



Together we are...



Welcome

Fall 2022

“I personally know how painful it is to be excluded from education. To be told you can’t sit in this class alongside your peers because you cannot meet the cost is powerfully painful.”

These are words that could be spoken by every one of the members of the CAMFED Association — the network of nearly 208,000 young women educated with CAMFED support, and now at the helm of our movement for girls’ education. They share a background of poverty and exclusion, and an unstoppable determination to ensure that every girl in the next generation secures her right to go to school, learn, thrive and grow into an independent, influential woman.

This quote was captured in a recent CNN profile of CAMFED’s Executive Director - Africa, Angeline (Angie) Murimirwa. Because the most powerful leaders are those who have experienced seemingly intractable problems first-hand, and gone on to overcome them, Angie was featured in CNN’s ‘African Voices Changemakers’ alongside fellow CAMFED Association members. Together, they form a powerful movement of women leaders who are using their lived experience to achieve gender equality, economic development and climate resilience through girls’ education.

Alongside our other visionary philanthropists from around the world, you have invested in the education and leadership of hundreds of thousands of young women like Angie. And today, they are your partners in reshaping the future for millions of people. *Together We Are...* is our collective story of progress. As you read about some of the most innovative and impactful achievements from our work together this year, I encourage you to pause on Pages 8 and 9 and meet CAMFED’s leadership in Africa. These are the women leading the teams and programs that your support makes possible in each of our five countries of operation.

It takes every member of our global movement to catalyze the power of the most vulnerable girls and young women to create the future they imagine: for themselves, for their communities, and for Africa. I hope you enjoy meeting fellow members of CAMFED’s movement in this report — philanthropists, educated young women, passionate community partners — and see that you are all part of a groundswell of action that is transforming both the continent and our world.

With gratitude and in solidarity,

Brooke

Brooke Hutchinson
Executive Director - USA



CONTENTS



6



10



12



14



16



18



20



22



24



25



26



28

Together we are...

6	Reshaping the future with marginalized girls
10	Shining a light on the invisible child
12	Investing in a vision
14	Championing children's rights
16	Working for every girl
18	Driving systems change
20	Persevering in the face of challenges
22	Upholding a gold standard in global trade
24	Measuring what matters
25	Bridging the digital divide
26	Pioneering new ways of giving
28	CAMFED Circle

Together we are...

ACHIEVING GAMECHANGING RESULTS AND RESHAPING THE FUTURE FOR MILLIONS OF PEOPLE

CAMFED has set an ambitious goal — to provide resources and support to five million marginalized girls within five years, so that they can stay in school, thrive, and go on to write their own futures. Thanks to supporters like you, two years in, we are on track. Together with our growing alumnae Association, we have supported more than 866,000 girls in school in just the last year. School graduates are taking up leadership positions at community, local and national level to challenge traditional ideas of women's roles, and advocate for other vulnerable girls in their communities.



1.4M girls

cumulatively have been supported to go to primary and secondary school since the launch of the new strategic plan in 2020.



207,941 CAMFED alumnae

are now members of the CAMFED Association.



53% of girls

reached by CAMFED last year were supported by Association members.



56,021 CAMFED Association members

hold local, national and international leadership positions.



7,018 schools

work in partnership with CAMFED across Zimbabwe, Zambia, Malawi, Tanzania and Ghana.

“It is exciting to see the enthusiasm with which the girls we’re supporting have grabbed the opportunities opened up to them. With a relatively modest level of assistance, so much is now possible for them, and they will become positive contributors to their family, friends and society.”

— The Trillium Trust, UK

“CAMFED and the women in the CAMFED Association remind me that we can do this, we can create the world that all of us are seeking.”

— Jeffrey Byam, CAMFED supporter, USA

“Since 2008, one of our primary focuses has been on girls’ education due to the measurable and lasting impact it has on their lives and their families. We are happy to partner with CAMFED and are especially impressed by its successful model of engaging alumnae to serve as role models, mentors and sponsors for younger girls. CAMFED-educated women are changing thousands of girls’ lives, opening opportunities for both them and their families’ futures.”

