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### **ABOUT CAMFED**

CAMFED catalyzes the power of the most vulnerable girls and young women to create the future they imagine — for themselves, for their communities, and for Africa.

CAMFED is a pan-African movement, revolutionizing how girls' education is delivered. Through a gold-standard system of accountability to the young people and communities we serve, we have created a model that radically improves girls' prospects of becoming independent, influential women. Our impact increases exponentially through the Association of young women educated with CAMFED's support. Together, we multiply the number of girls in school, and accelerate their transition to secure livelihoods and leadership.

Through the CAMFED Association, women are leading action on the big challenges their countries face - from child marriage, and girls' exclusion from education, to climate change. This unique pan-African network of teachers, lawyers, nurses, doctors, sustainable agriculture experts and entrepreneurs now numbers more than 254,000, and is growing every year as more girls complete school and ioin them.

# WHY GIRLS' EDUCATION?

Education is a fundamental right, and a matter of justice. In the communities where we work, poverty and gender inequality mean that girls are the first to be excluded *from* school, and are also excluded *within the school system*, where learning environments lack the physical infrastructure and psychosocial support systems they need. Girls' education is also the starting point for women's leadership — key to tackling our most pressing global challenges.

#### Girls' education:

- is the foundation for **gender equality and social justice**.
- drives economic development, leading to higher productivity and income, tackling youth unemployment and instability.
- leads to **healthier communities and nations**, reducing maternal and infant mortality and malnutrition, stunting, HIV/AIDS, malaria and other diseases.
- reduces child marriage and gender-based violence.
- unlocks women's leadership for policy change that benefits everyone.
- is one of the most effective ways of tackling climate change, because investing in girls' education is the foundation for female leadership for climate action, including in climate-smart agriculture, leading to better nutrition, increased resilience to climate shocks, reduced emissions, and a more sustainable future for us all.

### WHERE WE WORK

We work in partnership with communities, government schools, and education authorities in **Ghana**, **Malawi**, **Tanzania**, **Zambia**, and **Zimbabwe**, creating the conditions that support girls to learn, thrive and become independent and influential, leading change for the next generation.





#### **OUR APPROACH**

Girls' education and women's leadership are inextricably linked with social justice, economic development and climate action. Our approach is designed to catalyze self-propelling systemic change across these areas for generations to come.



## SUPPORTING GIRLS TO ATTEND AND THRIVE IN SCHOOL

CAMFED's goal is to **support five million girls to attend and thrive in school**, by leveraging the 'Multiplier Effect' – whereby women who have been supported by CAMFED through school provide social and economic support to the next generation of girls. To achieve this goal, CAMFED is implementing a three-pronged approach:

#### 1. Anchor the strategy in the "Multiplier Effect"

We will build the pipeline of girls who complete secondary school, join our CAMFED Association of women leaders, and together step forward as activists and leaders for girls' education.

#### 2. Scale the Learner Guide program

We will partner with ministries to roll out our flagship mentoring program, through which young women lead on providing social support to girls in school.

#### 3. Invest in Enterprise Development

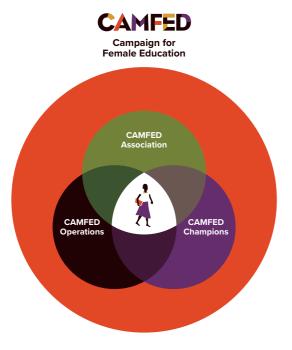
We will expand young women's livelihood opportunities and, in turn, their capacity to provide economic support to girls.

#### ACCELERATING SYSTEMIC CHANGE AND CLIMATE ACTION

- 1. By growing CAMFED Association membership to at least 280,000, we will also scale the powerful values system that propels its members and unites communities around the cause of girls' education and women's empowerment.
- 2. By scaling the Learner Guide program in partnership with ministries, we will transform school systems to provide an environment where the needs of marginalized girls are met.
- 3. By investing in Enterprise Development, we will improve job opportunities for women. Our goal is to create at least 150,000 new jobs by 2025. Crucially, we will unlock a powerful force for effective climate action indirectly through girls' education, and directly through climate-smart agri-businesses run by young women contributing to increased community resilience.

### OUR OPERATING MODEL

CAMFED's three-pronged operating model integrates operational excellence with community championship and the expertise of the CAMFED Association of women leaders educated with CAMFED support. Working together, these interdependent parts of the organization ensure we remain accountable to each girl we support, and ensure her needs are met holistically in a way that is responsive to her specific context. As a result, CAMFED is able to deliver a resilient, highly efficient and ultimately sustainable program that truly serves the needs of our clients, and multiplies the impact of donor investment:



#### The CAMFED Association

The Sisterhood of women leaders founded by former CAMFED clients, who organize and act on behalf of girls and young women in their communities, ensuring the most vulnerable are seen and served

#### **CAMFED Champions**

Members of the communities we work with, who actively champion and support the advancement of girls and young women, working hand in hand with CAMFED Association leaders to form networks of support around the most vulnerable

#### **CAMFED Operations**

The fundamental operations of CAMFED, including program design, support systems, partnerships and governance, which are agile and responsive, ensuring continuity and innovation in times of crisis



# Education is justice. Giving everybody an opportunity to go to school is justice. It tells every child that they belong, that they own their destiny, that they can shape it. Angeline Murimirwa, Chief Executive Officer, CAMFED International

# SUMMARY OF ACTIVITIES IN 2022

In the face of compounding health, economic and environmental challenges, CAMFED has continued to provide girls and young women across Ghana, Malawi, Tanzania, Zambia and Zimbabwe with the support they need to thrive in school and transition into higher education, entrepreneurship and employment. We've announced pivotal new partnerships, and deepened our collaboration with Ministries to scale our impact. Young women graduates in the CAMFED Association have shared their expertise on global platforms, and through their activism are proving every day the power of girls' education and women's leadership.

It is testament to the commitment, skill, and confidence of the young women leaders of the CAMFED Association, of CAMFED Champions in the communities where we work, our teams across countries, and our steadfast partners and supporters that we are on track with the trajectory we set ourselves in 2020. In 2022 our supporter base grew by 110 new institutional and corporate donors.

This year the CAMFED Association of young women leaders grew to over a quarter of a million members across sub-Saharan Africa. The Association is the powerhouse of initiatives and capacity to support girls and young women through their educational and post-school pathways, supporting over 800,000 children in school, and over 80,000 young women through work in community Guide roles, in 2022 alone.

We made strong strides in our collaboration with governments to explore adoption of the Learner Guide program into national education systems, securing new funding and partnerships that will accelerate our progress, and developing a digital platform that will underpin sustainability and scale.

We expanded our climate-related work, completing the development of important climate education resources to complement the *My Better World* curriculum, and training nearly 400 new Agriculture Guides. CAMFED Association climate activists and agriculture experts joined policy discussions at COP27.

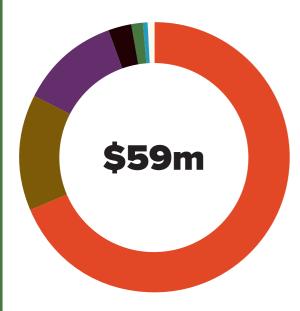
We continued to strengthen and expand our research and advocacy partnerships, to deepen our learning about the implementation and impact of our core strategies, including examining the social return on investment associated with our post-school programs, exploring ways to better measure improvements in girls' agency, and understanding the financing needs of young women entrepreneurs.

We are thankful for everyone in CAMFED's global movement who is working tirelessly to secure every child's right to quality education. By deploying your influence, energy, expertise and generosity you're helping 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.

#### FINANCIAL OVERVIEW

How we raised funds for girls & young women

2022 Income



Trusts and foundations

\$40.6m

Institutions (including governments)

\$8.2m

Public donations

\$7.1m

Corporate donations

\$1.6m

Other income

\$0.9m

Legacies

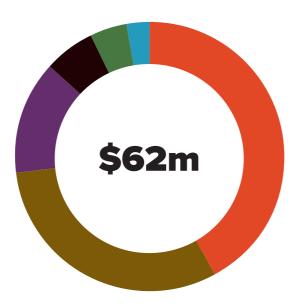
\$0.4m

Gifts in kind

\$0.4m

#### How we invested funds for girls & young women

2022 Expenditure



#### The Multiplier Effect

(Supporting girls through school, who in turn support the next generation)

\$26.2m

**Enterprise Development** \$19.2m

The Learner Guide Program \$8.3m

Raise funds

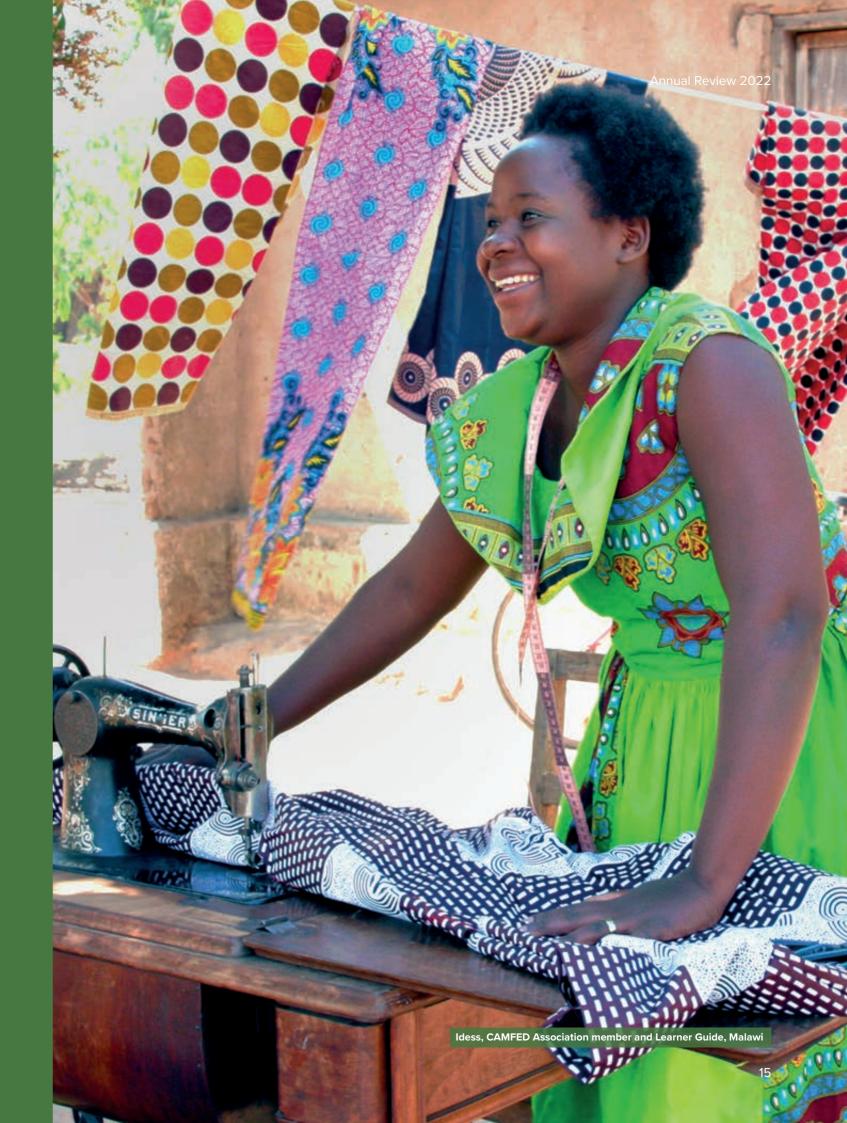
\$3.7m

Evaluation and Research

\$2.9m

Advocacy & Influence

\$1.7m



# STRATEGY 1: THE MULTIPLIER EFFECT

# Supporting girls to attend and thrive in school, join the CAMFED Association of women leaders, and support more girls in school

