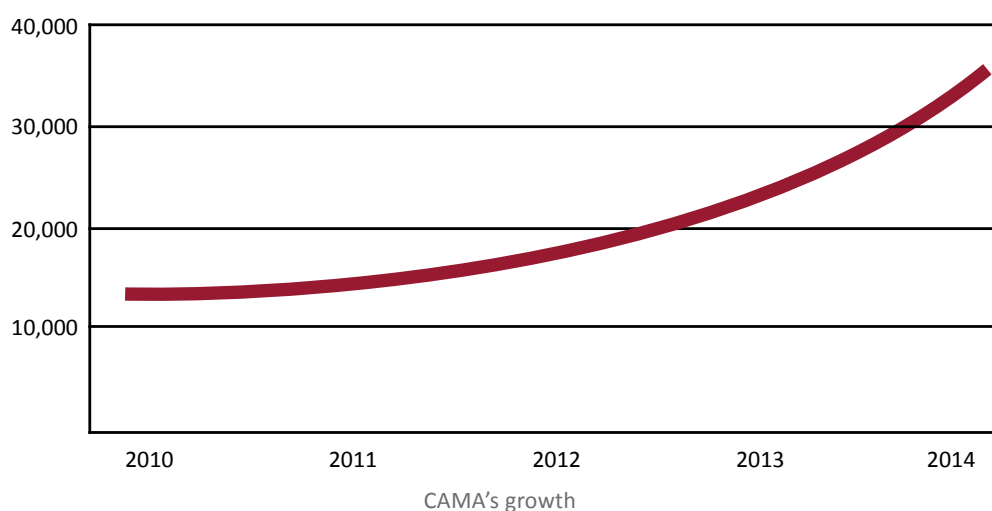
**CAMA's membership grew over 35% between 2013 and 2014 - to 33,111 - and is projected to grow to 130,000 by 2019.**

*“The interventions of Camfed are very important because opportunities created for women to take control of their future and live quality lives are opportunities created for good family life, opportunities for peace, and opportunities for national development. When women take centre stage in our politics, our business environment, and decision-making in our communities we will witness unprecedented accelerated development in the country.”*

HON. ALHAJI MOHAMMED MUNIRU LIMUNA, NORTHERN REGIONAL MINISTER, SPEAKING AT THE CAMFED GHANA AGM, OCTOBER 15-16, 2014

### An Accountable Structure for Cascading Knowledge

CAMA members are organised into 97 District Committees, with 121 District Centres across five countries. Guided by their Constitution, CAMA Chapters hold regular elections to District and National offices. CAMA members access health, financial literacy, business, entrepreneurship, ICT and life skills training, with Core Trainers cascading their knowledge to peers, who in turn deliver training and advocate for gender equality in their local schools, communities and districts.



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*“ I always thought of myself as a follower because I never saw any unique talent in me which could make me a leader, but the training has revealed the hidden talent in me by equipping me with the benefits of being a leader - I now see myself as a leader. Before the training, I could not stand in front of my own friends to express myself because I was always shy. But this training has built a very strong confidence in me... As I stand now, I can stand in front of a thousand students and express myself. ”*

CAMA MEMBER ABUKARI FROM THE NANUMBA NORTH DISTRICT IN GHANA, WHO TOOK PART IN THE FINANCIAL LITERACY AND ENTREPRENEURSHIP TRAINING ORGANISED BY CAMFED.

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## Leadership and Advocacy

In 2014 Camfed continued to invest in developing the leadership potential of young women in the CAMA network, not only by offering business training, and increasing access to formal tertiary education and post-school training, but also by providing leadership training to enable young women to lead change. **3,921 young women were trained in leadership in 2014.**

As some of the first educated people in their communities, CAMA members now serve on Community Development Committees, deeply involved in the design, implementation, and monitoring of Camfed's programmes. Joining up with

the local authorities which were engaged in their education, and which now have a vested interest in their success, CAMA members advocate for girls' education and child protection in their villages and districts, nationally and internationally. By showing how transformational a quality education for marginalised girls can be, they are galvanising those around them to offer their time, influence, or resources to support the next generation of girls through school. **In 2014, CAMA members participated in 7,000 Camfed-supported community outreach meetings across Ghana, Malawi, Tanzania, Zambia and Zimbabwe.**



CEREMONY AT CAMFED GHANA'S LEADERSHIP AND ENRICHMENT CAMP FOR GIRLS AT KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY IN AUGUST 2014



**“ During my first year at Senior High School, Camfed came to my aid. There I got to know that I would complete my Senior High School. I completed secondary education and joined the CAMA network. In CAMA, I trained as a Peer Educator for Financial Literacy and Entrepreneurship. I shared my knowledge with over 172 students at schools around Tamale. Today I am being trained to become a Core Trainer so that I can train my fellow CAMA members to become Learner Guides. Together, I hope we will bring success to students and communities. We will contribute to a better world! ”**

SAHADA, CAMA MEMBER, GHANA

## 2014 ACHIEVEMENTS - ENABLING EDUCATED YOUNG WOMEN TO LEAD CHANGE

		Ghana	Malawi	Tanzania	Zambia	Zimbabwe	Total
Support young women's economic advancement and leadership	CAMA Business Trainers trained (cumulative)	477	66	222	137	453	1,355
	Young women and community members trained in business skills and financial literacy	67,011	817	730	1,430	3,771	73,759
	Businesses set up by young women	210	-	561	718	1,641	3,130
	Number of loans extended to young women	8	-	439	-	1,641	2,088
	Young women trained in leadership	999	170	134	718	1,900	3,921
	Young women supported into tertiary education (cumulative)	864	17	258	848	154	2,141
Train young women as Health Activists and Learner Guides to improve community wellbeing	Community Health Activists & Learner Guides trained	869	197	383	743	1,900	4,092
	Students and community members reached by CAMA Health Activists	28,146	3,546	20,558	6,740	203,483	262,473
Develop the CAMA network as a framework for young women's agency	CAMA members (cumulative)	5,643	2,058	4,711	6,793	13,906	33,111
	CAMA District Committees (cumulative)	26	17	11	17	26	97
	CAMA District Centres	26	2	10	63	20	121

## CHUMA MULIMUKWA: ZAMBIA'S WOMAN ENTREPRENEUR OF THE YEAR 2014

In October 2014, CAMA member Chuma Mulimukwa won the 2014 Woman Entrepreneur of the Year Award, presented by the Zambia Federation for Women in Business. Chuma won a tractor and a rice polishing machine from the Ministry of Gender and Child Development. After being supported through secondary school by Camfed when she was on the verge of dropping out, Chuma joined CAMA. She received business training, wrote a business plan, and started a successful rice business with a Camfed small business grant, creating employment in her community and inspiring other young women to invest in farming. As a leader and role model, her fellow CAMA members nominated her to represent them at the Women's Economic Empowerment Expo in Lusaka in July 2014, where she marketed her rice business. With her profits, Chuma pays the school fees for two brothers and contributes towards the education of other vulnerable children.

## Diversifying Rural Economies through Women's Entrepreneurship

In 2014, Camfed continued to scale up its support for young women to transition into secure livelihoods, and plough back the benefits of their education by helping to develop and diversify rural economies. Through our Seed Money Scheme, interest-free loans, and CAMA's revolving loan schemes, we provide vital access to funding for young women with no access to traditional loans. **In 2014, Camfed trained 110 business trainers, and 73,759 young women and community members were trained in business skills and financial literacy. 3,130 new businesses were set up during the year.**

## The Innovation Bursary Programme

In addition to supporting certified financial literacy and business training programmes delivered to thousands of CAMA members in Ghana and Malawi, who are in turn reaching hundreds of thousands of young people, Camfed and The MasterCard Foundation have created Innovation Bursaries for 100 educated young women, encouraging the use of pioneering approaches to break the cycle of rural exclusion and poverty by exposing young women to new knowledge, skills, and markets through business mentors and internships. In 2014, we have celebrated the successes of these new business leaders, including the extraordinary achievements

## YOUNG WOMEN INNOVATORS ATTRACT 6,000 VISITORS IN GHANA



In December 2014, we celebrated the success of the second Young Women Innovators' Fair, held in Tamale. The fair, supported by Camfed in partnership with The MasterCard Foundation through the Innovation Bursary Programme, provided a platform for 44 young women entrepreneurs to market their businesses. Over 6,000 visitors attended, making this year's fair one of the largest, and with the greatest variety of products and services, in the history of the Northern Region. Stands at the fair included products and services as diverse as photography, art and décor, agricultural products, educational services, agro processing, solar energy, skin care and cosmetics, beads and accessories, textiles and garments, technical and contracting services, microfinance, and food.

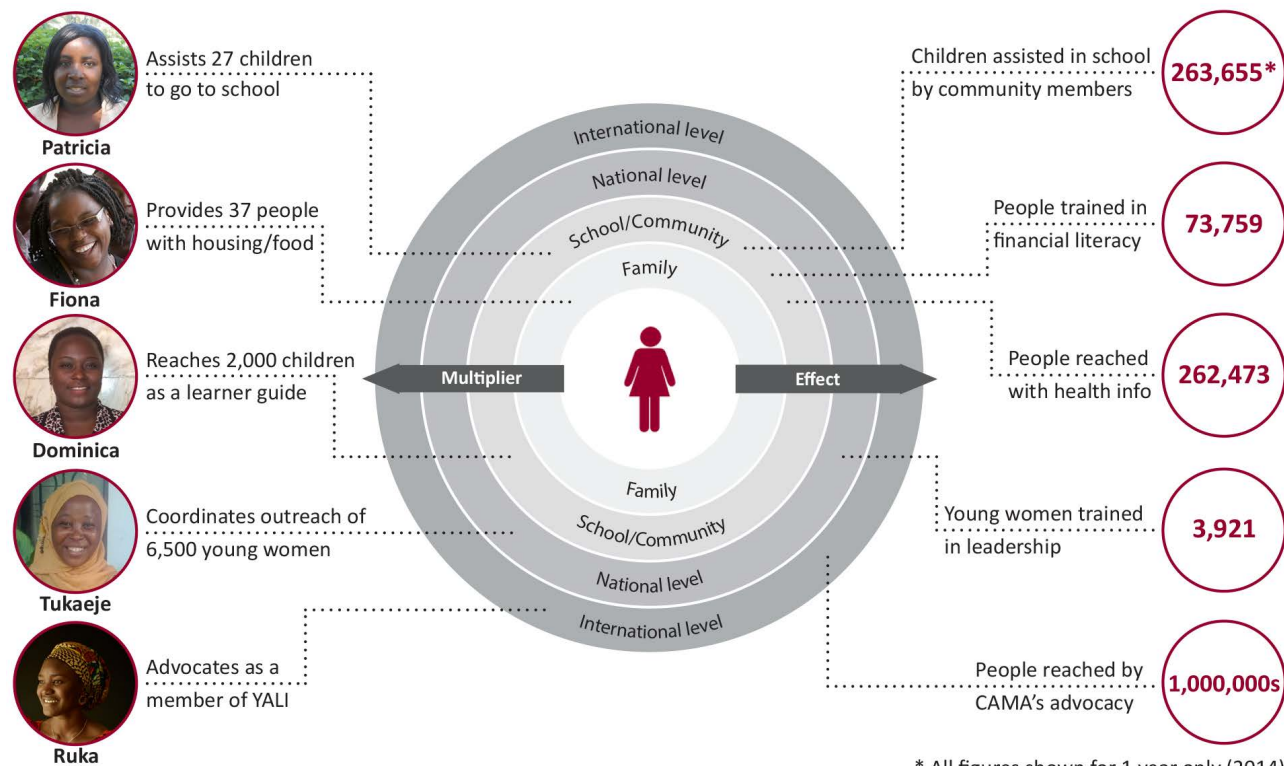


of Innovation Bursary Scholar Ruka Yaro De-Liman, a Mandela Washington Fellow, who was awarded \$25,000 at the Presidential Summit in Washington DC in July 2014, selected for her entrepreneurship and community activism.

## Access to Tertiary Education

While the aspirations of young women completing school with Camfed's support are high, the opportunities for places and funding at tertiary level are extremely limited, and graduates' prospects are slim. In this respect, Camfed ensures that young women recognise the value of self-employment and small business development as positive options following graduation. At the same time, in 2014, we continued to advocate for girls from rural areas to secure places and bursaries in government tertiary institutions, and to develop partnerships with vocational training colleges.

We deepened our partnership with innovative donors like The MasterCard Foundation to secure funding for young women in tertiary education, including at like-minded institutions like EARTH University in Costa Rica, Ashesi University in Ghana, and the African Leadership Academy in South Africa. These donors understand the additional costs associated with supporting young women to succeed in a new and unfamiliar environment alongside more advantaged peers. **In 2014, Camfed directly supported 1,272 young women in tertiary education, and an additional 90 in post-school training (such as short-term vocational courses or apprenticeships).** Because of the barriers to girls' education in rural districts, there is a lack of well-qualified female teachers and role models at rural schools. In 2014, Camfed's Learner Guide Programme was launched partly to address this issue, and as a way of fast-tracking young women with unique experience into teacher training colleges.