— Buddhist Global Relief, USA

CAMFED’s executive leaders met in Nairobi in May for the first in-person gathering since the start of the COVID-19 pandemic



“I personally know how painful it is to be excluded from education. To be told you can’t sit in this class alongside your peers because you cannot meet the cost is powerfully painful... Education is justice. Giving everybody a chance to go to school is justice. It tells every child that they belong, that they own their destiny, that they can shape it.”
CAMFED’s Executive Director – Africa, Angeline Murimirwa (center right), who was among the first girls to receive support from CAMFED, speaking during a recent episode of CNN’s *African Voices Changemakers* that explored the groundbreaking leadership of the CAMFED Association.

CAMFED has been honored with:

The 2021 Conrad N. Hilton Humanitarian Prize

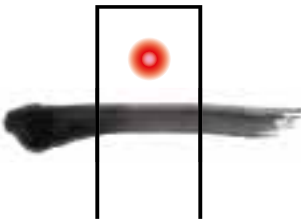


CONRAD N. HILTON
HUMANITARIAN
PRIZE

The 2021 Princess of Asturias Awards



The 2020 Yidan Prize for Education Development



Yidan Prize
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Our African leadership pictured L-R: Namenda Malupande - National Director, CAMFED Zambia; Shungu Gwarinda - Executive Director, CAMFED Zimbabwe; Sally Ofori-Yeboah - National Director, CAMFED Ghana; Angeline Murimirwa, CAMFED Executive Director - Africa; Lydia Wilbard - Executive Director, CAMFED Tanzania; and Susan Silika - National Director, CAMFED Malawi.

Together we are...

SHINING A LIGHT ON THE INVISIBLE CHILD

Jennifer De-Graft Ninson is a CAMFED Ghana Association member and the founder and executive director of the Organization for Inclusion and Empowerment (OFIE), a non-profit running a number of projects providing support and resources for marginalized girls and people with disabilities.

Jennifer tells us how her experience of receiving CAMFED support led to her wanting to make a positive impact on the world around her.

I first found out about CAMFED when I finished Senior High School. I come from a background that would have found it hard to fund me through a university education. Hearing that there was the chance of a scholarship, my hope came alive. I could only afford to apply to one university. I chose the University of Education in Winneba, and also applied for the CAMFED scholarship. The news about my admission and qualifying for the scholarship all came in one very exciting week!

My experience with CAMFED influenced me from the first orientation. The Association members told us stories of other young ladies on the scholarship who were doing amazing things to help society. It piqued my interest. If I hadn't got the scholarship, I probably wouldn't have thought of doing something to impact society — I would probably have been busy trying to find a way to survive.

The scholarship meant that the way to survive had been taken care of, and the thing I needed to do was study, make good grades, and open up my mind. I wanted to observe what was going on around me, see how I could help other people, and build my capacity so that I could give more. The whole desire to do

something to help other people was from my contact with CAMFED and the support I received.

After I got the scholarship I began to think: "I do not know who or where they are, but someone somewhere believes that if they support a girl in Ghana to access education, then she'll be able to transform the world around her." And, if someone out there is sponsoring me to be the light in my community, then I do not need to be convinced before I go out and shine my light.

There are people who think that after you've received a CAMFED scholarship you have to pay it back. You don't have to pay back anything. All you have to do is find a need and solve it. And no one even forces you to do that. It comes naturally when you benefit from the organization because then your perspective about problems in society changes. You understand that we all have a part to play in solving the problems that are in society and that we encounter in our community.

No one lights up a candle and puts it under a bucket. No, you put it on a hilltop. I feel that CAMFED has made me a light and I ask myself "What more can I do to shine?"

Projects under the OFIE umbrella include:



Together we are...

INVESTING IN A VISION

Robert and Jean Phay are career educators, philanthropists, and long-term valued donors to CAMFED. Here, Robert and Jean share what draws them to CAMFED's mission.

We've both given a lot of our lives to delivering education to people who need it, through teaching and also in administration. Jean has spent over 35 years helping with a mentoring program in North Carolina, and Robert spent 60 years at the University of North Carolina, teaching and directing its World View global education program.