Girls' education drives progress across health, democracy, equity and economic health. It is the foundation for women's leadership, which in turn contributes to more equitable policies addressing the structural inequalities that keep girls and young women from reaching their full potential. CAMFED supports girls to access and thrive in school, and young women to become leaders in their communities and beyond. They join forces in the CAMFED Association, supporting each other to become independent and influential, and using their own resources to send more girls to school. This is the CAMFED Multiplier Effect.



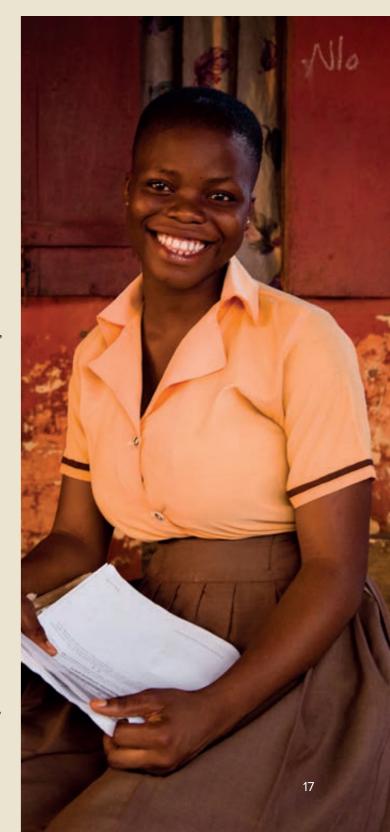
#### SUPPORTING GIRLS TO ATTEND AND THRIVE IN SCHOOL

While governments have made significant progress in improving access and equity in primary school enrolment, this progress is not translating into successful completion of secondary education for girls; particularly those living in underserved rural communities. Girls in rural areas remain 4 to 5 times less likely to have completed school than their urban counterparts: a complex array of financial, social and emotional barriers gets in the way of their ability to learn and stay in school, especially as girls reach adolescence.

CAMFED implements a comprehensive support system targeted at the most vulnerable girls, which combines financial, community, social and learning supports to address both the barriers to girls' attendance, and the challenges that limit girls' participation and performance in class.

# Tackling the financial barriers to girls' attendance

Costs are a major barrier to girls' attendance - not just school fees and levies, but the costs of clothing and menstrual products to attend school regularly with dignity, and the costs of transportation or accommodation associated with distance. CAMFED provides direct financial support — 'bursaries' — to address these needs for marginalized girls. Bursary packages are designed to be comprehensive, to ensure a full range of girls' needs are met and make class attendance less precarious.



# SUPPORTING GIRLS TO ATTEND AND THRIVE IN SCHOOL 2022:

Through donor funds, CAMFED supported

176,731 students at 7,044 partner schools

across 165 districts in Ghana, Malawi, Tanzania, Zambia and Zimbabwe, including by providing tailored packages of material support.

to go to

primary school

(33,902 girls / 10,429 boys)

132,400 students
to go to
secondary school

(124,466 girls / 7,934 boys)

I want to remove the injustices and the biases which most women are facing...I'm dreaming of becoming a lawyer...to bring equity and equality to both men and women... I want to encourage both girls and boys to fight for their rights and work hard in education so that we may **fight against the injustices together**.



Tapiwa, secondary student and aspiring lawyer, Malawi

Tapiwa was supported by CAMFED from Form 1 to Form 4 of secondary school. Now that she has completed her leaving exams, she's full of optimism about her future. Tapiwa aims to train as a lawyer and bring justice and gender equality to her community.





Education has really changed my life. It has helped me realize my dreams and to plan my future well. Now, I can relate well with others, regardless of their status and take up leadership roles without fear. I can also now read, write and talk confidently because I have been educated. It is my dream to become an economist in the future. I would like to help solve issues relating to my economy, to aid development in my country. Through this, I can empower young women to be confident and take up leadership roles in their schools and societies.



#### Vayant, secondary student and aspiring economist, Ghana

CAMFED has been supporting Vayant through senior high school where she has gained confidence in her abilities. Vayant wants to empower other girls and young women, and when she graduates from school wants to be an economist and give back to her community.





**CAMFED Association members, Zimbabwe** 

uniquely positioned to spearhead CAMFED's programs, engage with local leaders and change the status quo for future generations

22

invited to join our pan-African sisterhood,

the CAMFED Association, where they are

welcomed by young women from similar backgrounds — role models and 'big sisters,' who support each other and pay forward their education to benefit more vulnerable

children in their communities.



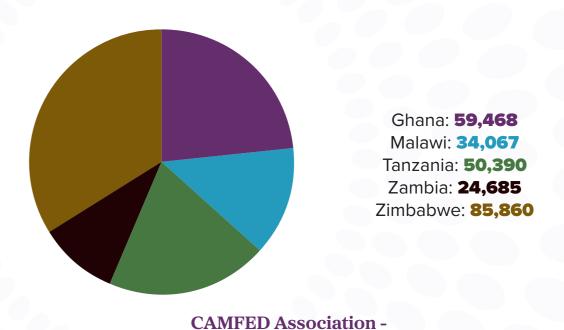
#### GROWING OUR LEADERSHIP NETWORK

The CAMFED Association grew to **254,470 members** in 2022.

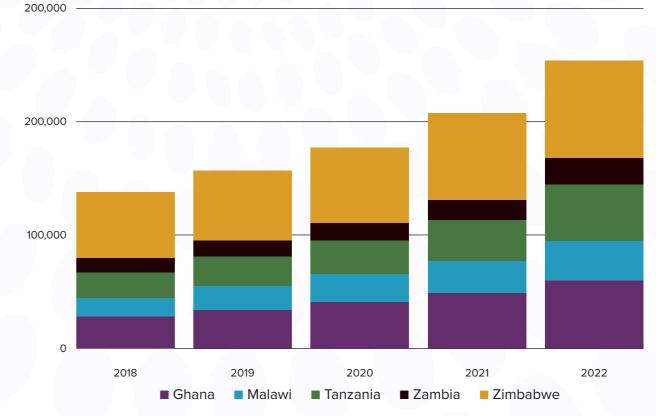
68,761 CAMFED Association members belonged to decision-making bodies in 2022.



#### **CAMFED Association - Member distribution by country**



**Network Growth** 



On average, each CAMFED Association member goes on to financially support three more girls to go to school, and offers mentoring and social support to countless more.

#### EDUCATED YOUNG WOMEN SUPPORTING MORE VULNERABLE CHILDREN IN EDUCATION IN 2022:

Members of the CAMFED Association collectively supported 824,548 students in education.

students to go to

secondary school

73,942

boys

They provided economic support for:



students to go to primary school

308,599 girls



150,222 boys



219,518



young people to attend post-school education



50,450 young women



#### **CAMFED Association Philanthropy**





"I was thrilled to join a call celebrating with CAMFED Association sisters in Zambia who are now professionals, and donated K12,000 (more than US\$600) to CAMFED. Some were in the room, some joined virtually. Their message was, 'CAMFED, you heard us, now we want to reach out to others.' I first met some of them as girls when I visited the first schools we supported in Zambia. Back then they were desperate just to have a single pen. Now they are sharp executives - people would never believe that they started out with nothing. This is what thrills me every day."

Angeline Murimirwa, Chief Executive Officer, CAMFED International





#### Galvanizing Communities to Act on Behalf of Vulnerable Children

CAMFED convenes local education stakeholders such as ministry officials, parents, CAMFED Association members and traditional leaders in committees to champion girls' education. As the embodiment of what can be achieved when girls are supported to go to school, learn and lead, CAMFED Association members help to inspire our Community Champions into collective action. These committees take responsibility for both identifying the girls in greatest need and determining what is needed to address the barriers to their attendance and welfare in school. This governance model means that communities take responsibility for — and a deep pride in — girls' successes, and are part of a movement creating sustainable change.



#### CATALYZING COMMUNITY SUPPORT FOR MORE CHILDREN TO LEARN AND THRIVE

**122,030** CAMFED Community Champions collectively supported 261,874 vulnerable students in education in 2022

Through community initiatives, they provided economic support for:



students to go to primary school



students to go to secondary school



81,958 girls



boys



68,471 girls









We would like to advise everyone in the community to support children and ensure their dreams are met regardless of poverty. Special thanks to CAMFED and all the people who support our efforts and our work. **Our commitment to support marginalized students will continue forever**.



#### Neema, Parent Support Group Chairperson and Teacher, Tanzania

Neema, a professional teacher, joined the Parent Support Group at her local school after discovering the challenges some students were facing due to poverty, HIV/AIDS and other issues. Together, members of the Parent Support Group raise funds to provide essential school-going items, sew school uniforms, and encourage vulnerable students at the school. The group runs a day-care center for preschool children, employing a CAMFED Association member who is qualified in Early Childhood Education, and uses the profits to provide more children with school essentials.

#### Social support and safe schools

Girls' education isn't just about access to school. It's about equity. That means ensuring that the school environment is safe and conducive to learning; and that those most marginalized receive the individualized support and attention they need to thrive in the classroom and beyond.