The CAMA Multiplier Effect

## CAMA at EARTH University

A highlight for CAMA this year was the innovative partnership between EARTH University and Camfed, made possible by The MasterCard Foundation, which saw 14 young women from across sub-Saharan Africa complete a tailored, intensive “train the trainer” course in Integrated Sustainable Agricultural Practices in Costa Rica. The first of its kind, the 6-week programme was designed specifically around the technical needs and interests of marginalised rural women and their communities in order to enable them to thrive, not merely survive, in the face of climate change. They developed skills including leadership and teamwork, and gained hands-on experience in crop and animal production, waste management, renewable energy and community development, with the objective of cascading their knowledge throughout their districts on their return home.



CAMA MEMBERS AT EARTH UNIVERSITY  
IN COSTA RICA

“ For my community, from what I’ve learned I don’t need to be selfish, I want to go and educate my fellows. When I educate the community they will be able to feed their families. If a child gets a good meal, they will be able to concentrate in class. I’m a mother of two. It is painful for me not having been able to go to school; I know I am missing opportunities. I am very committed to my children. With increased income, I will be able to educate them until they become professors and teach more people. ”

CAMA MEMBER AND AGRICULTURAL ENTREPRENEUR  
ASHA FROM TANZANIA

“ In five years I dream of myself as an activist who stands for the rights of women and makes sure all women’s voices are heard. I see myself on a platform where I will be managing to reach a number of women, especially in agricultural business which women can do. After this course, now you can dream ‘I can do it, I can, I can!’ ”

CAMA MEMBER AND SUGAR BEAN FARMER  
CLARAH FROM ZIMBABWE

“ At EARTH, one of the most useful things I have learned about is animal production – amount of land they need, how to control disease (for example when they graze they eat parasites, so should provide pens in which they can feed). I think being at EARTH will bring a good change to my community, increase income generation and even uplift us out of poverty, ”

CAMA MEMBER AND RICE, GROUNDNUT AND POULTRY  
FARMER REBECCA FROM ZAMBIA

“ It’s like, you hear and you forget. You see and you remember. You do and you understand. Now we are here we want to do things ourselves so we can go back and transform our communities. ”

CAMA MEMBER MALUMBO FROM MALAWI, WHO JOINED EARTH UNIVERSITY AS A DEGREE STUDENT IN 2014

## CAMA IN MALAWI

In 2014, the newly established Camfed Association in Malawi (whose first 217 members joined in 2013) expanded from 10 to 17 districts, adding 1,841 members. CAMA members are showing huge dedication and energy as they work together to support others, share information, and expand their knowledge and skills. They are actively pursuing opportunities to work with local leaders and government officers to conduct advocacy meetings around issues such as child marriage and keeping girls in school. Levels of philanthropy and activism have exceeded expectations: 86% of the school leavers who joined CAMA in 2014 attended business training and are now generating profit and giving back to their communities. They visited schools to monitor the welfare of vulnerable children, educated their peers on financial literacy, supported the elderly, and conducted community initiatives on topics including child abuse. By increasing the visibility of women in leadership positions, CAMA members are transforming perceptions of women in society, and prompting girls still in school to re-evaluate their own ambitions. In Mwanza District alone, CAMA members have reached 1,200 girls, emphasising the importance of education, and school authorities have reported a noticeable change in girls’ attitudes as a result.





## CAMA-LED COMMUNITY PHILANTHROPY IN 2014

- **540 new Parent Support Groups** were established to assist vulnerable children, bringing the cumulative total to 4,434 Parent Support Groups at partner schools.
- **263,655 children attended school through contributions and donations by volunteer community activists** engaged in Camfed's programme – representing a 57% increase on the number of children supported by community philanthropy in 2013.
- On average, **CAMA members financed two to three other children in their communities** to go to school.
- In 2014, over half the recipients of Kiva loans reported that they are paying school fees for themselves or for others.

### Leading a Movement of Local Philanthropists

Members of CAMA, as mentors, members of CDCs, parents, teachers, and health providers, are leading the growing movement of rural activism and philanthropy in our partner schools and communities, demonstrating the impact of Camfed's approach, and the far-reaching change that is possible when communities are fully engaged around girls' education. In districts where Camfed is operational, compared with non-intervention districts, there are higher levels of local philanthropy, including significant financial and in-kind contributions towards delivering programmes in support of girls' education, which have played a crucial role in Camfed's ability to further extend its reach in 2014, with programme expansion matched by a significant rise in contributions by school and community partners.

### Delivering for this Generation, through Innovation, at Scale

In 2014, 1,009 partner schools across Zimbabwe, Tanzania and Ghana introduced Camfed's ground-breaking Learner Guide Programme. Embedded within this innovative approach to driving up the quality and outcomes of girls' education are all the facets that make Camfed's Model both 'high touch' and scalable, highlighting how young women graduates, whose resilience and utter determination has transformed their future, are now ensuring that the next generation of marginalised students get to school, stay in school, learn, succeed, and become part of the CAMA multiplier effect, set to transform nations.



## THE LEARNER GUIDE PROGRAMME: A SCALABLE MODEL FOR TRANSFORMING YOUNG PEOPLE'S PROSPECTS



*“ I feel good working with students in my school, because I feel I am making a difference in someone's life. That makes me proud of my role as a Learner Guide. Before I was a Learner Guide, everyone in my village addressed me as Cheka, but now everyone calls me Madam. I feel respected, recognized and appreciated in my community. ”*

CAMA MEMBER AND LEARNER GUIDE CHEKA FROM TANZANIA

**How do we drive up the quality of secondary education in partnership with government school systems? How do we give students from a background of poverty the life skills they need to be independent? How do we best support young women in marginalised rural areas to transition from school into secure livelihoods? And how do we recruit more female teachers at all levels of education?**

Camfed's transformative **Learner Guide Programme** provides an answer, exemplifying and highlighting almost every aspect of Camfed's Model of girls' education and women's empowerment in rural Africa. Through this initiative, young women school graduates in the CAMA alumnae network return to their local schools, support marginalised children in their studies, and deliver a uniquely tailored life skills and wellbeing programme. In return for their commitment, Learner Guides gain access to interest-free loans to grow their own businesses, and a mobile technology platform through

which they can connect with each other. Helping the most vulnerable children to succeed in school, these young women are multiplying the returns of their own education to the benefit of their communities.

### Reaching the Most Vulnerable Children

Learner Guides, as mentors and role models, bring with them a profound understanding of the psychology of poverty, as well as of its material effects, adding a dimension to their support of vulnerable students which no outsider can provide. Delivering the ground-breaking My Better World curriculum, they are using learning resources developed by Camfed with young people in sub-Saharan Africa, which speak to their own experiences and challenges. As empathetic peers, Learner Guides are helping students to stay in school and succeed. They are also stepping up to help children who have dropped out of school to resume their education.



*“I was so poor before, and had nothing to do in life. I just stayed at home. Now I’ve learnt to become a business woman. If someone has a problem, I can help them. I’m pleased to help someone else who is in need.”*

LEARNER GUIDE CAROLINE IN ZIMBABWE, WHO USED HER LOAN TO SET UP A SUCCESSFUL POULTRY BUSINESS, PROVIDE FOR HER SON, AND PAY SCHOOL FEES FOR HER AUNT AND SISTER. SHE HAS ALREADY PAID MOST OF HER LOAN BACK.

## Improving the Quality of Education

The Learner Guide Programme complements the formal academic curriculum. It enables young people to acquire the broad skills necessary to navigate personal challenges, and to transition from school to a secure livelihood in entrepreneurship, self-employment, or further study. With the support of schools, Learner Guide lessons often become embedded in the school timetable. Learner Guides also support young people to develop their study skills and their academic self-esteem through the topics and teaching methods of the My Better World curriculum. Camfed is tracking the link between the acquisition of these broader skillsets and academic results.

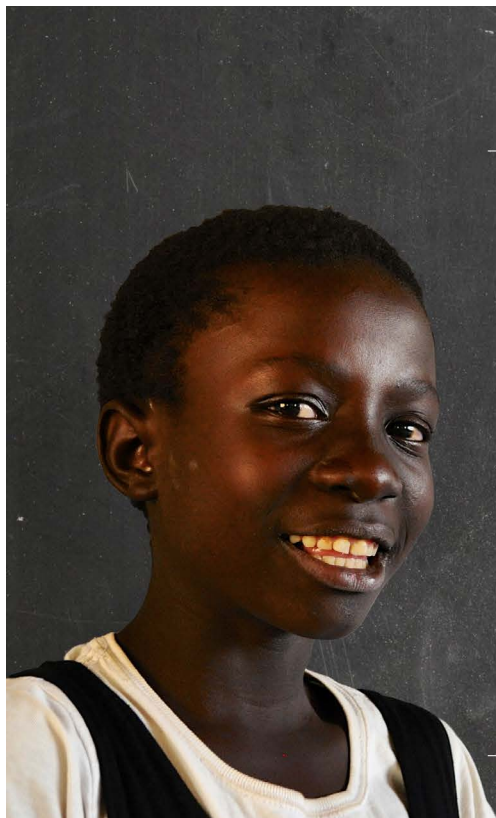
*“I am creating a better me,”* says a student navigating the My Better World curriculum with the help of Learner Guide Priscilla in Zimbabwe.

*“It helps me value myself,”* says another. Priscilla used her \$500 loan to set up a shop, support her family, buy shoes for local students, pay her son’s crèche fees, and finance her own studies to become a teacher.

## Opening Up New Opportunities to Lead Change

Learner Guides, who are often among the few young women to have completed secondary school in their communities, gain invaluable skills that open up pathways to leadership and advocacy in support of girls’ education and women’s empowerment. Working in their local communities, they are not only powerful role models for students, but also for parents and guardians, demonstrating what young women can achieve when they complete school. They understand the local challenges, and are fully trained and aware of how to link students and their families to local services that can alleviate the circumstances preventing a child from attending school. In recognition of their education and leadership, Learner Guides are being offered new opportunities in their communities and beyond, including teaching classes at primary schools, assisting district government officials, and serving on decision-making bodies of civil society organisations, such as Village Resolution and Land Committees.





## THE LEARNER GUIDE PROGRAMME IN 2014

**2,575**

CAMA members were trained as Learner Guides in Zimbabwe (1915), Tanzania (444) and Ghana (216).

**1,009**

partner secondary schools in Zimbabwe (790), Tanzania (201) and Ghana (18) have implemented the Learner Guide Programme

**87,600 students**

were introduced to the My Better World curriculum.

**2,088**

Learner Guides and Core Trainers in Zimbabwe and Tanzania received interest-free loans through Kiva, valuing over \$900,000.

“ The recruitment of female teachers at all levels of education, textbook and curriculum reform, and training in gender-sensitive teaching are critical to improving gender equality in schools. ”

UNESCO EDUCATION FOR ALL GLOBAL MONITORING REPORT

### Developing Formal Qualifications

In September 2014, Pearson Education, Camfed's partner on the development of the My Better World learning materials, pledged to develop a Business and Technology Education Council (BTEC) qualification for Learner Guides, and certify 5,000 young women. BTECs are portable, transferable vocational qualifications, recognised in over 100 countries. By gaining formal recognition of their skills and volunteering, this will provide Learner Guides with a stepping stone into formal higher education, teacher training, and employment. Camfed is working to ensure that this qualification will be awarded retrospectively to Learner Guides who have already successfully completed the programme.