When Robert retired, we decided it was time for a last hurrah. Now, we'd both agree we're pretty cheap. We only have one car, we don't buy beach property, and what we buy, we buy used. So, we've accumulated enough money. What we wanted to do was take this money and find a way to use it that would be transformative. We don't believe in inheritance — we invested in the education of our three incredible children, and they are all doing terrifically. Giving them money does not do them a service, nor does it further the best use of our money. All of our children support this view.

As we have always been very dedicated to education, that led us quite naturally to look at what CAMFED is doing. The more we researched CAMFED, talked



to the administrators, and saw the results of it, the more impressed we were. We can't think of a more challenging and important mission. Educating girls impacts their children, their families, and their communities. It's a change agent. And that so many CAMFED students, when they finish the 12th grade, say "I want to pass this on" so that 208,000 ex-students are now involved — that right there is a testament to how good the program is.

If we were to tell someone about CAMFED, we would say that you couldn't put your money in a better place than educating these young girls as they grow up to become leaders in their community and leaders for their family. We would say you need to go to their website, spend some time getting to know more about it, and then you need to go out and see the operation yourself — and if we happen to be going at the same time, we'll go with you.



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“As a financial advisor, clients regularly inquire about “great investments.” I often think that there’s no greater return on an investment than money steered towards CAMFED, which strategically allocates funds in ways that yield personal, social, moral and financial returns that are beautifully transformational.”

— Kevin Buckley, CAMFED supporter, USA

Together we are...

CHAMPIONING CHILDREN'S RIGHTS

Gladys Maleke is a journalist and active alumna in Malawi. Here, she talks about finding ways to advocate for the marginalized.

While I was at secondary school, where I was supported by CAMFED, I developed a desire to become a journalist. We had a radio in my grandmother's house, and I found a passion for it because I realized that through it, I could advocate for many young women. By being a journalist, I could carry vulnerable people's voices and amplify them.

After completing my university education, I started working with radio stations and other media outlets — but I also became an active Association member. Eventually I was selected as the national secretary, and I applied for a position as a Core Trainer for CAMFED's Learner Guide program, because it meant I could help many marginalized girls get educated and meet their potential.

Part of my role is to identify new Learner Guides, and I'm so happy to do it. One Learner Guide I work with looked after a girl who was abused by a family member. She handled the case professionally, and the man was prosecuted. Another has supported more than 10 girls back to school after they dropped out due to early pregnancies. I went to school before the Learner Guide program started in Malawi but if we had Learner Guides in our day, we could have been supported through challenges that we were facing.

Most of the students we work with don't yet know what they want in life. Some of them may feel pressure to marry or even themselves think "I'm grown up enough to get married." Guides work with girls who are just leaving

school, to explain that this is the time in their life when they can shape their future, and give them information to choose what path they want to take. They help you excel, and they give a lot of psychosocial support.

This is why we're careful with who we select to be Guides. We look for young women who are role models, who are putting food on the table so that girls look at them and think "I aspire to be this person because they are supporting others and they are supporting themselves through their own hard work."



Learner Guides return to their former schools to help vulnerable girls learn, thrive, and create a better world for themselves and their communities.

The Learner Guide program is CAMFED's flagship program, and is central to scaling our impact across Africa. It sees young women in the CAMFED Association — once themselves supported by CAMFED — return to their local school as mentors and role models.

Trained in delivering self-development, life and learning skills, as well as vital sexual and reproductive health information and psychosocial support, our young leaders work with schools, communities and district governments to keep vulnerable children in school, and help them overcome their challenges.

Beyond the classroom, Learner Guides create an important home-school link, following up with children who drop out of school and working with communities to keep vulnerable girls safe from abuse.

In return for their commitment, Learner Guides can gain access to interest-free loans, enabling them to start or grow businesses. They can also achieve a vocational qualification through our partnership with Pearson, helping them stand out in future job applications including as teachers and healthcare professionals.

Since the start of the program, **17,447** young women have trained as CAMFED Learner Guides

More than **1.5M** students have already been reached by Learner Guides

3,424 schools implement the Learner Guide program

10,568 Learner Guides are active across Ghana, Malawi, Tanzania, Zambia and Zimbabwe



Together we are...