CAMFED works in partnership with District Education Committees, schools, teachers and parents to support girls to go to school, and provide a nurturing ecosystem for them to learn and progress, breaking down the barriers that push girls out of education. This support includes grants to schools for school infrastructure, including dormitories and WASH to support girls' attendance and wellbeing. CAMFED also trains government teachers as Teacher Mentors, to provide counseling and psychosocial support to vulnerable students and act as a focal point for the reporting of child protection concerns and strengthening of child protection systems within schools.







I support these learners not because I earn a lot, but because I love and admire charity work.
I give them economic support, social support and emotional support. I am very proud of being a Teacher Mentor at my school. I love my work; I love charity work.



### Mrs Fortunate Matikiti, Teacher Mentor at a secondary school, Zimbabwe

Mrs Matikiti has been a CAMFED Teacher Mentor since 2017 and is passionate about and committed to promoting girls' education. She provides vulnerable students with psychosocial support and encouragement, and has gone the extra mile to provide six girls, including some from child-headed families, with direct financial support and lodging in her own home. Mrs Matikiti is extremely proud of these students, two of whom have passed their school leaving exams with high grades and are aiming to go to university.



Education is important for every nation because without education, no nation can develop, especially education of the girl child. When you educate a man, you educate an individual. But when you educate a woman you educate a whole nation. So for me, getting a girl child [into education] is very important and very crucial to every country.





#### Mr Agbeko, Teacher Mentor at a secondary school, Ghana

Mr Agbeko trained as a Teacher Mentor when he saw that girls in his school in Northern Ghana needed additional support. He was keen to gain skills in guidance and counseling in order to better support them. Now, Mr Agbeko works closely in collaboration with Learner Guide Mariam, helping vulnerable students to learn effectively in class. He is also a disability advocate, helping to raise awareness — both in school and with parents and guardians — of the benefits of education for all students.

Annual Review 2022 Annual Review 2022

### The impact of our support on girls' success and wellbeing

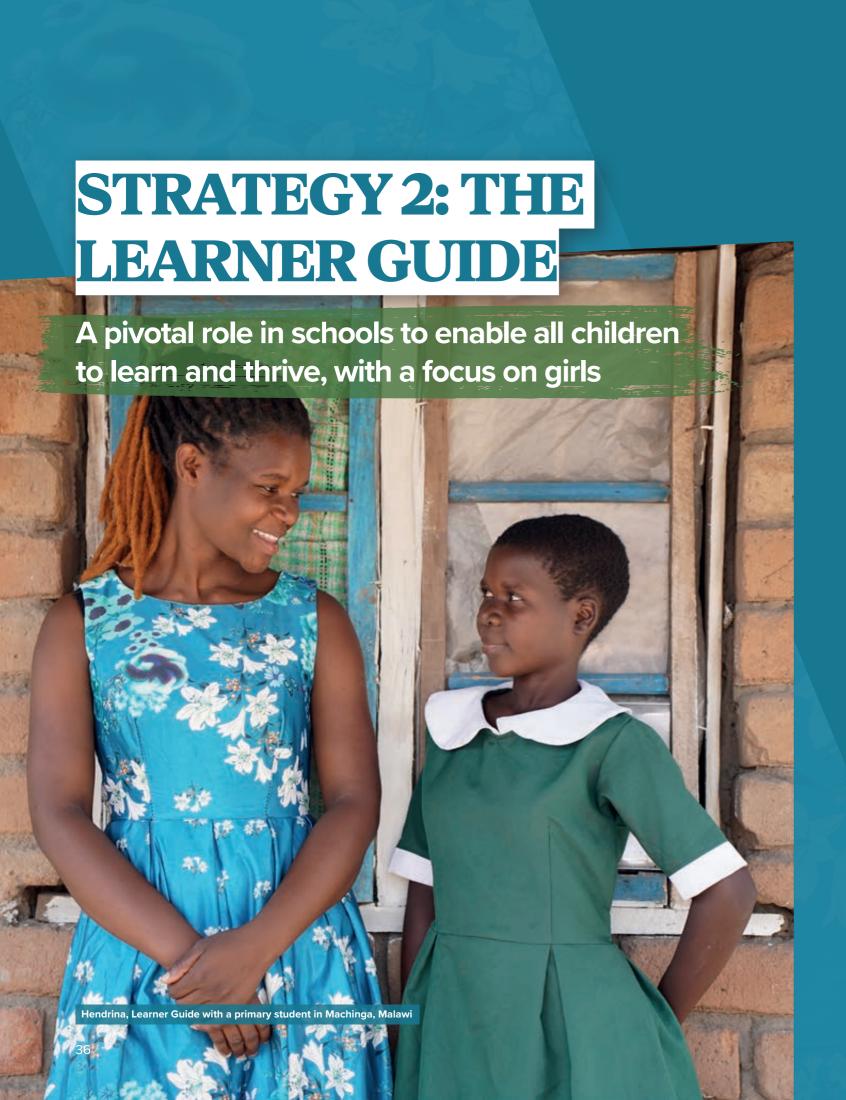
A survey of our program in Zimbabwe found that 97% of learners receiving financial support felt they could concentrate on their studies without being worried, while 98% agreed they felt happier and more confident because of CAMFED support.

A study to assess the value of school dormitories found that 100% of Teacher Mentors were positive about the impact that boarding facilities had on learners not dropping out, their ability to study and do homework, and students' attendance.

As part of an evaluation into our primary school program in Malawi, over 90% of students surveyed reported that they knew who to turn to in order to report cases of abuse, and subsequently identified a relevant school or community stakeholder, such as a Teacher Mentor.

As part of CAMFED's work in Zimbabwe to strengthen the support received by Teacher Mentors themselves, 90% of teachers surveyed said that they now felt supported in the work that they do - both in terms of adequate training materials and space to undertake their work, and in personal development and supervision.

Lucia, Founding CAMFED Association member and teacher, Zimbabwe



# TRANSFORMING PROSPECTS FOR GIRLS, YOUNG WOMEN, AND COMMUNITIES

Learner Guides are recent female school graduates who volunteer for 18-24 months in their local schools to identify children who are vulnerable to drop-out; mentor at-risk girls through their school career; and deliver a structured life skills and self-development curriculum called *My Better World*, codeveloped with children and young women. Learner Guides provide a vital school-home link in a context in which most teachers are from outside the local area, and they connect vulnerable children to additional support from school staff, the community and local services (education, health, social welfare).

At the same time as supporting girls through school, the Learner Guide role also offers young people a structured pathway to further education and employment. In addition to the training and mentoring they receive, Learner Guides are eligible for an accredited BTEC (Business and Technology Education Council)

qualification recognized by employers and teacher training institutions. This means that, in turn, the role creates a pipeline of trained teachers, professionals, entrepreneurs and policy leaders who are attuned and able to respond to the needs of marginalized young people. In exchange for volunteering weekly at local schools, young women can also access interest-free loans to start or grow their businesses, on the basis that they are paying "social interest" as role models and mentors. This supports young women to improve their ability to earn an income through running their own enterprises, while increasing their employability and leadership skills.

Through this holistic package of support, young women can simultaneously develop the skills they need to fulfill their role as Learner Guides and access the tools they need to make a successful transition into secure livelihoods.



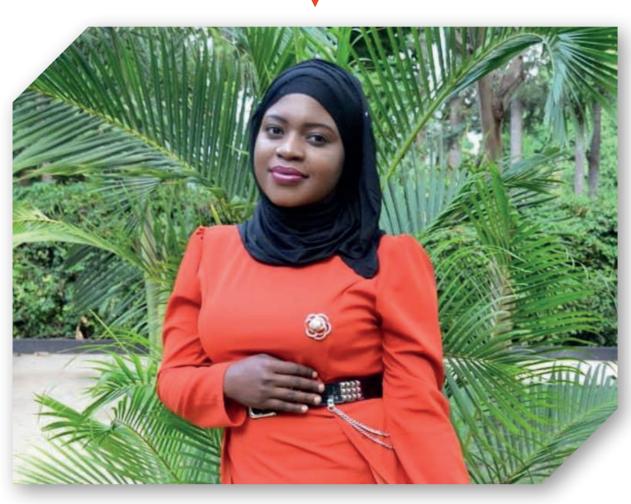


The Learner Guide at my school helped me so much by listening to any problems I had in school or at home and by inspiring me to dream big and imagine a brighter future. I enjoyed participating in her sessions, which empowered us with tools to navigate life's challenges and manage our emotions. I grew in confidence and developed leadership qualities including empathy, tolerance, optimism and a desire to uplift others.

Faiza, secondary student, Ghana



**Learner Guides are game changers** because we empower students with life skills and work with community stakeholders to ensure vulnerable girls stay in school.



#### Tatu, Learner Guide and BTEC graduate, Tanzania

Tatu grew up in a big family, where her home life was made really challenging due to poverty. With the financial and emotional support she received from CAMFED, she graduated secondary school in 2011 and went on to join the CAMFED Association. In 2014, Tatu trained as a Learner Guide, volunteering back in her former secondary school as a mentor and role model to marginalized students. Later, she took up the opportunity offered to CAMFED Guides to work towards a BTEC Level 3 Advanced Diploma - an internationally recognized vocational qualification. Tatu's work was assessed by Madam Lilian, a CAMFED Teacher Mentor, who was impressed, particularly with the classroom observations. Earning the BTEC certificate has helped Tatu add valuable experience to her CV and stand out from other applicants in the job market. In 2022, she successfully applied for a record-keeping position, and today, is a permanent employee at Kondoa District Council as a District Record Keeping Officer.

CAMFED designed the Learner Guide role in collaboration with Ministries of Education, teachers, local communities and young people, and created the *My Better World* self-development curriculum with young people in Africa alongside international teacher training and curriculum development experts. Sessions run by Learner Guides are now formally timetabled in the majority of our partner schools, and the role is an established and respected part of school communities. *My Better World* has since been developed into a multimedia series by partner Impact(Ed) International and broadcast on TV and radio across sub-Saharan Africa, reaching more than 200 million people.

#### THE LEARNER GUIDE PROGRAM



14,114 Learner Guides

were active in Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2022.