*“I am known as a judge in my village,” says Learner Guide Asha Muhija from Tanzania.*

*When she joined CAMA, she used a grant to set up a successful farming business, and educates her community on how to profit from agriculture. As a champion in her community, she was elected to be Secretary of the Village Land Council, where she works with community leaders to resolve land and family matters such as divorce, distribution of property among spouses, and issues of abuse.*



# **LONG-TERM BENEFITS OF THE LEARNER GUIDE PROGRAMME**

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## **FOR CHILDREN**

**School children in marginalised rural communities gain support to learn more effectively, develop life skills, and succeed in school by:**

- being mentored by young women whose own experience of marginalisation underpins appropriate support
- accessing female role models, who show them what is possible to achieve
- engaging with bespoke learning materials and workbooks sensitive to their context
- confiding issues to mentors who are linked with schools and community authorities to solve problems and prevent children from early marriage, pregnancy, and dropping out of school
- getting increased support from parents and communities who see the results of improved learning and school attendance

## **FOR YOUNG WOMEN SCHOOL GRADUATES**

**Young women transition safely and successfully from secondary education to self-reliance by:**

- learning and developing marketable skills, confidence and leadership
- gaining valuable pedagogical experience as teaching assistants and mentors
- accessing fora and technology to network with, and gain support from, other Learner Guides
- becoming respected as role models and influencers in their community and beyond
- accessing low-risk interest-free loans to help them set up income-earning businesses
- gaining recognised qualifications and access to teacher training courses

## **FOR SCHOOLS, COMMUNITIES, DISTRICTS AND NATIONS**

**Communities from local to national level gain new resources that help to embed change for the long term by:**

- gaining additional female teaching assistants and teachers, who thoroughly understand the local context and support teachers in rural areas where positions are hard to fill
  - benefitting from a growing network of education activists working to improve the learning environment and outcomes for all children
  - developing economically and socially through new rural enterprises, and a growing number of women in positions of leadership, leading to smaller, healthier families
  - bringing the experience, skills and empathy of educated young women to bear on local, district and national government initiatives in support of girls' education and women's empowerment
-

## Creating a Better World in 2014

The Learner Guide Programme was launched in 2013 when Camfed developed the My Better World learning resources and trained the first Learner Guides in Zimbabwe and Tanzania. Programme delivery in schools in Zimbabwe and Tanzania started at the beginning of 2014 with the support of the UK Department for International Development under the Girls' Educational Challenge. With new donor support from the Queen's Trust, the programme was also extended in Tanzania and launched in Ghana in 2014.

From 2013 through 2014, 2,575 Learner Guides participated in an intensive two-week residential training programme, designed to equip them to deliver the My Better World curriculum, focused on supporting school students to navigate challenges and improve their life skills. It aims to raise learning outcomes by building foundational non-cognitive skills including self-knowledge, confidence, communications, and problem-solving. Learner Guides received learning resources and lesson plans to facilitate their sessions in schools, and were linked to a Core Trainer who organises regular refresher training and review meetings. Core Trainers and Learner Guides develop their knowledge and skills on child protection as part of their intensive initial training, and go over this material during regular refresher training sessions. They learn how to make referrals to appropriate bodies, and how to counsel children at risk from, or experiencing, abuse.

## Working Closely with all Stakeholders

Learner Guides are supported in their work on child protection by stakeholders from a range of community groups – in particular Community Development Committees, Teacher Mentors, Mother Support Groups and Head Teachers. Learner Guides are also connected to local education authorities to ensure that they have the necessary legitimacy and support to conduct their work in schools and communities, and are supported in tailoring their work to the context and challenges of each school.

## Providing Entrepreneurship Training and Technology

Integrated into the Learner Guide Programme is entrepreneurship training and mentorship from CAMA business women. All Learner Guides are encouraged to start businesses. In return for devoting around 2.5 volunteer hours per week over a 12-18-month period, Learner Guides benefit from access to low-risk interest-free loans to grow their local businesses through online micro finance provider Kiva, on the basis that they are repaying "interest in-kind" by assisting children at their local schools. They are also provided with a mobile phone and connected to each other through our mobile technology platform, the Social Education Network (SEN), developed by Camfed to open up new connectivity and resources for young people in rural areas.

### LEARNER GUIDES RETURNING GIRLS TO SCHOOL

In Zimbabwe, Learner Guides not only facilitated weekly school sessions in 2014, but each Learner Guide also made an average of five visits to students' homes each month, and encouraged an average of three students to return to school. In the Kwekwe District of Zimbabwe, Learner Guides were collectively responsible for the return of 61 children (48 girls and 13 boys) who had previously dropped out of school. What's more, the Kwekwe Learner Guides raised money to provide 125 girls who were not Camfed clients with school-going needs.



**“ I have built relationships with the community leaders and school leaders. I am now committed and disciplined to my work. I am now having sensitivity and understanding for learners. My goal is to develop their potential to maintain the journey we started already. ”**

LEARNER GUIDE CAROLINE FROM MT DARWIN DISTRICT, ZIMBABWE

### Raising Girls' Status in Communities

Engaging CAMA members in highly visible and demanding service leadership positions at schools not only builds their confidence, but also raises their status in communities.

**“ Students call me madam. No one has ever called me madam in my life. I feel an important person and in my village people address me as a teacher. ”**

Learner Guide Stumai from Kilosa District, Tanzania

### A Scalable, Sustainable Model

The Learner Guide Programme testifies to the multiplier effect and transformational power of girls' education as an entry point to systemic change as CAMA members pass on the benefits of their education to other students. It demonstrates how education programmes designed with, and delivered by, communities not only provide justice at scale, but are models of sustainability in advancing educational, economic and leadership development opportunities for young people in marginalised communities.



## INNOVATIVE TECHNOLOGY

### Leading in Technological Innovation to Support Social Innovation at Scale

The recent scale-up of Camfed's programme could not have been achieved without the implementation of ground-breaking technology for efficient and effective programme monitoring and evaluation, data sharing, and peer networking. In 2014, Camfed became a recognised leader among development organisations for its innovative use of technology by communities to scale support for vulnerable girls.

#### HOW CAMFED USES TECHNOLOGY TO SUPPORT GIRLS' EDUCATION AND WOMEN'S EMPOWERMENT

##### Direct-to-Database Mobile Monitoring

Local community activists, including parents, graduates, and Teacher Mentors, use mobile devices to collect data on each individual girl (including family situation, receipt of entitlements, attendance and progression at school) which is uploaded straight to Camfed's bespoke Salesforce Information Management System, accessed across teams internationally. Data is shared with schools and communities to engender urgent action, for example to bring girls who dropped out back to school. Data on specific interventions and programme innovations is shared with communities, government and NGO partners to drive programme refinements and innovation by showing which interventions are the most effective in securing girls' entitlements and delivering change at scale.

##### Programme, Donor, Financial and Organisational Systems Integration

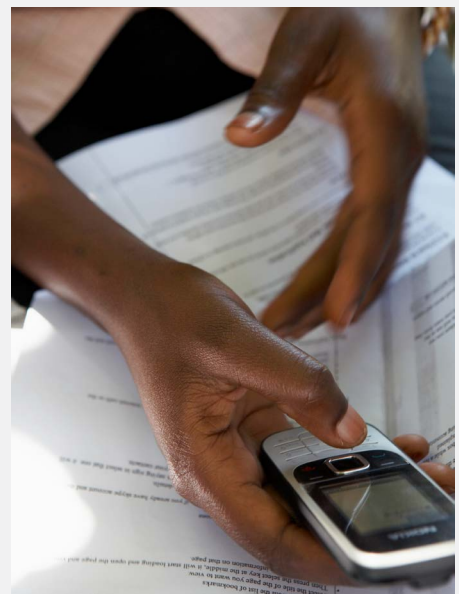
In 2014 Camfed started implementing the FinancialForce integration between its Salesforce programme database and its finance system, enabling us to continuously monitor the direct reach and cost of activities. Camfed also centralised its donor management and organisational records in Salesforce as a single information platform.

##### Digital Peer Networking

In 2014, Camfed continued to develop and expand its innovative mobile technology platform, the Social Education Network (SEN), opening up new connectivity and resources for young people in rural areas. SEN is being used by CAMA members, especially Learner Guides, to support each other, access learning content and news, and share ideas and business opportunities.

##### Digital Learning Materials

In 2014, Camfed also started exploring new partnerships with social enterprises to digitally deliver low-cost study materials to children in rural schools to complement the formal curriculum and enable self-directed learning beyond the school gates, including the provision of e-readers.



## INNOVATIVE PARTNERSHIPS

### Government Partnerships

Camfed works with government school systems in order to embed girls' education at scale. Through our community partnerships, we have been able to drive innovation inside these systems. On the one hand, because we share our impact data, parents, teachers and graduates are now actively making demands on the system to change the status quo. On the other hand, district officials involved in Community Development Committees see the changes brought about by the programme, and governments are actively inviting Camfed to share its Model and expertise in delivering girls' education. In 2014, Camfed continued to strengthen its partnerships with governments, particularly with Ministries of Education at all levels.

### Social Enterprise Partnerships

In 2014, Camfed significantly extended its partnership with Kiva, the non-profit organisation which connects people through an online lending platform to alleviate poverty. The Kiva loan products developed specifically for CAMA members are helping young women to improve standards of living for their families, and also act as a multiplier for education. With profits from the businesses supported by their loan, over half of borrowers reported already paying school fees for themselves or for others. A further 20% of CAMA loan recipients reported their intentions to pursue further education for themselves with the profits they make.

### Tertiary Education Partnerships

In 2014, Camfed extended its partnerships with tertiary institutions whose values are closely aligned with our organisation, in order to open up new opportunities for CAMA members. These included EARTH University in Costa Rica, Ashesi University in Ghana, and the African Leadership Academy in South Africa, one of the ten partners in The MasterCard Foundation Scholars' Program. Through their partnership with Camfed, these institutions are learning about the additional support required by young women graduates from marginalised communities, as well as benefitting from their unique experience.

### Private Sector Partnerships

Camfed's private sector partnerships are positioned around accountability to our clients and stakeholders, with intellectual property rights in any learning or programme materials created held by Camfed, ensuring that we can continue to create value for girls and their communities over the long term. In 2014, Camfed expanded its partnership with Pearson Education as we started scaling the Learner Guide Programme and investigating formal qualifications for the young women taking part. The cross-sectorial partnership that brings together the private sector (Pearson), social enterprise (Kiva), and government and community partners enables us to take a multi-dimensional approach to addressing the challenges girls face.

### WHY ARE KIVA LOANS SO IMPORTANT?

Lacking collateral, business experience, and guarantors, young women graduates in rural areas rarely qualify for formal loans; and even when they do, the typical interest rates of 30-35% represent a big barrier to business start-up or expansion. The establishment of a sustainable model for linking CAMA Learner Guides to a low risk source of capital through Kiva's online link to individual lenders around the world is a major accomplishment. Camfed works closely with CAMA leaders and CAMA Core Trainers at the district level to manage the disbursement of loans (on average worth \$500) and the collection of repayments (usually over a six-month period).



## MEASURING OUR IMPACT: MONITORING, RESEARCH AND EVALUATION

*“ This project actually provided the social infrastructure and rallied an entire support network around children so they could enrol in schools, complete schools and perform well academically. In our interviews, CAMA members, for instance, were credited for their efforts in mentoring children. PSGs [Parent Support Groups] and Teacher Mentors were also active in mentoring and providing for students’ physical needs. We believe that this intensive kind of support helped to move the needle on completion and pass rates. ”*

EXTERNAL EVALUATION OF THE “ADVANCING GIRLS’ EDUCATION IN GHANA” PROJECT, FUNDED BY DFID

Camfed uses rigorous systems for monitoring and accountability that underpin the scaling of support for marginalised girls and empower communities to take action founded on access to timely, relevant data. Because of our long-term support for girls through school, and the continuing connection through adulthood, Camfed has a truly unique opportunity to track the impact of investing in girls’ education and young women’s leadership, both at the level of the individual, as well as in wider economic and social change. Camfed’s approach to tracking and measuring impact operates at three levels: through ongoing monitoring and evaluation, longitudinal surveys, and in-depth research studies.

### Client-Partnered Data Gathering

Local stakeholders are fully involved in gathering, analysing and using information to improve accountability and deepen understanding of the social determinants that affect girls’ education and young women’s life choices. Ongoing monitoring is conducted by Camfed’s network of local partners, including 114 Community Development Committees (CDCs), 5,071 School Based Committees (SBCs), Teacher Mentors, and CAMA members. These local activists are ideally placed to understand what is happening in communities, provide regular reports, and receive ongoing training from Camfed, supported by regular field visits by Camfed staff. This interactive and community-led method of data-gathering achieves significant cost-efficiencies, embeds a local culture of accountability, and ignites local action in response to the findings. Independence and objectivity are in turn reinforced by frequent external evaluation.



*“ The data collection initiative using mobile phone technology has not only improved the flow of information but has also generated additional benefits that were not intended. One District Education Committee member shared, ‘The phone itself is useful. I met a young disabled boy who had done very well in the Basic Education Certificate Examination. Using the phone’s camera, I covered the boy’s story and sent the recording to Camfed. They were able to solicit for funding for the boy and he is now continuing his education at the Senior High School level.’ ”*

END OF PROJECT EXTERNAL EVALUATION ‘ADVANCING GIRLS’ EDUCATION IN GHANA’, 2014

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**“ Through the RFF Project, Camfed has acted as a catalyst for community engagement, joined up thinking, capacity building, knowledge sharing and volunteering between Schools, MSGs [Mother Support Groups], FSGs [Father Support Groups], CHTs [Community Health Trainers], Communities, SDCs [School Development Committees] and CDCs [Community Development Committees]...As a result of SNF [the Safety Net Fund] and the School Feeding Programme, many vulnerable children are now actively engaged in learning and no longer feel marginalised in school. This has had a reported positive effect on their enrolment, retention and attendance. ”**

FINAL EVALUATION OF THE TRANSFORMING THE LIVES OF CHILDREN IN RURAL ZIMBABWE PROJECT, 2011-2014

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## External Evaluations

In 2014, Camfed's Programme was subject to a series of independent evaluations.