WORKING FOR EVERY GIRL

The Be That Girl foundation was started in 2020 by the Swiss filmmaker Cornelia Gantner. Here, Ottavia Pesce, previously with the United Nations and now Be That Girl's chief executive officer, talks about why CAMFED was among the Foundation's first philanthropic investments.

One of our interests is mentoring — bringing extra components of support and stewardship to improve the public education system — and Learner Guides do exactly that.

We were originally introduced to CAMFED through a fellow philanthropist in Switzerland and I saw there was a strong alignment with our mission. Then in May I had the chance to see one of the Learner Guides in action in Malawi. It was a life skills lesson about how to have an ambition and make a plan to get there, how to strive to achieve your goals. The Learner Guide was very good — she was basing the lesson on the *My Better World* book, and adapting it to the lives of the kids, with examples that they could understand from the local environment. The class was so thirsty for what she was teaching. They were listening so intently, and seemed to really love the content.

I was sitting in this class observing and that was the moment that convinced me that this was something that could really make a positive change in the lives of these kids.

Not only do the Learner Guides bring change to the kids, they're very proud of doing the job and they get something out of it too. The young women get access to an interest free loan in return for their work, and this helps them set up an entrepreneurial activity. The Learner Guide we met in Malawi had started a tailoring shop and she was very happy with the result. You could sense that things were going well for her thanks to this loan and the business was growing. So it's great that there is this win-win situation, that it's a virtuous circle.

I really believe in the long-term vision of the Learner Guide program, which is to try to change the public school system overall. Some NGOs, they do great work, but they try to be a substitute for the government. But that is not the case with CAMFED. It drives long term change through the existing system. Putting a Learner Guide in each public school is possible in the future, and so is turning it into a youth movement that can really change the system in a country.

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“I was sitting in this class observing, and that was the moment that convinced me that this was something that could really make a positive change in the lives of these kids.”

“I appreciate feeling part of a global community that is empowering girls through education and local mentorship, and that the benefits I enjoy because of my education are being used to secure the education and economic security of these eager, smart girls. I know that my donation resonates beyond the individual girl into her community, which makes me feel that donating to CAMFED has a bigger impact than my dollar amount suggests.”

— Kathleen Gallivan, CAMFED supporter, Canada





Together we are...

DRIVING SYSTEMS CHANGE

Lydia Wilbard, Executive Director of CAMFED Tanzania, explains how philanthropy can pave the way for systemic change.



Other examples of system shifts include the **Zambian Government** rolling out the principles of our child protection policy and guidelines as national policy in government schools and CAMFED's 'Study Circle' model of learning support being adopted as national best practice in Malawi.

CAMFED has 29 Memorandums of Understanding in place with government partners across its five countries of operation.

Working with and through national systems means that when we succeed, our solutions can permanently reorient the system in ways that recognize and cater for the most marginalized children. Our vision in Tanzania is to work with the government to embed a Learner Guide in every secondary school across the nation within seven years. From this position, Guides will open up pathways to women's leadership at every level of the system, ensuring ultimately that the system works for future generations of girls.

Our ambition, since launching CAMFED in Tanzania 16 years ago, has been to ignite systemic change. And philanthropy is our trusted friend on this journey, because it allows us to take innovative routes, to incubate new ideas and focus on areas where there may be no pre-existing data. It takes risks, and it inspires others.

Our Learner Guide program has been tried, tested, refined, scaled and ultimately positioned for adoption at national level. We have been running the program in Tanzania for nine years, with targeted support from 11 funders. Already more than 3,800 Learner Guides in 405 schools have supported over 235,000 school children here.

Our evidence base shows the significant improvement in a wide range of educational outcomes for participating students.

For example, numeracy gains were 5x higher than in comparison schools, and literacy twice as high. Furthermore, 100% of girls supported by Guides returned to school post-covid, and their progression rates remained stable – while in comparison schools, progression for marginalized girls fell by 22%. Subsequently, education ministries and the World Bank have approached CAMFED to explore integrating parts of the *My Better World* curriculum and associated pedagogy into the national Safe Schools program.