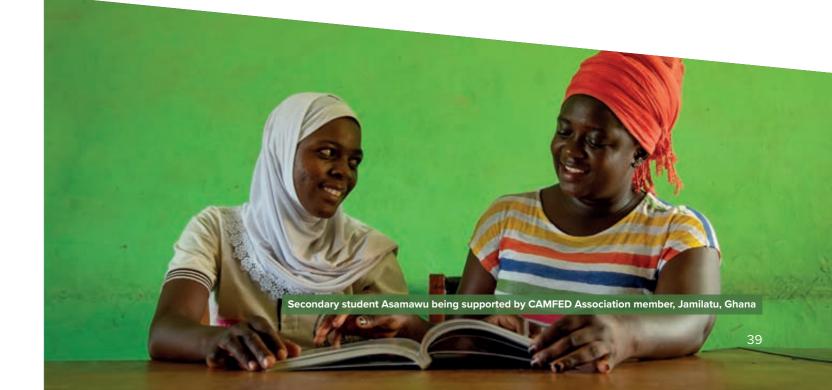
**939,455** students

were reached by Learner Guide activities in **4,247** partner schools in 2022.



5,103 Learner Guides

were newly trained in 2022, with 22,250 trained cumulatively.







The main challenge of the students is their lack of confidence in class. When it comes to talking in class, they don't want to talk because they fear making mistakes. So because of that, we create groups for them to study and do presentations. Their confidence level has really changed and **they can now boldly speak anywhere they find themselves**. This has really improved their academic performance. The My Better World program has also benefited the students in so many ways, such as being able to make decisions on their own. They're able to express themselves very well, and they are also able to set goals for themselves.



#### Mariam, Learner Guide, Ghana

Mariam, who was supported by CAMFED through secondary school, returned to school to volunteer as a Learner Guide and deliver sessions using *My Better World* - our bespoke life skills and wellbeing curriculum. She has been an invaluable mentor for student Sussana, who is affected by a disability and was struggling to participate in class due to lack of confidence and difficulties communicating. Through Mariam's mentorship, Sussana is now participating in class, and is included in classroom activities. Mariam has even visited her and checked up on her at home.



I first met sister Mariam in 2021. She's bold, confident, and she cares about everyone. I feel free to talk to her about my personal problems outside the class. My favorite thing in My Better World is the 37 powers, and powers simply means your inner strengths. My Better World has helped me by endeavoring me to set up my specific goals. Prior to CAMFED support, I thought I would have dropped out from school. But now my dream of becoming an art teacher is becoming reality.





Sussana, student supported by Learner Guide Mariam, Ghana

Sussana, a student in Yendi, Ghana was on the verge of dropping out from school before CAMFED stepped in to support her. Through CAMFED she received access to physical support sessions, groceries, menstrual products, and other school-going materials to help her remain in school, alongside counseling from a Teacher Mentor and mentorship from Learner Guide, Mariam. Mariam has helped build Sussana's self-esteem and ensure she has the confidence to participate fully in lessons. Now Sussana is in her final year of senior high school, specializing in visual arts, and in future aims to train as an art teacher.

# Delivering the *My Better World* Self-Development and Life Skills Curriculum

In delivering the My Better World curriculum, Learner Guides are in the unique position to help vulnerable children recognise and grow their wellbeing and deeper learning skills. The curriculum — centered around a fun, illustrated workbook with relatable examples and real-life stories — is designed to improve students' confidence, resilience, self-reflection, and autonomy. It encourages children to hone their critical thinking and problem-solving skills, and become more aware of their rights, responsibilities, and values, as they engage in group work and lead presentations. The curriculum is tailored to local needs, including life skills, sexual and reproductive health, literacy and study skills. To date, Learner Guides have reached over two million children (girls and boys) with regular curriculum sessions, and participation in the program has been linked to improved academic learning outcomes, lower drop-out rates, and greater agency for all students, especially marginalized girls. In 2022, a study in Malawi linked participation in the program to higher academic-self esteem, and in Zimbabwe 97% of students felt they would do better in their school exams as a result of participating.

Para Bunia Yangu Bora Pangu Bora Pangu Bora Dunia Yangu Bora Dunia Yangu Bora Punia Yangu Bo

Dunia Yangu Bora

Dunia Yangu Bora



#### MY BETTER WORLD MULTIMEDIA SERIES WINS INTERNATIONAL EMMY AWARD

In December 2022, the *My Better World* television series won an International Emmy in the Kids: Factual & Entertainment category. The multimedia series, which follows the adventures of six African teenagers discovering their power to navigate life's big challenges, was produced by our partner Impact(Ed) International with Fundi Films and MAAN Creative, working with young people and educators in five African countries. It is based around the themes of CAMFED's *My Better World* curriculum.

CAMFED colleagues in Tanzania, Ghana and the UK worked closely with the production teams to advise on style, guide character development, host script workshops with students, review storylines, and more. The resulting 55 *My Better World* episodes combine animation with short documentaries, some of which feature Learner Guides, CAMFED Association members and girls supported to go to school by CAMFED.

Maria, CAMFED supported secondary student, Kilolo, Tanzania

# POST-SECONDARY QUALIFICATIONS FOR LEARNER GUIDES: A STEPPING STONE TO FURTHER EDUCATION AND EMPLOYMENT

233 CAMFED Association Guides earned a

post-secondary qualification in 2022

(**Pearson SRF BTEC Level 3 Advanced Diploma**) after participating in the Learner Guide program, bringing the cumulative total to **5,263**.

#### DEVELOPING THE LEARNER GUIDE DIGITAL HUB

The Learner Guide Hub is a bespoke digital platform designed to provide ready access to training curricula and resources, interactive learning content, online reporting by Learner Guides, and opportunities for networking and peer support. It is a key enabler of CAMFED's strategy to scale the Learner Guide program - by opening up online access to resources and support, it will improve the scope and speed of support we can provide to Learner Guides, and allow us to scale recruitment and training cost-effectively. Prototype testing took place in mid-2022 following a user-centric design and development process anchored by a committee of Learner Guides, Core Trainers, and CAMFED Association technology experts, with the launch of the initial pilot product to the first 500 users scheduled for early 2023.

The Hub is designed to ensure seamless online/offline usage - critical in rural contexts where power and connectivity are challenges - and is built as a progressive web app, to provide accessibility across different device types. It links directly to our program database to facilitate simpler reporting by Guides, and to more readily allow them to track their impact. The Hub architecture is intentionally extensible, to ensure that, once it is fully rolled out to Learner Guides, similar support to other Guide roles as well as the wider CAMFED Association can be easily built in.



# INTEGRATING THE LEARNER GUIDE ROLE INTO EDUCATION SYSTEMS - WORKING WITH MINISTRIES TOWARDS SYSTEMIC CHANGE



This is a sustainable strategy and the biggest way of influencing for positive change through knowledge sharing, and shaping attitudes and practices that make communities better places for all.

Hon. Douglas Siakalima, Minister of Education, Zambia, speaking at CAMFED Zambia's Annual General Meeting



There is growing global recognition of the power of girls' education in driving progress on development outcomes, and governments across sub-Saharan Africa are increasing commitment to addressing these issues. The disruption to schooling caused by the COVID-19 pandemic has exacerbated existing inequalities in education access and success, especially for the most marginalized girls - but in doing so, has also brought these issues to the fore. This presents us with an important window of opportunity, to bring our experience and evidence of 'what works' to help vulnerable girls to thrive in school to drive change at the national level, and embed best practices in education systems to orient them to the needs of the most marginalized.

To this end, during 2022 we continued to grow our collaboration with relevant Ministries - including those focused on education, youth, and gender - to explore conditions for broader take-up of

components of the Learner Guide program within education systems. With the support of a Design Grant from Co-Impact, and in collaboration with key government and other stakeholders, we developed a strategy for embedding the Learner Guide role in secondary school systems in Tanzania and Zambia, as a catalyst for the orientation of those systems towards the needs of the most marginalized. Our ambition is that within 5-7 years, the Learner Guide role will be embedded in national systems in Tanzania and Zambia, with a significant proportion of the young women who volunteer in the role graduating to take up places in teacher training and being deployed as qualified teachers with a nuanced understanding of what it takes to get marginalized girls through school. We were pleased to be awarded a seven-year grant from Co-Impact's Foundational Fund towards this ambition.

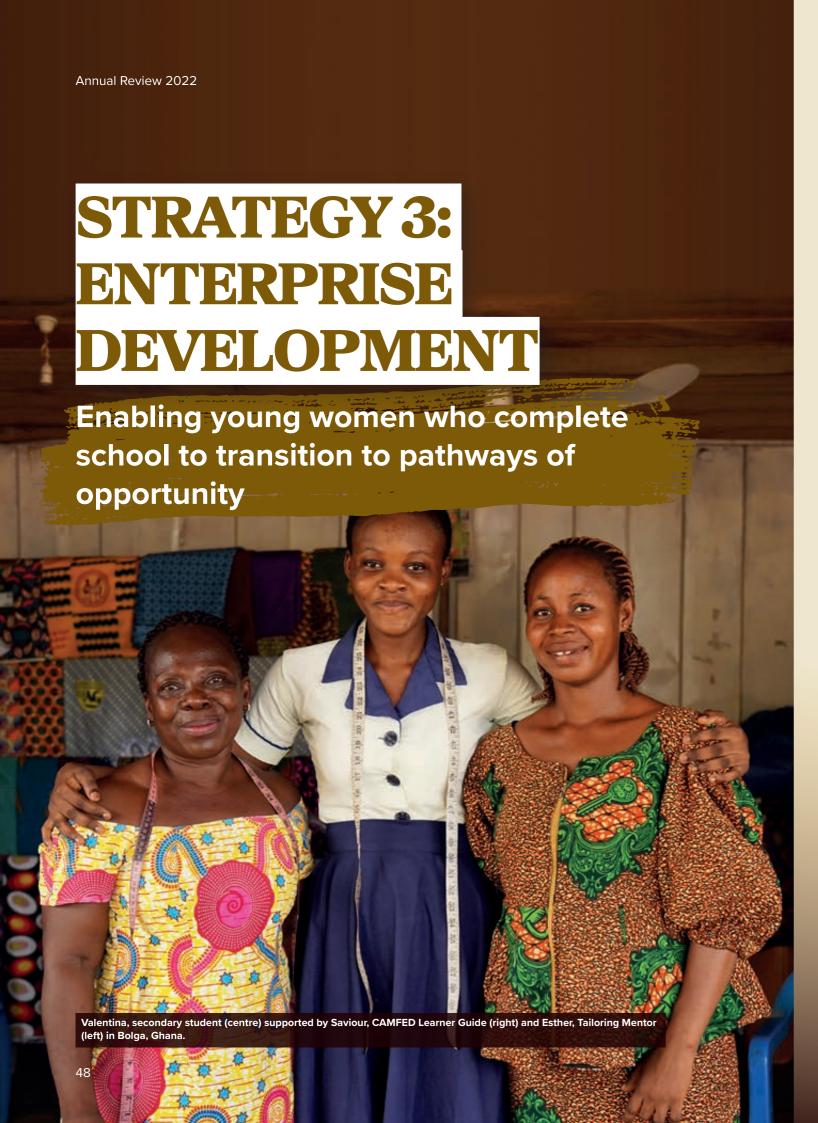
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We have established National Advisory councils in each country, which draw together senior government decision-makers across a variety of relevant Ministries, including those focused on education, youth, gender and labor, as well as representatives from national education bodies (e.g. teacher training institutions and exam boards). They advise on entry points for system integration of the Learner Guide role, and champion the wider roll-out of the program.