### Support for Vulnerable Children at Primary Level in Zimbabwe

An independent evaluation in Zimbabwe in June 2014 focused on Camfed's support for children in early primary education, funded by the Roger Federer Foundation. The programme sought to improve enrolment, retention and transition rates in Early Childhood Development and grades 1 and 2 by tackling child hunger and economic barriers to education; improving health and hygiene; and building a network of community support around the child. The evaluation reported an increase in children's attendance rates and an improvement in children's concentration in class. It also highlighted greater awareness of the importance of child protection and of the role of schools and communities in action to support vulnerable children.

### Advancing Girls' Education in Ghana

An independent evaluation of the "Advancing Girls' Education in Ghana" project, funded by the UK Department of International Development (DFID) in 2014, explored Camfed's impact on school enrolment, retention and learning outcomes for girls and boys at primary school and Junior High School (JHS) in 520 partner schools, targeting children excluded by

gender, poverty and disability. The evaluation confirmed that the intervention had met all its outcome targets and had increased primary and JHS completion and pass rates, and achieved school attendance rates of 92%.

### Community Action for Girls' Education in Zimbabwe

An independent evaluation of the "Community Action for Girls' Education in Zimbabwe" project, funded by the UK Department of International Development (DFID), was undertaken in September 2014.

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**“ Camfed was both thoughtful and strategic in its approach to achieve high impact and Value for Money with the GPAF funded activities. Camfed's ability to successfully impact the education of over 200,000 marginalised children...through the lifespan of this project is evidence of its ability to effectively and efficiently implement activities. ”**

EVALUATION OF THE ADVANCING GIRLS' EDUCATION IN GHANA PROJECT

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**“ The evidence from this evaluation showed clearly that Camfed successfully acted as an agent of change and has been the catalyst for empowering stakeholders to work together as one and to achieve a safe and secure environment for children to learn and grow...School authorities, SDCs [School Development Committees], MSGs [Mother Support Groups], Student Groups, Traditional Leaders and CAMA members are now actively involved in developing and monitoring the progress of their school development plans...It is evident that the “Together We Can” campaign has mobilised the stakeholders to unite together not only to achieve the goals for their schools, but also their communities. ”**

FINAL EVALUATION OF THE COMMUNITY ACTION FOR GIRLS' EDUCATION IN ZIMBABWE PROJECT, 2014

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## Baseline Surveys and In-Depth Research

The scale of Camfed's recent data collection means that we have a comprehensive baseline and a unique opportunity to examine key factors in girls' lives and in their context that influence their success and the wider outcomes of their education. This includes isolating and exploring those transformative factors that have the potential to unlock the highest returns. Baseline surveys conducted by Camfed in 2014 helped us to understand schools and communities more deeply, and provided rich data for longitudinal comparisons, as well as robust data sets for further analysis.

### School Attendance and Academic Achievement

In Zimbabwe and Tanzania, under DFID's Girls' Education Challenge (GEC), Camfed has been tracking two cohorts of 38,000 girls and boys through secondary education in 327 rural government schools. This includes partner schools in districts where Camfed is operational, and schools in comparison districts. Surveys are being administered to ascertain the degree of marginalisation of individuals, in tandem with tracking their school attendance and learning. For the latter, we are administering learning assessments using tools developed with the respective national examination councils. We are deploying multi-level modelling techniques to explore the influence of background variables (at individual, school and district level) and the effect of different aspects of Camfed's intervention on girls' school attendance and retention, and on children's academic attainment.

In Zambia, in partnership with the Ministry of Education in Zambia and Fundación Escuela Nueva, Camfed has been piloting a new pedagogical approach to address what is

happening in the classroom at primary level. The research is taking place in 178 intervention schools and 29 comparison schools, where a major baseline was conducted in 2014.

### Camfed Association (CAMA) Members in Malawi

In 2014 Camfed released its baseline survey on 192 members of the Camfed Association in Malawi, taken when the Association was launched by the first cohort to graduate in August 2013, and funded by the Human Dignity Foundation. The survey aimed to establish attitudes towards issues affecting young women and their plans and ambitions for the future; their knowledge of the association, and their economic and family situation. The baseline highlighted the young women's agency, as well as their vulnerability, and the need for continued support after school completion. In November 2014, a year on, Camfed conducted a larger, follow-on survey of 481 Camfed Association members in Malawi. The survey showed a significant increase in aspiration, economic independence, leadership and philanthropy among graduates.

## Business Tracking Surveys

Camfed conducted surveys to explore how young women graduates were doing in establishing and growing their businesses in Zambia, following the support they received in the form of Seed Money training and funding. The findings revealed an increase from 13% to 80% in the number of young women running businesses following the training. Camfed is continuing to conduct systematic surveys with our key stakeholders and clients in order to enable continuous assessment of the quality of our support and training.



## ADVOCACY ACHIEVEMENTS

2014 was the year that firmly positioned Camfed as a leader in the international development space - recognised for delivering high impact education programmes at pace and at scale, which achieve long-lasting results for girls and their communities.

By using and expanding our strategic networks of government, NGO, educational and private sector partners, we continued to successfully pursue our key advocacy goals, which combine to raise the bar for international development best practice. They include a focus on comprehensive, long-term investment in communities; the sharing of data with communities in order to galvanise local action and ownership; a focus not only on quality secondary education for girls, but also on their transition from school to a secure livelihood; and inclusion of women in decision-making at local, national and international level.

Thanks to the recognition of our success at the highest level of government - and among the most influential policymakers and thought leaders on girls' education - Camfed was invited to join a large number of key events, which provided an additional platform from which to promote the Camfed Model as a mechanism for delivering systemic change in rural communities. Community outreach and national advocacy events, many led by the members of CAMA, ensured that our words at international level were met by action in every district. **Camfed supported 7,000 community outreach meetings in 2014 (a 78% increase compared to 2013) and participated in 278 fora nationally and internationally (a 55% increase compared to 2013).**

### Advocacy through National Government Partnerships

#### Zambia

In 2014 at national level, Camfed Zambia worked closely with the Ministry of Education, Science, Vocational Training and Early Education (MESTVEE) on the national roll-out of child protection guidelines, developed with the support of Irish Aid, and we continued advocating for greater awareness of gender-based violence and child protection issues. In order to inform discussions on key policy strategies for improving learning in

schools, Camfed Zambia shared baseline findings on learning outcomes for grade 5 learners collected from 178 partner primary schools at the Joint Annual Review (JAR). Camfed Zambia continued to advocate and help formulate strategies for the replication of Camfed's Model beyond project areas, actively engaging representatives from MESTVEE at district, provincial and national level. Camfed was also invited by MESTVEE to become a member of the 'Learning Champions' Advisory Committee, and helped to develop the committee's terms of reference.

#### Malawi

In 2014, Camfed Malawi met quarterly with the Ministry of Education, Science and Technology (MoEST) to share best practice on bursary programme implementation. The MoEST has advocated for other providers to adopt Camfed's bursary guidelines. As a member of the Malawi Girls' Education Network, Camfed Malawi advocated for the raising of the legal age of marriage and the prioritisation of marginalised girls' education.

#### Zimbabwe

In 2014, Camfed Zimbabwe successfully worked to ensure that affordable school fees and levies are maintained in schools. Camfed Zimbabwe provided input into the curriculum review process currently underway by the Ministry of Primary and Secondary Education, and advocated for inclusion and prioritisation of a life skills curriculum to enable the transition to independent adulthood. Results from learning assessments and baseline findings were disseminated from school to national level to inform concerted action. The Ministry of Primary and Secondary Education has consistently recommended Camfed's programmes, and is in the process of introducing a similar approach of using technology in the delivery of Education Management Information System (EMIS) data.

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*“ Camfed have indeed achieved outstanding success in output 4 (setting up a strong resource base to support replication of best practice). They have developed an excellent knowledge bank of local experts that can be drawn upon by the MoPSE (Ministry of Primary and Secondary Education) and other implementing partners to support the replication of best practice. ”*

FINAL EVALUATION OF THE COMMUNITY ACTION FOR GIRLS' EDUCATION IN ZIMBABWE PROJECT, 2014

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### Tanzania

In 2014, Camfed Tanzania engaged with members of the Ministry of Education during regular meetings of its National Advisory Council, and used national assessment tools created and monitored by the National Examinations Council of Tanzania to measure academic results, igniting discussions about the relevance of curricula, pedagogical approaches, system 'push out', and the assessment of learning. Lessons around the use of phones for monitoring were also shared with the National Advisory Council. The Ministry of Education has endorsed Camfed's mobile technology monitoring system to enhance EMIS data - a good foundation for pursuing its adoption nationally. Camfed Tanzania continued to share new and relevant data, including results from learning assessments and baseline findings, with key education providers and authorities.

### Ghana

In November 2014, the Ministry of Education enlisted Camfed Ghana as its advisor on girls' education, and the key partner for the development and delivery of government secondary school bursaries to 10,000 students, particularly girls and other marginalised groups, to expand enrolment and retention in Senior High School under a World Bank-funded Secondary Education Improvement Programme (SEIP). As part of this relationship, we are consolidating best practice from across our programmes into a training and quality assurance framework in order to deliver a "train the trainers" programme in bursary scheme delivery for 21 government Girls' Education Officers from all 10 regions of Ghana, as well as data management training for key Ministry of Education staff.

Camfed Ghana continued to share data with stakeholders at all levels - including research which explored the aspirations and ambitions of Junior High School students and examined

how these change over time, differ by gender, and are shaped by mentoring - which was shared by Camfed and the GEU (Girls' Education Unit) during radio and TV discussions.

### International Advocacy Platforms

Camfed's and CAMA's leaders joined together to make their mark around the world, and represent the power of educated African women. The highlights of Camfed's international engagement included:

- **World Innovation Summit for Education Conference** (Doha, Qatar – November 2014)  
Ann Cotton, Founder and President of Camfed, was honoured with the WISE Prize for Education. She delivered the keynote address at this international summit, which brought together decision-makers, experts and practitioners around innovative action in education. Patricia Mangoma (CAMA member and Head of Programmes, Zimbabwe) also attended to share her experience and expertise.
- **UN Secretary General's Youth Advocacy Group at the Global Education & Skills Forum** (GESF, Dubai, UAE – March 2014) CAMA leader Abigail Kaindu from Zambia continued to actively engage as a member of the UN Youth Advocacy Group (YAG) throughout 2014. Abigail represented YAG at the GESF, speaking on a panel about education innovation. One of 18 young people from around the world, she works to increase support for the Global Education First Initiative through facilitating consultations with youth, providing strategic advice, promoting young women's voices and mobilising young people and governments to commit to getting every child into school.
- **The Skoll World Forum on Social Entrepreneurship** (Oxford, UK - April 2014) Working in partnership with the Skoll Foundation, and with support from The MasterCard

Foundation, Ann Cotton designed the Skoll Young Leaders Initiative, which ensures that young women's and rural voices are heard on social innovation platforms. In 2014, Rafiatu Lawal (Teacher and Chairperson of CAMA, Ghana) spoke on a panel entitled "Leading with Authenticity."

- **Center for Universal Education at Brookings** (Washington, DC – June 2014) Lucy Lake, CEO of Camfed, joined Julia Gillard, former Prime Minister of Australia; Catherine M. Russell, Ambassador-at-Large from the Office of Global Women's Issues at the U.S. Department of State; Rebecca Winthrop, Director of the Center for Universal Education at Brookings, and leading girls' education experts to address the issue of "What's Next for Girls' Education."
- **Girl Summit** (London, UK - July 2014) Angeline Murimirwa, Regional Executive Director of Camfed, spoke at the first Girl Summit, alongside UK Prime Minister David Cameron. Organised by the UK government and UNICEF, the summit was dedicated to ending child marriage. "If we are serious about ending child marriage," Angeline said, "we need to be serious about getting every girl into school."
- **U.S.-Africa Leaders Summit** (Washington, DC - August 2014) Ann Cotton joined Reeta Roy, President and CEO of The MasterCard Foundation, to present at the "Investing in our Future" summit organised by the White House, the George W. Bush Institute, and the U.S. State Department, and attended by First Ladies Michelle Obama and Laura Bush. The summit addressed the challenges women and girls face in Africa, including education, health and economic access. Ann was asked to share experiences and discuss ways to replicate Camfed's success in rural Africa in many more locations.
- **Center for Universal Education at Brookings** (Washington, DC – December 2014) Angeline Murimirwa spoke alongside First Lady Michelle Obama and Julia Gillard at a seminal girls' education event, addressing community action for mobilising girls' education.
- **Young African Leadership Initiative** (Washington, DC - July 2014) Ruka Yaro De-Liman (CAMA leader and business owner, Ghana) and Abbigal Muleya (CAMA member and co-founder of the Zubo Trust, Zimbabwe) were selected from among 50,000 applicants to become two of only 500 members of the first class of Mandela Washington Fellows, widening their knowledge around

business innovation and entrepreneurship. Ruka was one of only 36 fellows to be awarded a grant of \$25,000 to expand her poultry business.