The process of exploring 'systems change' has prompted us to ask more questions of ourselves and our ambitions along the way – where are the ideal entry points in the system for the Learner Guide? Which are the essential elements of the program, and what enables our results in the wider ecosystem? Last year we completed a three-year Real-time Scaling Lab initiative in partnership with the Center for Universal Education at the Brookings Institution, with support from The Elma Foundation, to explore with high level government stakeholders how the program could be adopted nationally.

With thanks to visionary partners, like Co-Impact, King Philanthropies and the Children's Investment Fund Foundation, we are developing plans to demonstrate solutions at scale and make them replicable and adaptable nationally.

Together we are...

PERSEVERING IN THE FACE OF CHALLENGES

Mwinji Nalwimba, a CAMFED Association member from Zambia, is a successful entrepreneur. She tells us about her experience of success, failure, and how the sisterhood of the Association has been with her through both.

I started being supported by CAMFED when I was 12 years old. After completing school, I joined the Transition program. I was a very shy girl, but during that training, I gained confidence and self-esteem and became assertive — the inner Mwinji started coming out.

I opened a kiosk, a very small shop. It was only able to cater for a few customers, and the business didn't last. It takes strength to try again. But, as CAMFED Association members, we don't give up easily. It comes out of the network of support — when we feel we're about to fall we can call on our sisters for guidance. I remember one said "It's not easy, you won't always succeed. But if you have courage you will bounce back."

Assisted by CAMFED Enterprise Guides, I took a Kiva business loan and started a new venture — a shop. The mentors would come and check on me. They'd guide me if I wasn't doing things well, important things like stocktaking and knowing your expenses — without them I could be putting in money but there would be none coming out. Then they'd say "We'll be back in a week to check again."

It took perseverance, but I repaid my loan so I could apply for another — this enabled me to move my shop to retail and wholesale and to start a mobile money banking business. Eventually I managed to buy a farm, where I now have four full time staff, and more in harvest season. We grow maize, groundnuts, millet, and sweet potatoes. We just harvested the maize and produced 320 bags!

I now support the education of other children in the community — six in primary school and six in secondary. I also mentor a group of young women. It's important to me because I know very well that you can't work alone, you need someone to talk to. I don't just tell them about business, but about behavior and attitude, and about early marriages too. I say: "If you sense any danger, if you don't feel comfortable, you can always talk to me."

In all of this, my number one mentor has been my mother. She works with me now. Sometimes she'll say "I wish when I was going to school we had the privilege that your group does" and she tells me it's very important not to keep what I know to myself.

A recent survey of female entrepreneurs in Tanzania showed that after a year of Enterprise Guide support, 80% reported that their businesses were profitable, up from 30% at the beginning of the program. Owners of consistently profitable businesses were supporting on average 7.9 students compared to those with less profitable businesses, who were supporting an average of 4.9 students each — a clear demonstration of the multiplier effect in action.



Together we are...

UPHOLDING A GOLD STANDARD IN GLOBAL TRADE

A new collaboration with the Fairtrade Foundation will support six cooperatives representing more than 3,400 CAMFED Association members in Northern Ghana. The pilot program is working to secure internationally recognized Fairtrade certification of shea butter — a natural ingredient widely used in beauty products.

Fairtrade improves the incomes and livelihoods of smallholder farmers and workers around the world. Its certification is a mark of quality and ethical standards for consumers, and allows producers to access an assured pricing scheme, helping them weather volatile market conditions and plan for the future.

We spoke with Naomi Somerville-Large, Senior Technical Advisor at the Fairtrade Foundation.

How did the CAMFED/Fairtrade collaboration come about?

Through our shared connections with [CAMFED partner] the Waterloo Foundation. We're seeing huge growth in demand for ethical cosmetics — and ethical shea in particular. Cosmetics are a growing area for Fairtrade, and we didn't have enough producers in our network to supply the demand we were seeing from buyers.

We know there are a lot of vulnerable producers who supply into that value chain. That's where there's a need to ensure producers are getting a fair price for the work they're doing, and meeting important environmental and social standards.

CAMFED has a network of entrepreneurial women

who are already working in this way in shea, and a strong base of producers looking for markets. Bringing that together with Fairtrade certification was a win-win.

What made you sure you wanted to work with CAMFED?