Core elements of the Learner Guide program are already integrated into school systems across our partner countries, including the formal timetabling of Learner Guide sessions in partner schools, approval of the *My Better World* curriculum for use in classrooms, and the training of teachers and education officials as assessors for the BTEC qualification open to Learner Guides. In Tanzania and Zambia, where our strategy is most advanced, recognition and support for the model continued to grow at pace in 2022:

- In Zambia, the Ministry of Youth requested a dedicated Memorandum of Understanding (MOU) with CAMFED to provide a formal basis for exploring ways in which the Learner Guide role can be integrated into its youth strategies, and made available all its Youth Resource Centres as training venues for Guides.
- In Tanzania, CAMFED was invited by the Ministry of Education, Science and Technology (MoEST) to share an advisory note detailing how the Learner Guide program can support the implementation of Tanzania's new re-entry policy, facilitating the return of young mothers to school; MoEST and CAMFED Tanzania have also drafted a collaborative agreement detailing their respective roles in implementing the Learner Guide program.
- In Tanzania, where the government has developed a 'Safe Schools' initiative within its World Bank funded secondary education improvement program, content and principles from My Better World and the Learner Guide training program have been integrated into curriculum and peer educator training material due to be rolled out to all schools.
- In Zambia, 117 CAMFED Association members, including Learner Guides and Core Trainers, were recruited by the Teaching Service Commission; 196 young women were selected to the competitive role of census enumerator, with their leadership experience and ease with monitoring and technology in communities noted as an advantage.







I'm super proud of my business because of the impact it's making in the lives of rural women in Ghana. My organic shea butter enterprise is supporting local shea producers, creating employment opportunities for the youth and empowering women economically. The business is geared towards reducing poverty, reducing hunger, and also promoting quality education....My profits are used to provide menstrual products for the less privileged and also educational materials for orphans and the needy.

Portia, Entrepreneur, CAMFED Association Ghana



For young women in rural Africa, the exhilaration of completing secondary school is fleeting, as they are faced with new obstacles ahead. Eager to support family members — which may include a single parent or grandparent, an older sibling they have previously relied on, or younger siblings of school-going age — the pressure can be considerable. At this vital period of transition, young women remain at risk of exploitation and early marriage,

as they seek financial security in areas with high unemployment, vulnerabilities that have been exacerbated by the after-effects of the COVID-19 pandemic. CAMFED's enterprise programs support young women to lift themselves and their families out of poverty, contributing to jobs and prosperity in their communities, and enabling them to support their own, as well as other children, to go to school.



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#### Support for enterprise development

Further extending the Guide model to support young women to develop and grow local businesses, with a particular focus on climatesmart agribusiness. Agriculture Guides and Business Guides are women who have developed successful enterprises and become mentors to those who are starting out, facilitating connections to markets, collaborating to achieve supply chain efficiency, including through establishing collectives, and providing context-specific technical training, know-how and support. Agriculture Guides have a particular focus on community climate resilience, helping others to develop thriving agricultural enterprises to improve food security at family, school and community level. CAMFED additionally connects young women, who are usually unbanked and lack assets to secure loans, with **business financing opportunities**, providing access to loan capital via partnership with Kiva, and through the recently established Revolving Investment Fund.

#### BUSINESS SUPPORT FOR YOUNG WOMEN IN 2022

36,297 young women started a business.

55,084 businesses were supported by Business Guides and Climate-smart Agriculture Guides.

2,182 loans were provided to entrepreneurs, with a total value of \$780,122.

#### Support for further education and professional career development

CAMFED also identifies opportunities for young women to pursue further education, whether this is technical, vocational, or degree level. This includes sharing information on options, assisting with applications, and facilitating access to financial support, either through direct funding, via partnerships, or through making connections to opportunities, such as government loan schemes, from which marginalized young women may previously have been excluded. Young women are accessing further education opportunities in a variety of sectors including where there is significant need in rural communities, including education, agriculture, and health - for example, 778 CAMFED Association members were supported to access midwifery and nursing courses in Tanzania and Ghana in 2022, responding to gaps in provision of adequate maternal healthcare.





*I'm encouraging other young women in my community to consider Information* Technology as a career and learn skills in that area. Young girls always get inspired when I tell them my story, so I ask them to come to the shop and see what I do. Although my bigger impact is to come, already I am an inspiration.



#### Happiness, Business Guide, Zimbabwe

CAMFED Association member and entrepreneur Happiness set up her mobile phone repairs and accessories business in 2017, after noticing a demand in her community for technologyrelated services. She used a loan from CAMFED of US\$4,800 to diversify into solar power and batteries and to open a second shop. In 2022, Happiness' business went from strength to strength, as she saw her profits more than double. Determined to ensure that more children in her community stay in school, she uses the profits from her business to support six students with school fees, stationery, and menstrual products.

Happiness' reputation in her community as a successful entrepreneur in a typically maledominated field is testament to her drive and passion for business and technology. As a Business Guide, Happiness unlocks the power in other young women in the CAMFED Association, helping them to develop their entrepreneurial and IT skills.



I am a Business Guide, working to expand my own businesses of rearing broiler chickens and selling baked goods. With access to a loan from CAMFED, I have been able to expand and increase my profits. I'm dreaming of growing big!





#### Needmore, Business Guide, Zimbabwe

As a Business Guide, Needmore provides advice and training to other aspiring young women entrepreneurs in her community in Zimbabwe. Needmore's financial knowledge and business skills have enabled her to strengthen her business and diversify into different markets, and now she is excited to help other young women do the same.



I urge CAMFED to continue to provide support to marginalized girls like me to **make their dreams a reality** through education and economic empowerment.



#### Faudhiati, Revolving Investment Fund Loan Recipient, Tanzania

CAMFED Association member Faudhiati is an entrepreneur who launched a bakery business in 2022 with a TZS 2 million (around US\$850) loan from the Revolving Investment Fund, and has since trained 15 other young women to run bakery businesses. She is also a Learner Guide, and has directly helped six girls who had dropped out of school to continue their education.



Through my business, I am **creating employment for 25 women in my community** and supporting 35 children with books and other learning materials to help keep them in school.





#### Olivia, CAMFED Association entrepreneur, Ghana

CAMFED supported Olivia, who was determined to lift herself and her community out of poverty after graduation, in senior high school and university. Wanting to create local job opportunities and tackle urban migration in her area, she started Kobaa Farms—an organic vegetable farm enterprise. Olivia uses sustainable technologies to solve productivity challenges and food insecurity in her community, providing a source of fresh and affordable vegetables all year round.

Having recently expanded her business even further into organic waste management, Olivia is proud to support members of her community through employment opportunities and with her profits, and is well on her way to achieving her dream of having one of the most successful vegetable farms in Upper West Ghana.

#### Transformative impact on young women's livelihoods

Data from business tracking surveys conducted in Tanzania in November 2022, with 1,327 entrepreneurs selected randomly from the 19,000 so far reached by Business Guides, found powerful impact despite a challenging macroeconomic context, high inflation and drought over the recent period:

- Overall business survival rates were 83%, and 81% of entrepreneurs had made a profit in the previous four weeks the figure was 30% at the 2020 baseline.
- 84% of the women surveyed reported increased household income, and 74% increased household food consumption.
- 83% now had savings, versus 61% at baseline, and the amounts saved per person had more than doubled.

#### Climate-smart Agriculture Guides: A growing need

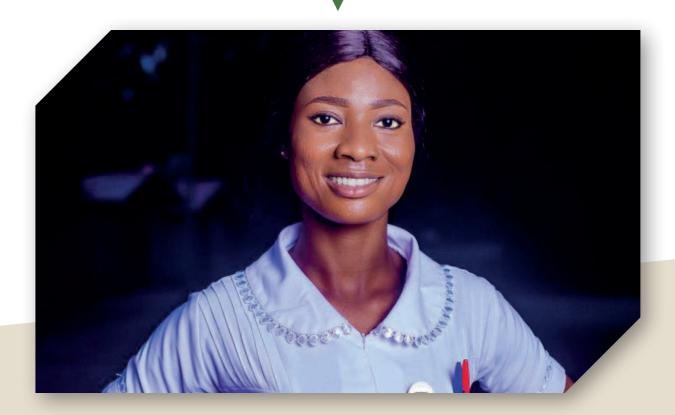
The increasing frequency of extreme weather events reinforces the critical importance of embedding climate resilience across all of our work. CAMFED Association Agriculture Guides are at the forefront for this, and in 2022 we trained 389 new Guides, doubling the team. Results from a survey conducted with over 2,000 CAMFED Association members running agricultural businesses in Zambia and Zimbabwe reinforce the need for targeted support, and revealed young women's priorities:

- 85% of young women in Zimbabwe and 90% in Zambia said that their farming had been affected by droughts, floods, cyclones or other extreme weather over the past year.
- The majority of respondents farm both for household subsistence and also to sell they are playing an important role in underpinning food security.
- Half of respondents in Zimbabwe and two-thirds in Zambia provided local employment in their businesses, averaging 4.7 employees each in Zimbabwe, and 6.5 in Zambia.
- Reported aspirations for support included improved knowledge of climate-smart agricultural techniques, strategies for adapting to business challenges, and connections to new markets and other CAMFED Association farmers.



Because I am a CAMFED Association member, I believe in the power of giving back to my society. I always educate school children on courses they can take to help them become good nurses and the professionals they want to be. After introducing myself to them as a Nursing Officer, a lot of them always get inspired to become nurses in the future just like me.





#### Juliana, Nursing Officer and entrepreneur, Ghana

As smallholder farmers, Juliana's parents struggled to provide school essentials for her and her six other siblings. With CAMFED support, Juliana excelled in high school and after graduation, won admission to Central University to study Nursing. She found employment as a Nursing Officer at the Baptist Medical Centre at Nalerigu and was soon able to put her resourcefulness and medical training into action when, while traveling on a bus, a fellow passenger's water broke. In spite of not having been trained as a midwife, Juliana used her medical knowledge to deliver the baby by the side of the road, ensuring both mother and baby were safe and proving that girls' education really does save lives. In addition to her nursing achievements, she has founded a shea butter processing enterprise, and today works with more than 100 women in Nalerigu and its neighboring villages employing them in shea butter production. Juliana is an inspiration to many in her community, encouraging girls to be confident in their abilities and follow their ambitions to study science and health related courses.