- **The MasterCard Foundation Global Partners Convention** (Pretoria, South Africa – October 2014) Dolores Dickson, Executive Director of Camfed Ghana, spoke on a panel discussing the sharing of best practice through collaborative partnerships, drawing on Camfed's experience of the Scholars' Programme Annual Learning Summit, organised in partnership with The MasterCard Foundation and Ashesi University in Ghana.
- **Collaboration for Impact** (Nairobi, Kenya – January 2014) Ann Cotton joined the Collaboration for Impact learning meeting on 'Employment and Entrepreneurship,' visiting enterprises and financial literacy trainers, and discussing transformative change in Africa. The Collaboration for Impact group - made up of CEOs and heads of The MasterCard Foundation's action-oriented partner organisations, whose values, missions and geographic areas overlap - is a network of leaders who trust one another, and who are creating a platform for collaboration and innovation to provide youth learning and financial inclusion in Africa.
- **International Human Rights Day Celebrations** (London, UK – December 2014) CAMA leaders and activists Phydes and Penelope from Zambia shared their stories of rural poverty, and their personal and community transformation through education.
- **One Young World Summit** (Dublin, Ireland – October 2014) Fiona Mavhinga (CAMA Development Manager) and Chifundo Gloss (CAMA pioneer, Malawi) shared their journeys from exclusion to leadership with youth leaders and business mentors from around the globe.

## National Advocacy and Outreach Highlights

### Zambia

#### Camfed Zambia supported 258 community outreach

**meetings in 2014.** These included CAMA members running an information campaign on the link between child marriage, gender-based violence and HIV/AIDS at school and district level; and meetings with traditional leaders and community stakeholders to discuss the roles and responsibilities of traditional leaders in promoting girls' education, preventing early marriage, pregnancy and gender based violence.



### Malawi

**Camfed Malawi supported 473 community outreach meetings in 2014.** These included four “End Child Marriage” meetings, as part of the advocacy for passing the child marriage bill, which addressed the role of parents and chiefs in protecting girls against child marriage; as well as business and financial literacy training events, where representatives from the Ministry of Gender, Children and Social Welfare, Health, and Education, Science and Technology, shared their advice and expertise with CAMA trainers; and newspaper articles, TV broadcasts and radio jingles addressing the protection of girls from dropping out of school, and the role of parents and chiefs in child protection.

### Zimbabwe

**Camfed Zimbabwe supported 2,933 community outreach meetings in 2014.** These included data presentations for community members, showing their school’s attendance and academic results compared to district and national averages, leading to the agreement of individualised remedial strategies; CAMA members highlighting the Learner Guide initiative at national events; and CAMA members organising their own Safety Net Fund for students not supported by Camfed, distributing school uniforms and supplies, explaining the mission of Camfed and CAMA, introducing the Learner Guide Programme, and highlighting the importance of role models, mentors, Community Development Committees and guardians working together to support girls’ education.

### Tanzania

**Camfed Tanzania supported 838 community outreach meetings in 2014.** These included advocacy at events taking place with seven Camfed districts, attended by 5,337 people, where Camfed’s clients shared their stories, and CAMA members contributed to school items for vulnerable children, while parents shared their successes in supporting children through school; and International Women’s Day celebrations organised by Bagamoyo District Council and attended by the Regional Administrative Secretary on behalf of the Regional Commission, where CAMA’s National Chairperson, Stella Lukowa, delivered a key address in support of girls’ education and young women’s empowerment.

### Ghana

**Camfed Ghana supported 2,497 community outreach meetings in 2014.** These included The MasterCard Foundation Annual Learning Summit, which brought together The Ministry of Education, Donor Partners, NGOs, the Ghana Employers’ Association, the Association of Ghana Industries, secondary and tertiary scholars, schools and institutions, the Minister for Employment and Labour Relations, and the Canadian High Commission to Ghana to share recommendations for improving access to, and quality of, secondary and tertiary education in Ghana; and the two-day National Forum for Girls’ Education Officers (GEO), which brought together 230 girls’ education officers from all districts in the country, NGOs and Ghana Education Service representatives to discuss research findings and make recommendations; as well as a new ICT Safety Campaign, with the ‘Staying Safe Online’ ICT Toolkit, developed to reach students in schools, with 17 hours of radio broadcasts led by CAMA members and teachers.

## Awards and Recognition

### WISE Prize for Education 2014

Camfed founder and President Ann Cotton was awarded the WISE Prize for Education in 2014. The Prize recognises an individual for outstanding achievement in the field of education. WISE, the World Innovation Summit for Education, is a global platform for the development of new ideas and solutions to the pressing issues of education and exclusion and is providing Ann with significant opportunities to promote the Camfed Model in 2015.

### OECD Recognition

In October 2014, the Development Assistance Committee of the Organization for Economic Cooperation and Development (OECD) recognised Camfed as an example of best practice in taking development innovation to scale. The OECD Director of Science, Technology and Industry acclaimed it as “an innovative governance model that engages Ministries, tracks progress publicly and hence forces accountability, thereby circumventing bureaucracy to achieve results.”



ANN COTTON RECEIVES THE WISE PRIZE FOR EDUCATION



CAMA ENTREPRENEUR AND MANDELA WASHINGTON FELLOW  
RUKA YARO DE-LIMAN

## LOOKING TO 2015 AND BEYOND

2015 is a pivotal year as world leaders define and unveil the new “Sustainable Development Goals,” an even more ambitious programme for eradicating poverty than the Millennium Development Goals, which only partly met global objectives. It is also a pivotal year for Camfed, marking the launch of our new five-year Strategic Plan, which sets out an agenda for showing the world the extraordinary potential that is unlocked through girls’ education.

### Supporting One Million Girls through Secondary School

The major recurring challenge for Camfed across all its countries of operation is addressing the unmet need for support to enable students to attend and remain in school, with shortfalls in government social funding and a reduction in support from other bursary providers leading to increased demand for Camfed assistance. In Tanzania, members of Camfed Tanzania’s National Advisory Committee (with representation from the Ministry of Education and Vocational Training, the Prime Minister’s Office, regional administration, local government, the National Examinations Council of Tanzania, the Tanzania Institute of Education, and the Ministry of Health & Social Welfare) urged Camfed Tanzania to consider geographical expansion for 2015, reflecting the increasing demand for Camfed’s services and the government’s readiness to support this expansion.

With governments’ and international donors’ commitments for secondary education funding unclear, Camfed has committed to continuing to reach a critical mass of marginalised girls by both lowering the unit cost of support and by partnering even more closely with communities so that girls’ welfare and the quality of the support they receive are not compromised. Camfed’s community partners have reported that this is a highly effective approach in response to ongoing or unexpected challenges faced by students and their families and to enable children on the verge of dropping out to be kept in school.

In 2014, as part of the Clinton Global Initiative (CGI) commitment, Camfed laid out its plans to support one million girls through secondary school by 2019, and reach five million children in total, as the ultimate demonstration of our model and the innovative new funding mechanisms unlocked in our partner communities.

### Unlocking New Resources to Multiply Girls’ Educational Opportunities

In 2015, we will continue to unlock new resources for girls’ education, demonstrating what it is possible to achieve at pace and at scale for girls, and we will bring to the fore a ground-breaking approach to financing girls’ education. We will start the transition to ‘new generation’ bursaries, designed to meet the individual needs focused on a matched funding model that recognises and incentivises local in-kind and philanthropic contributions in girls’ communities.

In tandem with this core commitment, we will intensify efforts to ensure children complete primary school, and we will engage with Ministries and communities to push up the quality of education and improve learning outcomes. We will capitalise on our community infrastructure to extend the pipeline of our support for marginalised children to include early childhood development. Our goal is to reach five million children over the next five years, and we will work to embed effective strategies in national systems. Our target countries will be Ghana, Malawi, Tanzania, Zambia and Zimbabwe, with expansion of components of our model to South Africa planned by the end of 2015.

### Unleashing New Potential through Young Women’s Leadership

In 2015, we will continue to unleash new potential through young women’s leadership. We will develop and deploy new models for engaging school graduates in productive post-school pathways, recognising that this is crucial to securing the return on their education. In response to the massive increase in CAMA’s membership, we will scale up our support for young women to secure a livelihood and step up as activists in their communities. This is where the multiplier effect of Camfed’s model is truly transformational, with young women at the vanguard of a new movement for girls’ education. We will start to extend support to young women for six months beyond school completion, in recognition that the time period after leaving secondary school is one of extreme vulnerability. We will significantly expand the Learner Guide Programme, and start to explore the opportunity to adapt this innovative programme for primary school level, with a focus on enhancing children’s learning and wellbeing through the medium of play.



We will work to open up new vocational and tertiary opportunities, as well as forging partnerships with social enterprises and the private sector to channel new resources for young women's entrepreneurship and professional development.

We will strengthen CAMA as a vehicle to mobilise the rapidly growing network of young women who are uniting to transform prospects for young people, give back to their communities, and break through as leaders. We will help to strengthen CAMA's constitution and structure of elected committees, develop resource centres, and connect members through the SEN social networking platform.

### **Igniting New Action to Accelerate Change**

In 2015 and beyond, we will ignite new action to accelerate change. We will pioneer ways to scale our impact beyond our current areas of operation and extend our reach to new countries. We will replicate components of our model in new regions, provide technical assistance to government partners and other agencies, and support the diffusion of innovation between communities by franchising initiatives through CAMA and capitalising on the growth of new technologies to link our extensive network of local activists across the continent. We will also use our voice and influence to ensure that policy commitments in support of girls' education are enshrined and enacted at all levels.



# GOVERNANCE AND FINANCIAL STATEMENTS

## STRUCTURE, GOVERNANCE AND MANAGEMENT

### Board of Trustees

Camfed International is a company limited by guarantee and a company with charitable status. It is governed by its Memorandum & Articles of Association. The Board of Trustees comprises seven people who together are responsible for the supervision of the management of all the affairs of Camfed International. Board meetings are held four times a year. Trustee recruitment and appointment is done based on specific skills required and on nomination of an existing Trustee and is voted upon. An induction for new Trustees covers all aspects of the role, the objectives of the charity and the responsibilities of Trustees. No other organisation or body has the right to appoint Trustees of the charity.

### Directors' and Trustees' Responsibilities

The Board of Trustees is responsible for ensuring that all activities are within UK law and fall within agreed charitable objectives. Its work includes setting strategic direction and agreeing the financial plan. Company law requires that the Directors and Trustees prepare accounts for each financial period which give a true and fair view of the state of affairs of the charitable company as at the end of the financial period and of the income and expenditure of the charitable company for that period. In preparing those accounts, the Directors and Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Observe the principles and methods of the Charities SORP;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- Prepare the financial statements on the going concern basis, unless it is inappropriate to presume that the charitable company will continue.

The Directors and Trustees are responsible for maintaining proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the Directors and Trustees are aware:

- There is no relevant audit information of which the charitable company's auditor is unaware;
- The Directors and Trustees have taken all the steps they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

The Directors and Trustees are responsible for the maintenance and integrity of the corporate and financial information included on Camfed International's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

The Board delegates day-to-day management of the charity to the Executive Officers and acts on advice and information from regular meetings with members of the Executive Team.

## Finance and Audit Committee

The Finance and Audit Committee was appointed by the Board of Trustees and consists of three Board members. It meets four times a year to consider reports from both the external auditors and the Executive Officers and advises the Board on financial control, investments, organisational effectiveness and Directors' remuneration, benefits and terms of employment.

## Risk Management

The Trustees actively review the major risks, which the charity faces on a regular basis, together with an annual review of the controls over key financial systems. The Trustees have taken steps to set aside funds as designated funds to meet school going costs for girls in the Camfed programme and for a period of office running costs in the event of adverse economic conditions. More detail is shown in Note 19 on page 70 (Designated Funds). The Trustees have also examined other operational and business risks through an organisational risk management process, have identified those risks, which the charity faces, and confirm that they have established systems to mitigate the significant risks.