Our colleagues in Fairtrade Africa are hugely impressed with the dedication and the work that the women have done so far. We're led by the producers themselves — what will work for them is at the heart of our approach and they have a dominant share of how Fairtrade is governed. It's made discussions and collaboration with CAMFED easy because we come from the same ethos.

I was also really impressed by the history and the long-term relationships that CAMFED seems to have with the women. A very strong women-led community group has been built up, and membership [of the CAMFED Association] is hugely expanding at the moment. It's amazing to see this energy come together.

Why is it important to focus on young African women's development right now?

Working with young African women is so important to the future of sustainable development in Africa —

women hold the key to societal development. It's the bedrock of Fairtrade, we run schools of leadership for women, to build that leadership spirit and understand what it is to have women leaders in society.

It results in more women having ownership over their own decisions, their own property, their own assets — economically empowered but empowered at home as well — and that lifts society up. It unlocks progress, development and opportunity for everyone.

What's the vision for CAMFED and Fairtrade?

Well, we've already seen the number of farmers climb from 700 at the start. The vision is that we would be bringing in large Fairtrade buyers to those women's groups. They would then be able to scale production, and therefore scale membership to improve the income that they're getting and make those businesses more mature. We also know from working with CAMFED that when women improve their incomes they support more children in school — another huge achievement! That's the vision for our project.



FAIRTRADE



Together we are...

MEASURING WHAT MATTERS

Uniforms, shoes, backpacks, books and other material support make it more likely a girl in sub-Saharan Africa can access school. But staying in school, learning and performing well relies also on a myriad of other social factors.

Pressures from family, the demands of domestic chores, gender discrimination in the classroom, an absence of female role models, and survivor's guilt, are among the many reasons why, even with material support, a girl will struggle to make the most of her education. She needs self-esteem, a belief in her ability to change her environment, skills of self-governance and leadership.

From previous research, we know that CAMFED's Learner Guide program improves learning outcomes and academic self-esteem because it attends to the holistic needs of girls. But we have yet to fully understand which elements of our provision most impact the agency of girls and young women. It is particularly complex to quantify the acquisition of soft skills among marginalized, rural girls in sub-Saharan Africa, because their expression of these skills is often intangible and also specific to their context.

In the Stone Family Foundation, we have found a like-minded philanthropic partner which understands that, with the right approach, we can harness the intangible to achieve greater results in the long term. Using a psychometric tool, we will measure the outward expression of agency as well as the internal beliefs held by young people after participating in the

My Better World program, as well as changes to their expression and beliefs over time and in comparison with a control group.

In a parallel partnership with the University of Cambridge's Research for Equitable, Access and Learning (REAL) Center, we are working to identify enablers within the broader ecosystem that help Learner Guides become catalysts for change within their communities and schools. The REAL Center's Director, Professor Pauline Rose, explains the need for a pragmatic approach to understanding the multiple factors at play in development work:

"Sometimes we can get caught up with 'everything is so different in different contexts' — it's true, they are. But, at the same time, there are things we can do to measure progress and success across contexts. This enables us to assess fairness, of making sure that every girl and every young woman has the opportunity of access to quality education, regardless of their background — this requires thinking about redistribution of opportunity. Evidence of this kind can help make visible girls who were invisible."

Combined, these pieces of research will greatly improve our understanding of what unlocks, complements and grows the capacity of girls and young women as agents of change; strengthening our program and supporting our work with governments to scale and adopt effective solutions.

Together we are...

BRIDGING THE DIGITAL DIVIDE

A new digital hub is being designed with Learner Guides to support up to 102,000 young women operating over the next five years in remote rural contexts, often with little to no internet connectivity.

Launched with the support of the Yidan Prize Foundation, the Hub will be a learning resource for young women who sign up to volunteer as Learner Guides, stocked with training materials such as manuals and bespoke videos. It will work across multiple countries, widely varying devices, and with minimal data connectivity.

In the Hub development, CAMFED has remained true to the core principle of 'accountability to the girl'. During the design phase, small group discussions were held to gather a range of well-informed 'user stories' to provide the technical team with an accurate picture of the full spectrum of users and their needs.