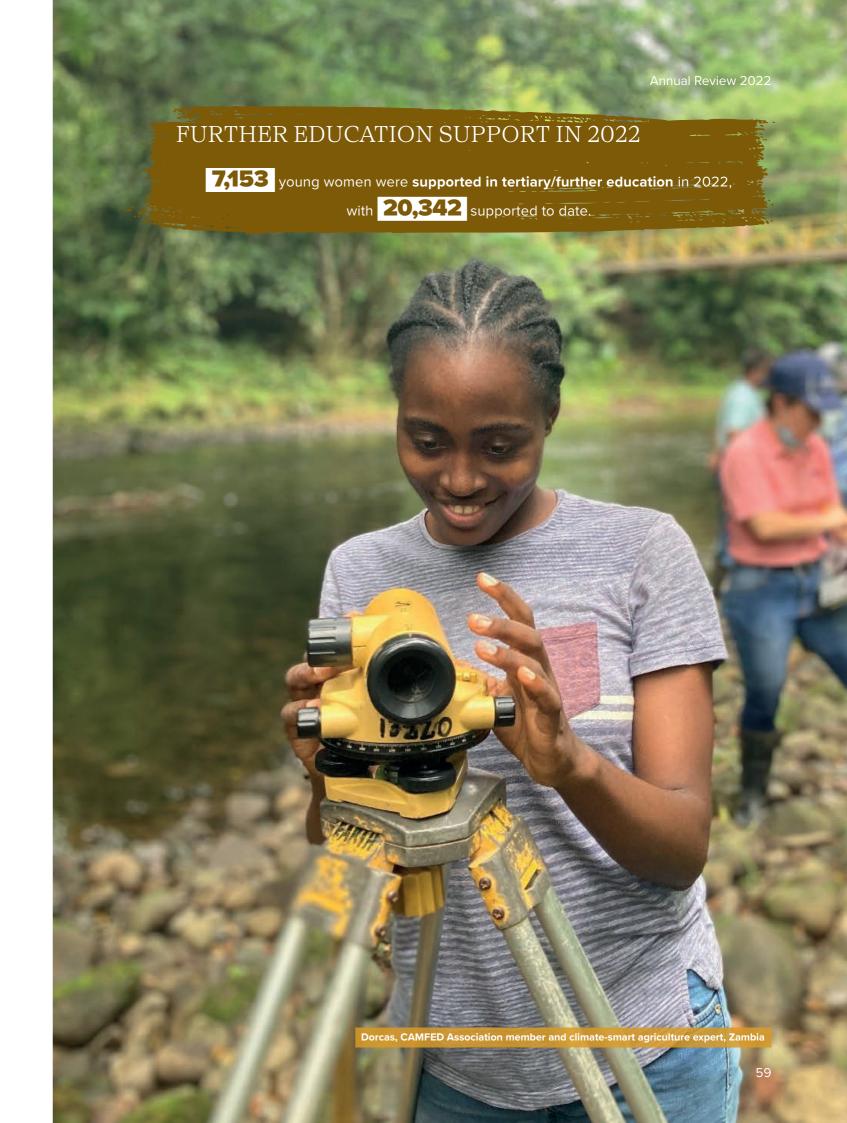


#### Rebecca, Medical student at Kamuzu University of Health Science, Malawi

When Rebecca's parents were unable to meet the costs of her secondary schooling, CAMFED stepped in to support her with fees and school necessities. Rebecca excelled academically, graduated secondary school with very high grades, and secured a place to study for a Bachelor of Medicine and Surgery at Kamuzu University of Health Science, Malawi. CAMFED supported Rebecca with tuition fees, a stipend for living costs, and a laptop for her studies. Committed to giving back to her community, Rebecca reaches out to students across six primary and secondary schools to deliver motivational talks. With her fellow CAMFED Association sisters, she has also provided disadvantaged school students with donations of exercise books and pens. Rebecca recalls that when she was in secondary school, her parents would call her 'Dr. Rebecca', to encourage her to dream big now she is on the way to making this a reality.

#### Caroline, Nursing and Midwifery student at Kamuzu University of Health Sciences, Malawi

Caroline from Mchinji district, Malawi was supported through secondary school by CAMFED when her parents could no longer afford the fees. After graduating from secondary school with high grades and a determination to help others, Caroline secured a place to study Nursing and Midwifery at Kamuzu University of Health Sciences under our partnership with the Mastercard Foundation. Caroline received everything she needed to thrive at university, including tuition fees, accommodation, study materials, and a laptop. When Caroline completes her degree, she hopes to return to Mchinji district and work to reduce the high maternal death rate. Already Caroline is an inspiration to many, and during her vacations speaks to girls in her village, motivating them to study hard and reach their dreams.



CLIMATE EDUCATION.

Climate Change:

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*CAMFED's climate change education curriculum positions the organization at the* 

forefront of intersectional climate solutions and transformative climate action. The opportunity to witness the development of this curriculum brings me hope that through collective and inclusive action, we can orient our work in global education to build the

knowledge, skills, capacity, and agency to face this challenge head on.

Christina Kwauk, PhD, Gender, education, and climate change specialist

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The importance of education for improving climate resilience is well-documented: among lower-income countries, higher rates of girls' education correlate with lower rates of injury and death in climate-weather disasters. Education protects girls and women from the gendered risk to life from extreme weather events because it equips them with critical thinking skills and resources. Quality education also equips young women with the skills they need to respond and adapt in a climate-impacted world; with climate adaptation and resilience being critical. It also has a mitigating effect to avert future carbon emissions - preparing young women to maximize green jobs opportunities and build a thriving, sustainable future for themselves, their families and communities.

CAMFED has innovated to integrate climate education within our tried-and-tested model of support to girls in school, resulting in an approach that combines social and economic support for the most marginalized girls to thrive in school with a whole-class approach for broad skills development and climate resilience. Over the last period we have worked with a broad team of stakeholders and experts, including CAMFED Association members, representatives of national ministries of agriculture and education, national education and climate experts, and educational consultants, to design and develop new, context-specific and curriculum-aligned climate education content. This content has been developed to complement the My Better World curriculum already delivered in schools by Learner Guides, and to be integrated into Learner Guide delivery with the support of locally based Agriculture Guides.

The content development followed an intensive needs assessment in early 2022, conducted with children, teachers and young women, including Learner and Agriculture Guides, in partnership with Ministry of Education partners in Zambia and Zimbabwe. The assessment sought to understand what children already know - and are taught - about climate change, how it is affecting their lives, and their priorities for learning, as well as the information and resources teachers and Guides need to increase their support. Findings informed the four focal areas for our climate education approach:

- Enabling children to understand climate change and how it affects them in their own context
- Equipping young people with essential, practical information and skills to identify risks and keep themselves safer in the face of climate impacts and emergencies
- Enabling young people to develop core skills to improve their personal and community climate resilience
- Helping young people to embed climate resilience through their daily careers

The completed resources are now being trialed with young people and CAMFED Association Guides in Zambia and Zimbabwe; resulting feedback will be incorporated into the resources prior to seeking final approval from Ministries of Education to roll out the approach across schools during 2023.

Naomi, Agriculture Guide, Zambia





I have noted with concern that women and children are hardest hit by climate change. That's why I support vulnerable rural residents to build resilience in the face of the global climate change emergency - by **sharing knowledge and strategies** on how to address the impacts we face in rural Zimbabwe.



### Mary, CAMFED Association member and Sustainable Agriculture expert, Zimbabwe

Mary, a CAMFED Association member in Zimbabwe, noticed with concern how her community—particularly women and vulnerable families— has been increasingly impacted by extreme weather events and changes in weather patterns. She decided to train as a CAMFED Agriculture Guide in order to learn skills to help farmers and small business owners adapt. Mary now trains other young women with agribusinesses on how to successfully continue to run their businesses and make profit, despite the climate challenges. She has worked across 29 districts in Zimbabwe as well as in Malawi and Zambia, helping individuals and families adapt and build climate resilience.

In 2022 alone, Mary reached 3,000 young women in Nyanga District, Zimbabwe with climate smart farming knowledge, in addition to 300 agricultural workers and 200 schools in Zimbabwe. Together with other CAMFED Association Guides, she has partnered with Education and Agriculture ministry stakeholders to cascade her knowledge even further. Mary is a proud agri-business owner herself, farming potato, maize, and beans to supply both her local community and national buyers, in addition to selling goat and cows' milk.



# EVALUATIONS AND RESEARCH

#### RESEARCH PARTNERSHIPS

CAMFED's learning culture is anchored in accountability to the constituency we serve: girls and young women. Our approach to learning, measurement and evaluation is grounded in strong data platforms, powered by local stakeholder engagement and deepened through our research partnerships.

#### **Exploring routes to scaling the Learner Guide program**

CAMFED's long term partnership with the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge is centered around our mutual commitment to gender equality in and through education. Supported by the Global Partnership for Education's Knowledge and Innovation Exchange (KIX) program, a joint endeavour with the International Development Research Centre, Canada, CAMFED and the REAL

Centre have been working together under the leadership of the University of Dar es Salaam and alongside Altamont Group to understand possible modalities for scaling up CAMFED's transformative Learner Guide program into the national education systems of Tanzania, Zambia and Zimbabwe. One element of the research examines the implementation of a governmentled adaptation of the Learner Guide model in Tanzania and compares this to the CAMFED-led model in terms of student outcomes. A second element of the research has been the creation of policy briefs to examine opportunities within existing government policies and practices for scaling the Learner Guide model within the education systems of Tanzania, Zambia and Zimbabwe. Both the results of the pilot and the policy briefs will be shared with government, communities, and with NGO and donor partners in 2023.



We feel privileged and excited to work with CAMFED and be part of a scaling journey of the Learner Guide program by supporting the generation of evidence on how to adapt and scale the program at a national level in equitable and sustainable ways. We believe that the generated evidence will support both CAMFED, and the governments with which they are engaged, in deciding how to go about scaling the impact of the program and ultimately improving education access and quality for marginalized girls. The information gained can also be useful to other collaborations among NGO, government and donor partners seeking to scale promising education innovations.