## Equal Opportunities

Camfed is a charitable organisation committed to the promotion of equal educational opportunity. It takes affirmative action to make educational opportunity a reality for girls in Africa, where this accords with national goals. In carrying out this objective it treats individuals with respect, within the field and the organisation, and creates a broad base for consultation and decision-making wherever possible and appropriate. To accomplish these overall objectives, as expressed in the Memorandum and Articles of Association, Camfed will:

- Comply with both the letter and spirit of all applicable laws and regulations governing employment in the UK and host country which include the Equality Act 2010 as amended from time to time;
- Provide equal opportunity to all employees and to all applicants for employment;
- In employment, prohibit unlawful discrimination or harassment because of race, colour, nationality, religion or religious beliefs, ethnic or national origin, age, gender, marital status, civil partnership or gender reassignment, sexual orientation, or disability;
- Advise all employees or prospective employees of Camfed's Equal Opportunities Policy;
- Pay particular attention to recruitment procedures, probationary periods, terms and conditions of employment, dismissal, leave, promotion, and deployment patterns;
- Develop mechanisms for resolving grievances about unfair discrimination and harassment;
- Review both the letter and application of its Equal Opportunities Policy on a regular basis.

## Liability of Members

Camfed International is a registered Company, limited by guarantee. Members of the Company have guaranteed the liabilities of the Company up to £1 each.



## FINANCIAL PERFORMANCE AND POLICIES

The financial results for the year are shown on pages 56 to 71 in the form of the Statement of Financial Activities (SOFA), Balance Sheet and the Cash Flow Statement.

### Incoming Resources

Incoming resources remained constant from last year, at £31.3million, compared to £31.2million in 2013. Funding from statutory sources contributed £19.9million (64% of total), followed by trusts and foundations £4.4million (14% of total), corporate £4million (13% of total), public donations £2.1 million (7% of total) and other sources £0.7million (2% of total).

### Resources Expended

Total expenditure decreased 12% year on year to £27.6million, of which, direct charitable expenditure was £26.5million, 96% of total expenditure for the year. The decrease in expenditure is due to a fall in the annual budget between 2013 and 2014 from £31million to £29million mainly because of a reduction in funding available for DFID Girls' Education Challenge Step Change Window project. Investment in support for girls and vulnerable boys to go to school was £19.5million, 71% of total expenditure. The number of girls and boys receiving school going support increased to 118,247, an increase of 9.4% (108,088 in 2013). Investment in young women's business and leadership skills to improve the welfare of their communities was £4.2million. Investment in Research and Development and Advocacy reached £1.8million and £1million respectively. Expenditure on fundraising and governance was £0.8 million and £0.3million respectively.

### Financial Position at the End of the Year

#### *Funds held at the end of 2014*

At 31st December 2014 Camfed held £11.2million in fund balances split as follows:

- Restricted funds of £6million. Restricted funds are resources that are available for on-going operations, but that are restricted to specific purposes by donors, or by the granting or contracting agencies.
- Unrestricted funds of £5.2million. These are divided as follows:
  - i. £0.6million representing designated funds set aside by the Board of Trustees for School going costs – to meet school going costs for girls and boys in the programme as at 1 January 2015 (see Note 19).
  - ii. £4.6million representing general funds, i.e. available funds to be spent at the Trustees' discretion in furtherance of Camfed's charitable objectives.

### Financial Policies

#### *Reserves policy*

Camfed International's Board of Trustees believe that keeping adequate liquid reserves enables the charity to make long-term commitments for girls' education and protects the charity against financial fluctuations and economic downturns. The reserves target is determined by the number of girls and boys committed to receive school fees as at 1st of January of 2015. The total number of beneficiaries expected to receive bursary support in 2015 is 64,295 and the estimated total cost is £10.5million, of which £9.9million is available from restricted funds and the balance of £0.6million was designated in unrestricted funds as illustrated in Note 19.

In addition, the Trustees have a policy to hold a minimum of 3 months' and a maximum of 6 months' core expenditure as general funds. This is to minimise any disruption to beneficiaries should a source of income cease. At the end of 2014, Camfed held £4.6million in general funds, equivalent to about 6 months core expenditure.

***Investment policy***

The Board, through the Finance and Audit Committee, decide on the investments of the charity. The policy to maximise returns on investments is balanced by the short and long term financial plans of the charity as well as an ethical investment policy.

***Cash management and foreign exchange hedging***

Camfed uses forward contracts as financial instruments to hedge foreign exchange movements. The value of forward contracts outstanding at the end of 2014 was £15million (2013: £14million).

***Grant making policy***

Camfed International works with partner organisations that contribute specific expertise to the execution of its programmes. Grants payable to partner organisations are made in line with Camfed's strategic objectives. The grants contribute directly towards the development of the charity's programmes by helping local organisations provide sustainable benefits for communities, and they are therefore considered part of furthering Camfed International's own objectives. Camfed International monitors all grants in accordance with the relevant partnership agreement.

**Volunteering**

Camfed International is grateful for the invaluable in-kind support received from corporate bodies and individuals during the year. The support provided a priceless contribution in realising Camfed International's ambition for girls' education in Africa.

**Public Benefit**

The Trustees confirm that they have complied with the duty in section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Commission in determining the activities undertaken by the Charity. In approving this Trustees' Report the Directors and Trustees are also approving the Strategic Report included herein, in their capacity as Company Directors.

Signed on behalf of the Directors and Trustees,

Miranda Curtis



Chair of Trustees

Date:

June 9 2015

# INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS AND TRUSTEES OF CAMFED INTERNATIONAL

We have audited the financial statements of Camfed International for the year ended 31 December 2014 which comprise the Group Statement of Financial Activities, the Group Summary Income and Expenditure Account, the Group and Parent Charitable Company Balance Sheets, the Group Cash Flow Statement and the related notes. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

## Respective responsibilities of Trustees and auditor

As explained more fully in the Trustees' Responsibilities Statement set out on page 44, the Trustees (who are also the Directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

We have been appointed auditor under the Companies Act 2006. Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

## Scope of the audit of the financial statements

A description of the scope of an audit of financial statements is provided on the Financial Reporting Council's website at [www.frc.org.uk/auditscopeukprivate](http://www.frc.org.uk/auditscopeukprivate).

## Opinion on financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 December 2014 and of the group's and the parent charitable company's incoming resources and application of resources, including the group's and the parent income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

## Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given in the Trustees' Annual Report incorporating the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.



## Matters on which we are required to report by exception

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- the charitable company and group have not kept adequate and sufficient accounting records, or returns adequate for our audit have not been received from branches not visited by us; or
- the consolidated charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.



*Murtaza Jessa (Senior statutory auditor)*

*for and on behalf of haysmacintyre, Statutory Auditor*

*9<sup>th</sup> June 2015*

haysmacintyre is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

*26 Red Lion Square*

*London*

*WC1R 4AG*

## CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES

For year ended 31st December 2014

				2014	2013
	Notes	Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
		£	£	£	£
<b>Incoming resources from generated funds:</b>					
Voluntary income					
Grants and donations	4	3,522,036	27,447,819	30,969,855	31,110,884
Activities for generating funds		60	419	479	-
Fundraising events					
Sale of goods		18,432	6,836	25,268	17,709
Investment income		133,289	-	133,289	121,423
Other income		32,070	-	32,070	21,095
<b>Total incoming resources</b>		<b>3,705,887</b>	<b>27,455,074</b>	<b>31,160,961</b>	<b>31,271,111</b>
<b>Resources expended</b>					
Costs of generating funds	5	455,284	380,879	836,163	955,077
Net incoming resources available for charitable activities		3,250,603	27,074,195	30,324,798	30,316,034
Charitable activities					
Multiplying girls' educational opportunities		569,925	18,975,740	19,545,665	22,211,010
Enabling educated women to lead change		61,274	4,146,505	4,207,779	5,066,756
Research and development		95,522	1,690,544	1,786,066	1,887,234
Advocacy		77,434	896,799	974,233	790,100
Total charitable activity costs	6	804,155	25,709,588	26,513,743	29,955,100
Governance costs	7	171,174	123,937	295,111	384,174
<b>Total resources expended</b>		<b>1,430,613</b>	<b>26,214,404</b>	<b>27,645,017</b>	<b>31,294,351</b>
Net incoming (outgoing) resources before transfers		2,275,274	1,240,670	3,515,944	(23,240)
Transfers between funds	18	61,705	(61,705)	-	-
Net incoming resources before other recognised gains/(losses)		<b>2,336,979</b>	<b>1,178,965</b>	<b>3,515,944</b>	<b>(23,240)</b>
Gains /(losses) on investments assets	13	275	-	275	(1)
Net movement of funds		2,337,254	1,178,965	3,516,219	(23,241)
Reconciliation of funds					
Funds brought forward at 01.01.2014		2,864,798	4,842,684	7,707,482	7,730,723
<b>Funds carried forward at 31.12.2014</b>		<b>5,202,052</b>	<b>6,021,649</b>	<b>11,223,701</b>	<b>7,707,482</b>

# CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT

For year ended 31st December 2014

				<u>2014</u>	<u>2013</u>
	<u>Notes</u>	<u>Unrestricted Funds</u>	<u>Restricted Funds</u>	<u>Total Funds</u>	<u>Total Funds</u>
		£	£	£	£
<b>Income</b>					
Voluntary income					
Grants and donations	4	3,522,036	27,447,819	30,969,855	31,110,884
Activities for generating funds					
Fundraising events		60	419	479	-
Sale of goods		18,432	6,836	25,268	17,709
Investment income		133,289	-	133,289	121,423
Other income		32,070	-	32,070	21,095
<b>Total income</b>		<b>3,705,887</b>	<b>27,455,074</b>	<b>31,160,961</b>	<b>31,271,111</b>
<b>Expenditure</b>					
Costs of generating funds	5	455,284	380,879	836,163	955,077
Net incoming resources available for charitable activities		3,250,603	27,074,195	30,324,798	30,316,034
Charitable activities					
Multiplying girls' educational opportunities		569,925	18,975,740	19,545,665	22,211,010
Enabling educated women to lead change		61,274	4,146,505	4,207,779	5,066,756
Research and development		95,522	1,690,544	1,786,066	1,887,234
Advocacy		77,434	896,799	974,233	790,100
Total charitable activity costs	6	804,155	25,709,588	26,513,743	29,955,100
Governance costs	7	171,174	123,937	295,111	384,174
<b>Total expenditure</b>		<b>1,430,613</b>	<b>26,214,404</b>	<b>27,645,017</b>	<b>31,294,351</b>
<b>STATEMENT OF TOTAL RECOGNISED GAINS AND LOSSES</b>					
Surplus / (Deficit) for the year				3,515,944	(23,240)
Gains / (Unrealised losses) on investments	13			275	(1)
<b>Total gains and (losses) recognised as at 31st December 2014</b>				<b>3,516,219</b>	<b>(23,241)</b>

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above.



## CONSOLIDATED AND CHARITY BALANCE SHEETS

For year ended 31st December 2014

		<u>Consolidated</u> <u>2014</u>	<u>Consolidated</u> <u>2013</u>	<u>Charity</u> <u>2014</u>	<u>Charity</u> <u>2013</u>
		£	£	£	£
	<u>Notes</u>				
<b>Fixed Assets</b>					
Tangible Fixed Assets	12	541,371	503,371	30,729	32,179
Investments	13	-	121	-	-
		<b>541,371</b>	<b>503,492</b>	<b>30,729</b>	<b>32,179</b>
<b>Current Assets</b>					
Stock	14	3,166	3,241	3,166	3,241
Debtors	15	2,668,030	3,980,833	2,226,738	3,349,959
Cash and bank balances		6,901,879	3,939,787	2,788,528	1,433,618
Short term deposits		1,500,000	1,500,000	1,500,000	1,500,000
		<b>11,073,075</b>	<b>9,423,861</b>	<b>6,518,432</b>	<b>6,286,818</b>
<b>Creditors</b>					
Amounts falling within one year	16	(390,745)	(2,219,871)	(202,272)	(2,043,819)
		<b>(390,745)</b>	<b>(2,219,871)</b>	<b>(202,272)</b>	<b>(2,043,819)</b>
Net Current Assets		10,682,330	7,203,990	6,316,160	4,242,999
<b>NET ASSETS</b>		<b>11,223,701</b>	<b>7,707,482</b>	<b>6,346,889</b>	<b>4,275,178</b>
<b>Represented by:</b>					
Restricted funds	18	6,021,649	4,842,684	3,071,830	2,138,254
Unrestricted funds					
General reserve		4,570,260	1,955,107	2,643,267	1,227,233
Designated reserve	19	631,792	909,691	631,792	909,691
<b>TOTAL FUNDS</b>		<b>11,223,701</b>	<b>7,707,482</b>	<b>6,346,889</b>	<b>4,275,178</b>

The accounts were approved and authorised for issue by the Board of Trustees on and signed on its behalf by:

Miranda Curtis  
Chair of Trustees

Date:

Miranda Curtis

June 9 2015

## CONSOLIDATED CASH-FLOW STATEMENT

For year ended 31st December 2014

		<u>2013</u>	<u>2013</u>
		£	£
	Notes		
<b>Net cash (outflow)/inflow from operations</b>	21	<u>3,062,939</u>	<u>(790,715)</u>
<b>Returns on investments</b>			
Bank interest received		133,289	121,423
<b>Capital expenditure and financial investment</b>			
Payments to acquire tangible fixed assets	12	(236,430)	(182,415)
Proceeds from disposal of tangible fixed assets		2,173	-
Payments to acquire investments	13	-	(122)
Proceeds from sale of investments		121	118
Unrealised net loss on investment revaluation		-	1
<b>Cash (outflow)/inflow before movement in liquid resources</b>		<u>2,962,092</u>	<u>(851,710)</u>
<b>Management of liquid resources</b>			
Decrease/(increase) in short-term deposits		-	-
<b>Increase/(decrease) in cash in the period</b>		<u>2,962,092</u>	<u>(851,710)</u>

# NOTES TO THE ACCOUNTS

For year ended 31st December 2014

## 1. Accounting Policies

### a) *Accounting Convention*

The accounts are prepared in accordance with applicable accounting standards and the Statement of Recommended Practice (revised 2005) for Accounting and Reporting by Charities, and the Companies Act 2006, and are prepared under the historical cost convention, as modified by the revaluation of investments.