For example, one Learner Guide, stated: *"I want access to training materials to support face-to-face sessions [...] to allow me to refresh my knowledge, deepen my understanding and give me confidence."*

The team subsequently developed a Progressive Web Application — an offline-capable smartphone application that will allow Guides to use it on a wide variety of devices, and access learning resources saved on the app even when they are without an internet connection.

In service to our goal of accountability, the Hub will also strengthen our client tracking and monitoring systems through integration with our cloud-based database, Salesforce. This was an aim also stated in user stories gathered during consultation sessions.

"As a Core Trainer, I want a fully digital process for receiving monthly reports from Learner Guides [...] to reduce the amount of work required on collating data and entering manually."

Accordingly, integration with Salesforce will provide a digital bridge between the Learner Guides working in the field and our database, streamlining information gathering in remote areas that currently often relies on the delivery of hard copies.

Clients from the CAMFED Association are now trialing the first prototype of the Hub. It is anticipated that, by the end of 2023, the Hub will have already supported the work and training of 20,000 Learner Guides working in remote rural contexts.

"[During the COVID-19 pandemic] I started a study group to meet with students twice in a week and help them with science, math and English. Then we would have a third session to go through the My Better World workbook. I'd share the progress we were making with the CAMFED office in Lusaka."—
Chise, CAMFED Association Member, Zambia

Together we are...

PIONEERING NEW WAYS OF GIVING

The US fashion brand Marcella was a founding partner in CAMFED’s “School Days” model of corporate giving. Marcella’s co-founder, Andy Huszar, tells us what motivates the company to put philanthropy at the center of its work.

At Marcella, we style ourselves as a next generation one-for-one brand, where every aspect of our company supports the goal of advancing women and girls globally. We have four pillars — democratizing design, ethical production, sustainability, and social impact — this last being where we work with CAMFED.

We spoke to a number of nonprofits when we were trying to figure out who we wanted to partner with, and some things immediately stuck out about CAMFED. First of all, the caliber of the team and the nature of the work undertaken — it blew us away.

The other element was the School Days model because, even before we spoke with CAMFED, we had the idea of linking our sales to school days. It was very important for us to have some quantifiable metric by which we could communicate the amount of impact our customers were providing. It was a happy coincidence when we learned that the model we aspired to implement and a model that CAMFED works on overlapped. It feels to us like CAMFED is a true partner — we’re both focused on the solution.

When we started up, my co-founder Siyana and I were focused on making sure that, first and foremost, we had a viable business and a viable product and we spent years building a traditional fashion company. Under the surface, we were already doing most of what we do today towards three of our four pillars, and we introduced the social impact element in April 2021. We have seen a huge reaction from our customer base since then. One of the main ways I can quantify it is by saying that our repeat customer rate has almost doubled since we became overtly socially motivated.

Not only are our customers incredibly inspired by the School Days project but our employees are too, including Siyana and myself. We’re firm believers that business today can’t just be about selling a product, no matter how good it is. Rather, there needs to be an impact piece as well. The day we implemented the School Days project, even on a personal level, it added that much more meaning and motivation to our day-to-day, and I think that resonates throughout the whole organization.

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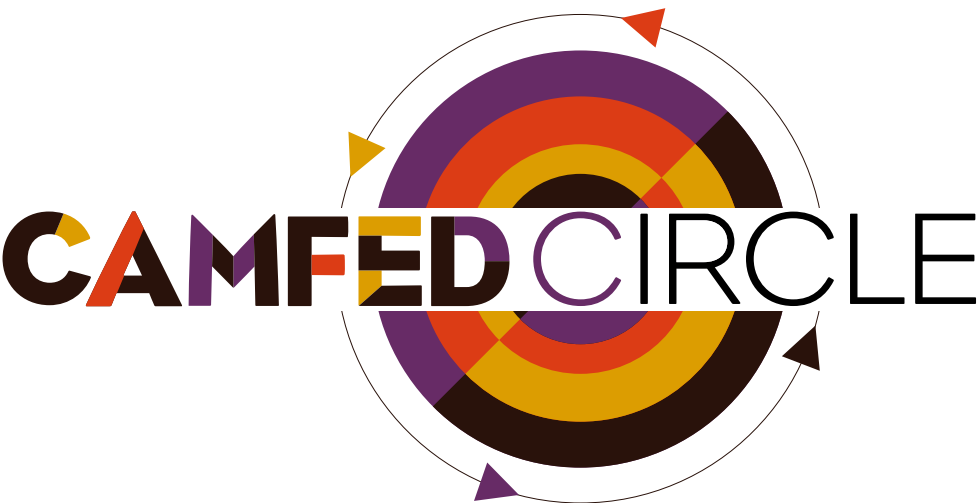
“We have seen a huge reaction from our customer base [...] One of the main ways I can quantify it is by saying that our repeat customer rate has almost doubled since we became overtly socially motivated.”