Tricia Wind, KIX Program Leader, International Development Research Centre



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#### Examining the process of unlocking girls' potential

The CAMFED-REAL Centre partnership has led to further collaboration with the University of Dar es Salaam on a new research project, funded by the Allan and Gill Gray Philanthropies, to identify if and how the Learner Guide program is altering gender norms and the balance of power within schools and communities where it is active. The research, being conducted in Tanzania, aims to identify what unlocks, complements and grows the capacity of young women who volunteer as Learner Guides to act as agents of change looking at program elements such as training, mentoring, community support and young women's access to capital to grow financial independence.

Supporting girls and young women to grow their self-esteem and agency is at the core of CAMFED's work, making it a priority to find the most effective ways to measure how this change takes place. CAMFED has entered a new partnership with AMPLIFY Girls, a collective of community-driven organizations collaborating to unleash the power and potential of adolescent girls. Through a collaborative funding partnership, led by Echidna Giving, AMPLIFY Girls has developed a new approach to measuring agency that takes account of local contexts and the specific needs of adolescent girls, and CAMFED is working with them to test and adapt the tool in Malawi and Zambia, with the ambition of using the tool to measure agency outcomes across our program.

#### Quantifying the impact of enterprise support on the Multiplier Effect

Building on the cost effectiveness study of CAMFED's school-going program, CAMFED is collaborating with the London School of Hygiene and Tropical Medicine to design and deliver a research strategy to evaluate the social return on investment and cost effectiveness of CAMFED's livelihoods program. The first phase of the collaboration has focussed on developing the methodology. and our plan is that this will be followed by a three-year research initiative running from 2024-2026. The research agenda will evaluate the business, philanthropy, health and social outcomes being achieved by entrepreneurs supported through our program and assess the cost-effectiveness of CAMFED's intervention.

CAMFED also commissioned research to further explore and understand the particular role of loan finance for CAMFED Association entrepreneurs in Malawi and Ghana. Researchers met with CAMFED Association members to explore the role of loan finance in their business success and to examine the effectiveness of CAMFED's 'social interest' model - where in lieu of financial interest, borrowers undertake 'social interest' repayment activities, such as mentoring, community outreach or philanthropy. The research found that the social interest commitment was a key attraction of the loan package, alongside the opportunity to drive wider community benefit: "The social interest is best as it also helps to develop our communities," a CAMFED Association borrower in Malawi explained.





# NATIONAL PARTNERSHIPS AND ADVOCACY

**CAMFED Tanzania** has continued to collaborate with the government and other Civil Society Organizations (CSOs) on the newly introduced re-entry policy for out of school students, including through a joint caucus meeting held through the Tanzania Education Network (TEN/MET) in March, which explored practical options for supporting returning students. CAMFED Tanzania was also the only CSO invited to a strategic meeting between the World Bank Vice President for Africa, Dr Hafez Ghanem, the Minister of Education, Professor Joyce Ndalichako, and other senior government ministers, which focused on solutions to the issue of pregnant girls' return to school. Following the meeting the World Bank agreed to re-commit \$500 million in support of Tanzania's new five-year Secondary Education Quality Improvement Program (SEQUIP), with 50% of the resources devoted to girls and \$50 million ring-fenced for support to girls to re-enroll and finish school after giving birth. Engagement and advocacy have also focused specifically on the scaling and mainstreaming of CAMFED's Learner Guide model and the promotion of life skills and youth engagement in schools.

CAMFED Tanzania, through our membership of TEN/MET, supported the organization of the International Quality Education Conference in Dar es Salaam in August. Barbara Chilangwa, **CAMFED Executive Advisor Government** Relations, represented CAMFED on the panel, discussing the role of youth in education and sharing CAMFED's youth-led interventions. CAMFED Tanzania has also provided input on the government life skills guidelines for out-ofschool youth, championing issues of gender inclusion. CAMFED was invited by MoEST to draft an agreement for implementation of the Learner Guide program between CAMFED and MoEST, detailing the respective roles and responsibilities of both parties, and facilitated a regional advisory meeting in November for key stakeholders — including government officials and researchers from Tanzania, Zambia and Zimbabwe — to discuss specifically how the Learner Guide model might be integrated into the education systems in all three countries.



I hope to see that no girl is left behind, especially because of poverty. As a community we should work together, making sure a girl is educated and empowered because the effects of leaving her behind is unbearable. I am a leader to myself, to my family, and to my community as well. I am a leader who wants to see the world as a better place for everyone living in this universe. I want to be a national and international influential and public woman figure who has touched millions of lives through my passions and career.





### Agnes, CAMFED Association member, author, and District Program Coordinator, Tanzania

Agnes Mgoji is a CAMFED Association member and author of multiple books in both English and Swahili. She draws on her own life experience of poverty and hardship growing up in Tanzania in a single parent household, often missing school to help her mother at work. Through her writing, Agnes aims to inspire the next generation of young African women leaders, as well as provide herself with an income. The launch of her latest book "Malkia wa uzuri" (Beauty Queen), held in Dar es Salaam in November 2022 to coincide with 16 Days of Activism Against Gender-Based Violence, was attended by community leaders and local school children. Agnes then also presented a copy of her book to the Hon. Dr Dorothy Onesphoro Gwajima, Minister of Health, Community Development, Gender, Seniors and Children. Agnes plans to write more stories that touch people's lives and reflect on women's progress and agency. She is a firm believer that education and supporting young people's development is the best route to eradicating abuse and discrimination.

CAMFED Zambia has continued to advocate for improved quality of education, particularly for rural girls, in the context of the free education policy which came into effect at the beginning of 2022. This includes continuing to work directly with the Ministry of Education in the strengthening of the Re-Entry Policy, to help more girls return to school after pregnancy. In preparation for Zambia's participation in the United Nations General Assembly Transforming Education Summit in September 2023, CAMFED Zambia has also continued to lobby the government on a number of other

policies to improve education, including the development of a mentorship program for children, the provision of additional support for those with special educational needs, and establishing a Directorate for Guidance and Counseling in recognition of the mental health needs of learners. CAMFED is also forging new partnerships to support our program post school, and is currently in the process of drafting a new MoU with the Ministry of Livestock and Fisheries to support collaboration on the Agriculture Guide program.







What I am learning will give me an opportunity to enact real change in policies and in the programs developed to serve the public... I am going to continue supporting girls' education by spreading awareness and lobbying for a **change of mindsets in our communities**.



#### Lisa, CAMFED Association member and policy expert, Zambia

Lisa almost dropped out of education due to lack of funds, until CAMFED stepped in to support her through secondary school and later university, where she chose to pursue a degree in Public Administration. Lisa got her first real taste of enacting policy when she entered the People's Budget Competition 2022, which was organized by The Centre for Trade Policy and Development and broadcast on national television in its later stages. During the competition she made speeches advocating for girls' education and gender equality. Lisa set out her priorities for remodeling Zambia into a middle income country, including through a 20% increase to the education budget to help build 120 schools, recruit teachers, build teacher accommodation, and provide quality education. She also prioritized renewable energy, healthcare and agriculture. Lisa's persuasive final remarks led her to triumph over two other finalists and hundreds of competition entrants, winning a prize of ZK8,000 Zambian Kwacha (about US\$500).

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**CAMFED Malawi** met with the UK Minister for Africa, Vicky Ford, on her visit to Malawi in April 2022 — the only NGO invited to participate. A CAMFED Learner Guide and two girls receiving school-going support from CAMFED joined the British High Commissioner David Beer, Malawi's Minister of Education Agness Nyalonje, and the Minister of Homeland Security Jean Sendeza in discussions around the core challenges girls in rural schools face and the impact of interventions to enable them to complete their education. The girls also outlined the effects of

Cyclone Ana, which hit Malawi in January 2022, and the wider consequences of climate change on their communities and education provision. CAMFED Malawi was also invited by the Ministry of Education to lead the development of national Child Protection Guidelines through





*I'm very proud of myself because I've managed to get a nursing degree, I've* managed to reach this far, to join the Malawi Defense Force. I've managed to help my siblings with school fees. I take myself as a hard worker and **most resilient young woman**. It's something that my fellow young women admire about me.





#### Racheal, CAMFED Association member, Nurse and Second Lieutenant, Malawi

CAMFED stepped in to support Racheal when she was on the verge of dropping out of secondary school, providing her with school fees, uniform, stationery and menstrual products so she could continue her studies. She graduated and successfully trained as a nurse at Kamuzu College of Nursing in 2019. Racheal is an advocate for the rights of women and girls, sharing sexual and reproductive health information with both patients and girls in her community. Alongside her profession, she is a second lieutenant in the Malawi Defense Force and proudly represented her platoon during Poppy Week — a week to commemorate those who fought in World War One and World War Two — where she met President Lazarus Chakwera. Racheal is an active member of the CAMFED Association, rallying her community to support more children through school. Committed to paying forward the benefits of her education, she has paid for another student nurse to attend Kamuzu College of Nursing, as well as supporting her siblings with school fees.

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**CAMFED Ghana** regularly collaborates with the Ghana Education Service (GES) and the Girls' Education Network to influence and shape girls' education policy and programming at organizational and national levels, including contributions to the government's draft Gender in Education Policy in 2022, which seeks to mainstream gender equality at all levels of education in Ghana. CAMFED Ghana also collaborated with the GES to organize a workshop for Senior High School Guidance and Counseling Coordinators in two main regions in Ghana to support their delivery of mentorship, career guidance, and related services to in-school youth; the decision to hold this workshop was

based on the GES's acknowledgement that CAMFED resources have become the primary resources for the delivery of Guidance and Counseling in schools. In the post school space, CAMFED has now signed Memoranda of Understanding (MoUs) with the Ministry of Food and Agriculture and the Food and Drugs Authority to promote support for young women's entrepreneurship and is continuing to link young women to the support available through each of these government agencies. CAMFED Ghana also continues to engage with the government's Commission for Technical Vocational Education and Training (CTVET) to discuss issues pertaining to further education.

**CAMFED Zimbabwe** has continued to work with the Ministry of Primary and Secondary Education (MoPSE) to amplify the voices of marginalized rural girls in national education policy making. In 2022, Low-Cost Boarding guidelines drafted by CAMFED were adopted as a deliverable under the Aide Memoire. which directs the focus of sector activity for the next 12 months. This has elevated the issue of safe, affordable accommodation for girls living at distance from school to a sector priority, on track to be adopted for all schools. CAMFED also successfully argued for a gender lens to be applied to all Aide Memoire recommendations covering education financing, pedagogy, curriculum, school governance as well as infrastructure. Alongside the Education Coordination Group, CAMFED Zimbabwe is the Chair of the Gender and Disability Thematic Group under the Education Coalition of Zimbabwe (ECOZI).