### b) *Consolidation*

The Consolidated Statement of Financial Activities (SOFA) and Balance Sheet consolidate the Financial Statements of the Charity and its six subsidiary undertakings. The results of the subsidiaries are consolidated on a line by line basis. No separate SOFA has been presented for the Charity alone as permitted by Section 408 of the Companies Act 2006. More details of the results of each subsidiary are given in note 22.

### c) *Fund Accounting*

The nature and purpose of restricted and unrestricted funds are explained in Notes 18 & 19.

### d) *Income and Expenditure*

All income is accounted for on a receivable basis. Donations in kind are recognised at the value to the charity and are included in both income and expenditure. Expenditure is included on an accruals basis. Direct charitable expenditure comprises all expenditure relating to the objectives of the charity, including costs incurred in the UK supporting charitable activities. Other expenditure comprises fund raising costs and expenditure on the governance of the charity. Where expenditure cannot be directly attributed to a single activity, it is allocated between activities on a basis consistent with the use of resources. Support costs are detailed in Note 8.

### e) *Depreciation of Tangible Fixed Assets*

Depreciation is provided on all tangible fixed assets at rates calculated to write off the cost of each asset systematically over its expected useful life:

Office equipment:	33% of original cost
Fixtures & fittings:	33% of original cost
Vehicles:	25% of original cost

### f) *Investments*

Investments are stated at market value at the balance sheet date. Gains and losses on disposal and revaluation of investments are charged or credited to the Statement of Financial Activities (SOFA).

### g) *Foreign Currency Translation*

Transactions in foreign currencies are translated into sterling at the rate prevailing at the date of the most recent transfer of funds.

### h) *Pension Scheme Arrangements*

The company makes contributions to private pension plans of eligible staff. The pension charge included in the financial statements represents contributions paid to the scheme. The company's liability is limited to the amount of the contributions.



*i) Operating Leases*

Rentals applicable to operating leases, where substantially all the benefits of ownership remain with the lessor, are charged in the Income and Expenditure account, as incurred.

*j) Stock*

Stock consists of purchased goods for resale. Stocks are valued at the lower of cost and net realisable value.

## **2. Overseas Organisations**

- a)* Camfed has established separate legal entities in each of Ghana, Malawi, Tanzania, Zambia and Zimbabwe. The assets, liabilities, income and expenditure of these entities have been incorporated into the financial statements of Camfed International.

*b) Camfed USA Foundation*

Camfed USA Foundation was established as a not for profit organisation in 2000 and received its 501 [c] [3] status in April 2001. It shares Camfed International's principal charitable purpose to extend girls' access to education in less developed countries and raises funds which are allocated to particular Camfed International projects in Africa. The assets, liabilities, income and expenditure of Camfed USA Foundation have been incorporated into the financial statements of Camfed International.

## **3. Grants Payable to Partner Organisations**

There were no grants to other organisations in 2014 (2013 - None).

#### 4. Incoming Resources

Incoming resources for the period fall into the following categories:

			<u>2014</u>	<u>2013</u>
	Unrestricted Funds £	Restricted Funds £	Total Funds £	Total Funds £
<b>Donations</b>				
Public Donations	1,559,054	61,417	1,620,471	548,863
Standing orders	255,301	9,387	264,688	199,936
Payroll giving	29,299		29,299	34,076
Legacies	-	-	-	10,000
Gift Aid Claims	198,841	-	198,841	71,133
Schools & Colleges	22,416	7,000	29,416	5,999
	<u>2,064,911</u>	<u>77,804</u>	<u>2,142,715</u>	<u>870,007</u>
<b>Grants Receivable</b>				
Statutories above £100k				
Department for International Development (all other contracts)	-	10,863,334	10,863,334	10,792,049
Department for International Development (Girls Education Challenge)	-	7,380,424	7,380,424	11,611,964
Irish Aid	-	289,103	289,103	236,589
Global Fund (CHAZ)	-	667,725	667,725	968,252
USAID/EDC	-	641,839	641,839	699,248
Other Statutories	-	38,444	38,444	167,109
<b>Subtotal – Statutories and Others</b>	<u>-</u>	<u>19,880,869</u>	<u>19,880,869</u>	<u>24,475,211</u>
Trusts & Foundations	1,415,439	3,019,055	4,434,494	3,886,537
Corporate donations	41,686	3,963,226	4,004,912	1,682,098
	<u>1,457,125</u>	<u>26,863,150</u>	<u>28,320,275</u>	<u>30,913,853</u>
Gifts in Kind				
UK sources	-	506,865	506,865	191,410
USA sources	-	-	-	5,621
	<u>-</u>	<u>506,865</u>	<u>506,865</u>	<u>197,031</u>
<b>Total Voluntary income</b>	<u><u>3,522,036</u></u>	<u><u>27,447,819</u></u>	<u><u>30,969,855</u></u>	<u><u>31,110,884</u></u>

## 5. Cost of Generating Funds

	2014	2013
	£	£
Fundraising costs	449,570	124,270
Allocation of support costs	386,593	830,807
	<b>836,163</b>	<b>955,077</b>

## 6. Charitable Activity Costs

	<u>Direct</u> <u>Programme</u> <u>costs</u> £	<u>Support</u> <u>Costs</u> £	<u>From</u> <u>Unrestricted</u> £	<u>From</u> <u>Restricted</u> £	<u>Total</u> <u>2014</u> £	<u>Total</u> <u>2013</u> £
Multiplying girls' educational opportunities	18,745,463	800,202	569,925	18,975,740	19,545,665	22,211,010
Enabling educated women to lead change	3,173,351	1,034,428	61,274	4,146,505	4,207,779	5,066,756
Research & development	1,567,935	218,131	95,522	1,690,544	1,786,066	1,887,234
Advocacy	778,632	195,601	77,434	896,799	974,233	790,100
	<b>24,265,381</b>	<b>2,248,362</b>	<b>804,155</b>	<b>25,709,588</b>	<b>26,513,743</b>	<b>29,955,100</b>

## 7. Governance

	2014	2013
	£	£
Strategy consultancy	-	3,790
USA legal fees (in-kind donations)	-	5,621
Governance related costs (travel and communications)	45,308	13,772
Audit fees	137,035	132,002
Internal audit	10,232	7,875
USA governance	12,805	10,406
Allocation of support costs	85,765	202,154
Other	3,966	8,554
	<b>295,111</b>	<b>384,174</b>

Salary support costs have been allocated to the relevant governance cost heading.



## 8. Support Costs

	<u>Staff Costs</u> £	<u>Overhead Costs</u> £	<u>Total 2014</u> £	<u>Total 2013</u> £
Multiplying girls' educational opportunities	571,230	228,972	800,202	651,841
Enabling educated women to lead change	763,702	270,726	1,034,428	585,883
Research & development	133,493	84,638	218,131	314,927
Advocacy	95,788	99,813	195,601	177,420
	<u>1,564,213</u>	<u>684,149</u>	<u>2,248,362</u>	<u>1,730,071</u>
 Fundraising	 286,056	 100,537	 386,593	 830,807
 Governance	 57,211	 28,554	 85,765	 202,154
 <b>Total Costs Allocated</b>	 <u><b>1,907,480</b></u>	 <u><b>813,240</b></u>	 <u><b>2,720,720</b></u>	 <u><b>2,763,032</b></u>

## 9. Trustees

The Trustees drew no fees. No Trustee had any personal interest in any contract or transaction entered into by the charity during the year (2013 – none). The Founder & President of Camfed declared the existence of indirect financial interest through family in contracts entered into by the charity during the year. Helen Cotton provided consultancy services on film development (2014 – £11,909; 2013 - £14,075) and James Cotton provided consultancy services on website development (2014 – £33,525; 2013 - £40,631). Also the Head of HR & Administration of Camfed declared similar interest which was with Adam Segrave who provided chauffeur services (2014 – £6,375; 2013 - £4,365). These transactions were approved by the Board of Trustees in line with Camfed's conflict of interest policy.

## 10. UK Staff Costs and Staff Numbers

	<u>2014</u> £	<u>2013</u> £
Salaries	1,410,434	1,385,993
Social Security costs	150,099	149,882
Pensions	94,102	124,821
	<u><b>1,654,635</b></u>	<u><b>1,660,696</b></u>

The salaries and pension contribution of the Directors who are not Trustees of the charity, totalled £375,018 (2013 – £365,696).

Three employees earned above £60,000 pa (2013 – four) as follows:

	<u>2014</u>	<u>2013</u>
<b>Salary range</b>		
£110,001 – £120,000	-	1
£100,001 – £110,000	-	-
£90,001 – £100,000	1	2
£80,001 – £90,000	1	-
£70,001 – £80,000	1	1
£60,001 – £70,000	-	-
	<u><b>3</b></u>	<u><b>4</b></u>

The total pension contributions paid in the year in respect of these higher paid employees was £25,738 (2013 - £63,048).

The average number of employees in the UK was 39 (2013 - 34).

The number of persons employed, including part-time staff, calculated on a full-time equivalent basis analysed by region was:

	<u>2014</u>	<u>2013</u>
	Total number	Total Number
UK	39	34
Overseas	231	178
	<u><b>270</b></u>	<u><b>212</b></u>

The increase in number of staff between 2013 and 2014 reflects the recruitment of district level representatives (including CAMA Core Trainers), and represents a cost-effective strategy to support the onward development of our community led programmes.

## 11. Taxation

As a charity, Camfed International is exempt from tax on income and gains, falling within s505 of the Taxes Act 1988 or s256 of the Taxation of Chargeable Gains Act 1992, to the extent that these are applied to its charitable objectives. No tax charges have arisen in the charity.

## 12. Tangible Fixed Assets

<b>Tangible Fixed Assets (Consolidated)</b>	<u>Office equipment</u> £	<u>Fixtures &amp; Fittings</u> £	<u>Vehicles</u> £	<u>TOTAL</u> £
<b>Cost</b>				
Brought forward	644,368	162,599	726,480	1,533,447
Additions	108,529	16,612	111,289	236,430
Reclassifications	(5,223)	5,223	-	-
Disposals	(144,440)	(15,050)	(11,363)	(170,853)
At 31st December 2014	603,234	169,384	826,406	1,599,024
<b>Depreciation</b>				
Brought forward	499,379	102,190	428,507	1,030,076
Charge for the year	73,934	23,119	99,565	196,618
Reclassifications	(5,223)	5,223	-	-
Disposals	(146,039)	(9,827)	(11,363)	(167,229)
Adjustments on disposals	(1,812)	-	-	(1,812)
At 31st December 2014	420,239	120,705	516,709	1,057,653
<b>Net Book Value at 31st December 2014</b>	<b>182,995</b>	<b>48,679</b>	<b>309,697</b>	<b>541,371</b>
<b>Net Book Value at 31st December 2013</b>	<b>144,989</b>	<b>60,409</b>	<b>297,973</b>	<b>503,371</b>

<b>Tangible Fixed Assets (Charity)</b>	<u>Office equipment</u> £	<u>Fixtures &amp; Fittings</u> £	<u>Vehicles</u> £	<u>TOTAL</u> £
<b>Cost</b>				
Brought forward	178,218	41,211	-	219,429
Additions	21,123	-	-	21,123
Reclassifications	-	-	-	-
Disposals	(65,319)	(2,056)	-	(67,375)
At 31st December 2014	134,022	39,155	-	173,177
<b>Depreciation</b>				
Brought forward	154,370	32,879	-	187,249
Charge for the year	17,533	5,041	-	22,574
Reclassifications	-	-	-	-
Disposals	(65,319)	(2,056)	-	(67,375)
Adjustments on disposals	-	-	-	-
At 31st December 2014	106,584	35,864	-	142,448
<b>Net Book Value at 31st December 2014</b>	<b>27,438</b>	<b>3,291</b>	<b>-</b>	<b>30,729</b>
<b>Net Book Value at 31st December 2013</b>	<b>23,847</b>	<b>8,332</b>	<b>-</b>	<b>32,379</b>