Siyana and Andy Huszar, Co-Founders of Marcella

ONE MILLION School Days

It costs 83 cents per day for a girl to go to school. This puts it beyond the reach of many families in the communities where we work, who are often among the 50% of people in rural sub-Saharan Africa who live on less than \$1.90 per day. But together, we can address this challenge. Earlier this year, CAMFED launched its One Million School Days appeal to engage a global network of corporate partners and create a tangible way to connect employees and customers to the impact of their giving. To find out more visit www.camfed.org/onemillion



The CAMFED Circle is a global community bringing generous donors together in conversation with the leaders and young women in sub-Saharan Africa who are turning their investment into action.

In March this year, our Education for Opportunity event gave Circle members the exclusive opportunity to speak over zoom with Dr Shungu Gwarinda, CAMFED Zimbabwe’s Executive Director, and Salma Dhliwayo, CAMFED Association member. Attendees discussed women’s leadership, and how the CAMFED Association now has the momentum and scale to propel real-world policy shifts and systemic change.

“That zoom call was incredible — I chalk it up to my first cry of the day. Shungu Gwarinda and Salma Dhliwayo are the type of people we need in Congress.”
Susan Edsall, CAMFED supporter, USA

“I really enjoyed listening to Salma and Shungu. It truly is wonderful and comforting to hear that, amid all the negatives that have been going on lately, there are beautiful positive stories that are happening. I could have listened to them for hours. I am so happy that CAMFED has helped to make this possible and thrilled that, in a small way, I too am part of this.”
Jacqueline Shaldjian, CAMFED supporter, USA

In May, our Education for Equity event brought Circle members together with Dr Pauline Rose, Director of the REAL Center at the University of Cambridge, and Nasikiwa Duke, CAMFED Tanzania’s Program Director. The discussion covered challenges and opportunities in measuring intangibles that map progress towards social justice and more equitable societies.

“I loved hearing from women who are on the ground and getting things done. And I have high respect for an organization whose top people have high respect for those working on the ground.”
Michael Phillips, CAMFED supporter, USA

CAMFED’s ambitions are only made possible by the generosity of our donors, and we remain inspired by the commitment you make to girls and young women. As one way of saying thank you for this investment, we invite donors to join the CAMFED Circle, which affords members the opportunity to connect deeply with the impact their giving has in effecting transformative change in rural communities.

Members of the Circle can expect to receive:

	Activist	Advocate	Ambassador
Regular communications about how your giving is making a difference from a dedicated point of contact in the CAMFED development team	●	●	●
Quarterly philanthropy bulletins	●	●	●
Virtual Q&A sessions	●	●	●
Priority invitations to an exclusive annual event	●	●	●
Invitation to join the CAMFED Association Annual General Meeting Livestream		●	●
Call with your chosen member of the Global Executive team		●	●
Bespoke annual report on your gift			●
Call with an Executive Director to hear about CAMFED’s strategic priorities			●
Invitation to a program visit			●

If you would like to find out more about how you can become a Member of the CAMFED Circle, please contact us at: philanthropy@camfed.org

A HUGE THANK YOU TO ALL OUR INCREDIBLE SUPPORTERS!

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“A huge thank you from all of us at CAMFED. Your support inspires belief, confidence and courage, and means that together, we can achieve the greatest possible impact – today and for generations to come.”

– Lucy Lake, Chief Executive Officer & Angeline Murimirwa, Executive Director - Africa



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