In October, CAMFED hosted the ECOZI National Girls Education Forum, attended by parliamentarians, representatives from MoPSE and other ministries and NGOs, and used this to celebrate recent policy successes, such as the 2020 Education Amendment Act, and engage attendees on strengthening the implementation of the policy at school and district level, including around re-entry. Presentations from young mothers who had returned to school demonstrated both the success and the stigma still faced by young women who want to attend school after giving birth. CAMFED Zimbabwe was also able to use its Annual General Meeting to showcase the impact of CAMFED Association philanthropy and the power of female leadership, a model which was praised by the MoPSE Permanent Secretary, who attended the event.



#### **GLOBAL RECOGNITION AND EVENTS**

In 2022, the young educated women in our movement continued to share their expertise and activism on global platforms, in collaboration with an ever growing number of committed global partners, philanthropists and storytellers. Together we are shining a spotlight on the challenges our partner communities face; the power of girls' education and women's leadership to confront these challenges head-on; and the importance of partnership as we reshape the structures that hold girls back, transforming poverty and inequality to possibility and social justice.



#### CNN profiles CAMFED's work

"Unable to pay school fees as a child, she now heads up the very organization that helped her stay in class." - CNN African Voices
Changemakers

In June 2022, CNN released a new episode of its African Voices Changemakers series, highlighting the leadership of Angeline (Angie) Murimirwa and her sisters in the CAMFED Association, working together to address girls' exclusion from education. Filmed in Malawi, the segment shows Angie engaging with staff, students supported by CAMFED, as well as young women who have stepped into leadership and entrepreneurship after graduation — running businesses, taking steps to build their communities' resilience to climate change, and supporting the next generation of girls through school.



October 2022 also represented the first opportunity to meet up in person with the wider Hilton Prize community since the start of the global pandemic. As recipient of the 2021 Conrad N. Hilton Humanitarian Prize, the world's largest annual humanitarian award presented to a non-profit in recognition of extraordinary contributions toward alleviating human suffering, we were thrilled that CAMFED's Angeline Murimirwa was invited to join journalist, producer and philanthropist Soledad O'Brien for a conversation about "Girls' education as a catalyst for change" at the Symposium in Los Angeles, USA.





### Joining Michelle Obama to launch the "Get Her There" campaign

In October 2022, CAMFED Association members from Ghana, Zambia, Zimbabwe and Tanzania joined former First Lady Michelle Obama, Melinda French Gates, Amal Clooney, Wanjiru Wahome and Sara Sidner at an exclusive luncheon at the Manhattan Center in New York City to launch the Obama Foundation Girls Opportunity Alliance's "Get Her There" campaign. CAMFED is a longstanding member of the Obama Foundation's Girls Opportunity Alliance and a "Get Her There" campaign partner.

#### CAMFED's climate experts at COP27

"Our COP27 event was a chance for audiences to learn more about the action taking place right now, in collaboration with government ministries, researchers, local leaders and more, to share our knowledge and skills both inside and outside classrooms. We talked about CAMFED's exciting new work to extend the climate education that young women deliver to school children — meaning that this generation of girls and boys can graduate school already equipped to thrive and lead in a changing world."-Harriet Cheelo and Natasha Lwanda, CAMFED Association climate experts

In November 2022, CAMFED Association climate activists Harriet Cheelo and Natasha Lwanda joined other climate experts for a 1-hour panel discussion and Q&A at the UN Climate Change Conference, COP27, in Egypt on the theme "Climate Education for Resilience and Equity in sub-Saharan Africa." They represented thousands of young women in CAMFED's graduate network who are experts in reaching members of their rural communities with the climate solutions they urgently need, supporting people and the planet to thrive.



# LOOKING AHEAD TO 2023

At the end of 2022, we are approaching the midpoint of our existing strategic phase (2021-25) and looking back at an implementation period dominated by the disruption associated with the COVID-19 pandemic. Despite the challenging context in which we have been working - prolonged school closures, restrictions on movement, and economic challenges - we have stayed on track with the trajectory we set for ourselves at the outset. The pandemic exposed new challenges and exacerbated existing vulnerabilities and inequities for the girls and young women we serve, underlining the need for targeted, costeffective strategies to support them to access and succeed in education and transition into secure livelihoods.

We now have an important window of opportunity to build on our impact to date, and capitalize on the momentum around secondary education improvements among governments across our partner countries. Commitments to improved and expanded education provision, and significant multilateral investment programs offer clear opportunities for collaboration with government to bring our learning around 'what works' into education systems to influence shifts towards a system that enables all girls to succeed in secondary school and improve their life outcomes.



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For every girl out there, poor or not, struggling or not: You matter. You are important. You have an opportunity to make this world a better place. There's only one you. And the world needs you in this time, in this generation. Be you, and you'll always have a cheerleader in me.

Angeline Murimirwa, Chief Executive Officer, CAMFED International



#### During 2023 we will:

- Provide bursary support to almost 100,000 girls across five countries, ensuring they can take
  up their place in school with confidence and join the pipeline of girls who complete secondary
  school and join the CAMFED Association.
- Invest in support to the CAMFED Association, including in relation to governance, training, and resources, to ensure its 254,470 young women members can continue to grow the multiplier effect through which hundreds of thousands more girls will go to school.
- Train 2,000 new Learner Guides to join the existing cohort of more than 14,000 active Guides and replace those completing their commitments.
- Accelerate engagement with government and cross-sectoral partners in relation to system
  integration of the Learner Guide program, and launch the Learner Guide digital Hub across all
  five countries, as an enabler of cost-effective, efficient expansion.
- Support at least 21,200 young women to start new businesses, and over 3,600 to access further education.
- Provide targeted support to tens of thousands of established businesses through the growing teams of Business and Agriculture Guides, and continued development of innovative financing mechanisms including the Revolving Investment Fund.
- Intensify our focus on climate through the recruitment, training and activism of climate-smart Agriculture Guides and roll-out of climate education curriculum content.
- Invest in research partnerships to continue to build the evidence base for the impact and costeffectiveness of our work at all levels.

Annual Review 2022
Annual Review 2022

# INSPIRATION FROM SOME OF OUR GLOBAL CHAMPIONS

Across the world, inspired by the activism and philanthropy of the young educated women in our CAMFED Association and their community members, people joined our movement, pledging sisterhood, donating, raising funds, and raising awareness across digital platforms. We can assure you that every action and every dollar counts. Here are just a few of the many fundraisers that stood out for their passion, creativity, courage and grit. Don't forget to join us on social media, and tag us in your fundraising photos - We're @camfed across most platforms, @CamfedSisterhood on TikTok:



Mount Kilimanjaro climb
- Liz, Debbie and Sharon

"We wanted to raise some money to put back into the area that we were visiting. We all believe passionately in girls' education and the value that this can bring to individuals and whole communities – and so CAMFED seemed like the perfect charity for us. Our brilliant supporters were also very happy to donate to such a good cause."

"We thought we were really prepared physically for the climb, but the altitude, dust and lack of sleep were much more challenging than we had anticipated. When we were at about the halfway mark and our spirits were ebbing, we finally managed to connect to the internet and waiting for us was a lovely email from CAMFED telling us how our sponsorship money would be used. It brought a tear to all our eyes and was a real boost!"

Liz, Debbie and Sharon from the UK climbed Mount Kilimanjaro to raise money for CAMFED, and fundraised an amazing  $\mathfrak{L}7000$  enough to provide financial and social support for 58 girls to go to secondary school for a year.

"Apex Group is committed to driving positive change, so it wasn't surprising so many people decided to take on the challenge. Most of us had never met before; however, the friendships we developed, and the challenges we overcame together, will stay with us and be carried into the work we do for our clients. I hope our adventure will inspire others to take on adventures of their own". Valerie Mantot-Groene, Regional Managing Director-ASEAN, Apex Group

A group of 19 intrepid employees from our corporate partner, Apex Group, supported our *One Million School Day* campaign with a sponsored climb to Everest Base Camp. Apex employees from 18 different locations around the world took part in the group's 12-day trek, covering 130 km and reaching an altitude of 2,750m.



Everest Base Camp Trek
- Apex Group



Marathon des Sables -Rick Cross

"CAMFED is such an inspirational charity, and one I have supported for many years. Completing the Marathon des Sables in the knowledge I would be doing my tiny bit to improve educational opportunities for girls and women in sub-Saharan Africa was an important motivation. Keep doing what you do CAMFED, and thank you."

In March 2022 Rick Cross, school principal of Reddam House Berkshire in the UK, raced across the Moroccan Sahara Desert for girls' education. The Marathon des Sables known as 'the toughest foot race on Earth' is a six day 'ultramarathon' that sees competitors run over 150 miles (254 kms) in grueling conditions. Rick completed this incredible feat, finishing in the top 200 runners and raising £3,040 for CAMFED.

"I am keen to support CAMFED, and to encourage others to, because it is clear that young women in Africa are emotionally, socially and economically empowered when they complete secondary education. I find the dedication of the alumnae, who help support the next generation of girls, truly inspiring.

Serendipitously, during our lunch, we spotted an osprey in the garden! We have never seen one here before, but they winter in Africa and head north in spring — a lovely and unexpected visitor from Africa."

One of our amazing supporters — Olivia Loewendahl from Cornwall, UK — held a lunch to raise awareness of CAMFED's work. Olivia's event raised funds equivalent to 518 school days — enough to support three girls in education for a year.



An African-inspired fundraising lunch - Olivia Loewendahl



Ironman Triathlon -Yanni

"I've decided to fundraise for girls' education because, like CAMFED, I believe every child should be educated, protected, respected and valued."

Committed CAMFED supporter Yanni challenged herself to complete an Ironman triathlon in France in May 2022. She took on the arduous 2.4-mile (3.8km) swim, 112 mile (180km) bicycle ride and 26.2 mile (42.2km) run to support girls to go to school. Completing the race had been a long-held ambition of Yanni's, after she first heard about it in school and wrote in her yearbook about her hopes to compete.

Please follow @CAMFED across social media, and tell your friends, family, and colleagues about the most impactful way they can help others: by supporting girls to learn, thrive and lead change.







CAMFED USA 501 (c)(3) EIN 54—2033897 +1 415 963 4489 usa@camfed.org

CAMFED Canada Charitable Registration: #84498 8659 RR0001 +1 416 861 0755

canada@camfed.org