### 13. Investments

	<u>Consolidation</u> <u>2014</u> £	<u>Consolidation</u> <u>2013</u>	<u>Charity</u> <u>2014</u>	<u>Charity</u> <u>2013</u>
Brought forward	121	118	-	-
Additions	10,414	122	-	-
Disposals	(10,810)	(117)	-	-
Gain/(loss) on disposals	277	(1)	-	-
Revaluation	(2)	(1)	-	-
At the Balance sheet date, Investments, at market value, comprised:				
U.S. Equities	-	121	-	-

### 14. Stocks

	<u>Consolidation</u> <u>2014</u> £	<u>Consolidation</u> <u>2013</u> £	<u>Charity</u> <u>2014</u> £	<u>Charity</u> <u>2013</u> £
Stocks of Book – I Have a Story to Tell	3,166	3,241	3,166	3,241

### 15. Debtors

	<u>Consolidation</u> <u>2014</u> £	<u>Consolidation</u> <u>2013</u> £	<u>Charity</u> <u>2014</u> £	<u>Charity</u> <u>2013</u> £
Grants receivable	2,100,477	3,452,269	1,785,984	3,113,462
Investment income	209,545	119,414	209,545	119,414
Gift Aid	21,256	20,010	21,256	20,010
Other debtors	99,971	26,777	82,679	20,878
Prepayments	236,781	362,363	127,274	76,195
	<b>2,668,030</b>	<b>3,980,833</b>	<b>2,226,738</b>	<b>3,349,959</b>

### 16. Creditors

	<u>Consolidation</u> <u>2014</u> £	<u>Consolidation</u> <u>2013</u> £	<u>Charity</u> <u>2014</u> £	<u>Charity</u> <u>2013</u> £
Accruals	347,724	2,177,836	159,251	2,001,784
PAYE	43,021	42,035	43,021	42,035
	<b>390,745</b>	<b>2,219,871</b>	<b>202,272</b>	<b>2,043,819</b>



## 17. Lease Commitments – Operating Leases

At 31 December 2014, Camfed had an annual commitment of £105,160 (2013 – £105,160) under a non-cancellable operating lease, for the rental of office premises in Cambridge, which expires within the next four years. Camfed also had an annual commitment of £5,995 (2013 – £5,779) under a non-cancellable operating lease, for the rental of a photocopier for the Cambridge office, which expires within the next two years.

## 18. Restricted Funds

Restricted funds are those funds raised for a specific purpose within the charitable objectives of Camfed International.

	Movement in Resources					Balance 31.12.14
	Balance 01.01.14	Incoming	Outgoing	Purchase of Fixed Assets	Transfers Between Funds	
Asif Aziz (Criterion Capital)	-	100,000	102,129	-	2,129	-
British Council Zambia	-	125,000	14,213	-	-	110,787
Churches Health Association of Zambia	344,220	667,725	1,009,979	-	-	1,966
The Cotton Trust	-	10,000	10,169	-	169	-
Credit Suisse Foundation	97,579	-	97,579	-	-	-
Department for International Development (CSCF 551)	-	70,067	70,067	-	-	-
Department for International Development (GPAF IMP 029)	-	646,812	646,812	-	-	-
Department for International Development (203292-101)	-	3,807,320	2,951,422	1,031	-	854,867
Department for International Development (202493-101)	9,557	4,265,015	4,262,987	8,519	-	3,066
Department for International Development (202623-111)	-	1,949,120	1,940,913	2,661	-	5,546
Department for International Development GEC SCW (5101)	1,839,797	6,476,185	6,377,144	22,954	(43,316)	1,872,568
Department for International Development GEC IW (7156)	86,991	904,239	655,063	22,965	(13,775)	299,427
Education Development Center, Inc – 11545	-	541,728	541,332	396	-	-
ELMA Foundation	-	1,000,000	910,737	89,263	-	-
Fossil Foundation	76,484	311,915	383,675	-	-	4,724
Genesis Charitable Trust	96,495	245,091	230,852	-	-	110,734
Human Dignity Foundation	-	267,870	250,435	-	-	17,435
Irish Aid – CSF056-1001	-	-	2,004	-	2,004	-
Irish Aid – CSF004-1401	-	80,040	36,020	-	-	44,020
Irish Aid – IAZAM/EDPROC/CAMFED/13/01	30,840	209,063	258,273	-	18,370	-
International Youth Foundation	-	100,110	98,425	-	-	1,685
The Marple Charitable Trust	3,949	13,692	3,858	-	-	13,783
Murray B. Bornstein Family Trust	57,175	-	21,985	-	-	35,190
The MasterCard Foundation	1,518,065	3,859,947	3,611,039	231	185,350	1,952,092
Robert Oakeshott Memorial Grant	-	49,487	-	-	-	49,487
The Queen's Trust	-	370,074	357,905	2,288	-	9,881
The Roger Federer Foundation	77,166	244,624	263,703	-	620	58,707
Skoll Foundation (Consortium)	65,763	-	-	-	-	65,763
Sofronie Foundation	60,858	-	60,858	-	-	-
Thomas Cook Children's Charity	-	75,000	41,294	-	-	33,706
UNICEF – Zambia	-	38,444	24,236	-	466	14,674
Other Grants under £10,000 and in kind donations	6,051	665,982	632,022	29,617	117	10,511
Donors wishing to remain anonymous	75,713	360,524	347,274	15,604	2,617	75,976
Investments in Fixed Assets	395,981	-	-	(195,529)	(216,456)	375,054
	<b>4,842,684</b>	<b>27,455,074</b>	<b>26,214,404</b>	<b>-</b>	<b>(61,705)</b>	<b>6,021,649</b>

Transfers between funds relate to:

- Short-term financing of projects from unrestricted funds of £154,751 as at 31st December 2014.
- Allocation of depreciation in respect of fixed assets purchased with restricted funds of £216,456.

## 19. Unrestricted Funds

General funds – this reserve represents any free funds of the charity which are not designated for particular purposes.

Designated funds – the designated funds represents funds earmarked by the Board of Trustees to be used for 12 months school going costs for girls in the programme as at 1 January 2015 (see below).

	<u>2014</u> £	<u>2013</u> £
<b>Target designated funds</b>		
School-going costs	10,546,401	12,011,887
Available from restricted funds	(9,914,609)	(11,102,196)
Designated Fund	631,792	909,691
General Fund	4,570,260	1,955,107
Unrestricted Funds	<b>5,202,052</b>	<b>2,864,798</b>

### Analysis of Target designated funds

	<u>2014</u> Number of girls	<u>2014</u> Amount £	<u>2013</u> Number of girls	<u>2013</u> Amount £
<b>Country</b>				
Zimbabwe	17,000	2,550,000	20,187	3,028,050
Zambia	2,572	330,245	7,474	959,662
Tanzania	5,127	695,221	4,335	587,826
Malawi	12,825	1,654,425	15,250	2,366,919
Ghana	26,771	5,316,510	34,009	5,069,430
12 months school-going costs target reserve	<b>64,295</b>	<b>10,546,401</b>	<b>81,255</b>	<b>12,011,887</b>

This figure includes girls committed under our 4-year bursary programme and does not include the wider group of girls supported by Camfed to attend secondary school.

### Movement in designated funds

	£
Balance brought forward as at 31/12/2013	<b>909,691</b>
School fees paid during the year from the designated funds	909,691

## 20. Analysis of Net Assets Between Funds

	<u>Tangible Fixed</u> <u>Assets</u> £	<u>Investments</u> £	<u>Net Current</u> <u>Assets</u> £	<u>Total 31 Dec</u> <u>2014</u> £	<u>Total 31 Dec</u> <u>2013</u> £
Restricted	375,054	-	5,646,595	6,021,649	4,842,684
Unrestricted	166,317	-	5,035,735	5,202,052	2,864,798
	<b>541,371</b>	<b>-</b>	<b>10,682,330</b>	<b>11,223,701</b>	<b>7,707,482</b>

## 21. Cash Flow Information for the Year Ended 31st December 2014

	<u>2014</u> £	<u>2013</u> £	
<b>a) Reconciliation of net incoming resources (resources expended) to net inflow from operations</b>			
Net outgoing / (incoming) resources	3,516,219	(23,241)	
Investment income	(133,289)	(121,423)	
Depreciation charge	196,618	190,371	
Adjustment on disposals	1,812	-	
Disposal of tangible fixed assets	(2,173)	-	
Decrease / (Increase) in stocks	75	(329)	
(Increase) / Decrease in debtors	1,312,803	(2,688,460)	
Increase / (Decrease) in creditors	(1,829,126)	1,852,367	
<b>Net cash inflow from operations</b>	<b>3,062,939</b>	<b>(790,715)</b>	
<b>b) Reconciliation of net cash flow to movements in net funds</b>			
Increase in cash in the period	2,962,092	(851,710)	
Increase / (Decrease) in short-term deposits	-	-	
Movement in cash and deposits	2,962,092	(851,710)	
Net cash and deposits at 1 January 2014	5,439,787	6,291,497	
<b>Net cash and deposits as at 31 December 2014</b>	<b>8,401,879</b>	<b>5,439,787</b>	
<b>c) Analysis of changes in net cash</b>			
	<u>01/01/2014</u>	<u>Cash-flow</u>	<u>31/12/2014</u>
Cash at bank and in hand	3,939,787	2,962,092	6,901,879
Short-term Deposits	1,500,000	-	1,500,000
<b>Total</b>	<b>5,439,787</b>	<b>2,962,092</b>	<b>8,401,879</b>

## 22. Subsidiary Undertakings

The charity has six wholly owned subsidiary companies, which operate to support the charity's aims:

- Camfed Ghana (incorporated under the Companies Code, 1963, registered charity number 3921)
- Camfed Tanzania (incorporated under the Companies Act 2002, registered charity number 1730)
- Camfed Malawi (incorporated under the Trustees Incorporation Act, registered charity number NGO/R/12/01)
- Camfed Zambia (incorporated as a company limited by guarantee under the Companies Act 1994, registered charity number RNGO 101/0019/13)
- Camfed Zimbabwe (Trust) (incorporated under the Companies Act, registration number 1157/82)
- Camfed USA Foundation (incorporated under the General Corporation Law of the State of Delaware)

	Camfed Ghana		Camfed Tanzania		Camfed Malawi	
	2014	2013	2014	2013	2014	2013
Grants and donations	-	-	110,647	119,317	-	-
Other income	40,369	15,142	-	-	886	2,815
Total income	<b>40,369</b>	<b>15,142</b>	<b>110,647</b>	<b>119,317</b>	<b>886</b>	<b>2,815</b>
Cost of generating funds	3,976	138	-	4	-	-
Charitable activities	7,792,934	7,841,513	2,807,214	3,018,414	2,470,054	3,004,778
Governance costs	18,691	54,943	29,779	12,297	4,109	4,716
Total expenditure	<b>7,815,601</b>	<b>7,896,594</b>	<b>2,836,993</b>	<b>3,030,715</b>	<b>2,474,163</b>	<b>3,009,494</b>
Net result	(7,775,232)	(7,881,452)	(2,726,346)	(2,911,398)	(2,473,277)	(3,006,679)
Assets	358,994	353,525	87,134	104,513	872,975	479,232
Liabilities	(44,401)	(75,817)	(46,895)	(45,093)	(9,655)	(5,046)
Net funds	314,593	277,708	40,239	59,420	863,320	471,186

	Camfed Zambia		Camfed Zimbabwe		Camfed USA	
	2014	2013	2014	2013	2014	2013
Grants and donations	1,945,469	1,504,694	744	-	2,437,840	1,855,425
Other income	-	-	436	700	49,664	81,891
Total income	<b>1,945,469</b>	<b>1,504,694</b>	<b>1,180</b>	<b>700</b>	<b>2,487,504</b>	<b>1,937,316</b>
Cost of generating funds	-	4,621	-	-	106,951	170,654
Charitable activities	3,367,697	3,299,830	7,171,229	6,538,216	385,563	260,707
Governance costs	21,453	20,950	13,926	8,951	52,875	63,302
Total expenditure	<b>3,389,150</b>	<b>3,325,401</b>	<b>7,185,155</b>	<b>6,547,167</b>	<b>545,389</b>	<b>494,663</b>
Net result	(1,443,681)	(1,820,707)	(7,183,975)	(6,546,467)	1,942,115	1,442,653
Assets	759,203	652,683	96,710	117,144	2,890,270	1,901,260
Liabilities	(28,776)	(15,777)	(11,136)	(11,020)	(47,611)	(23,300)
Net funds	730,427	636,906	85,574	106,124	2,842,659	1,877,960







When you educate a girl  
**...everything changes**

