



**CAMFED**  
LEARN, THRIVE AND LEAD CHANGE

# ANNUAL REVIEW 2023



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Eliza, a CAMFED supported secondary student studies at home in Mpika District, Zambia

Front cover photo: Mapalo, a CAMFED supported secondary school student (left) with her Teacher Mentor, Susan (right), outside their school in Mpika District, Zambia

## 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 nearly 279,000, and is growing every year as more girls complete school and join them.

*“Success is visible in the girls who have received CAMFED support. They use their education to improve their own lives, and those of their families and communities too, by paying for and supporting girls in their communities to access quality education. CAMFED graduates now run the organization – as CEO, as Board representatives, and as national and international leaders. Their leadership and governance model provides an outstanding example of partnership with those the organization was established to serve.”*

**- Foreign, Commonwealth & Development Office<sup>1</sup>**

<sup>1</sup> Foreign, Commonwealth & Development Office, The Rt Hon Lord Cameron, The Rt Hon Rishi Sunak MP, and The Rt Hon Andrew Mitchell MP, 'International development in a contested world: ending extreme poverty and tackling climate change, a white paper on international development', 20 November 2023, <<https://assets.publishing.service.gov.uk/media/6576f37e48d7b7001357ca5b/international-development-in-a-contested-world-ending-extreme-poverty-and-tackling-climate-change.pdf>, page 87> [Accessed 20 April 2024]



A young farmer at CAMFED's climate-smart demonstration farm in Chinsali, Zambia

## 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 structures 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.

Dotto — a member of the CAMFED Association of women leaders educated with CAMFED support and trained Learner Guide — leads a *My Better World* life skills and self-development session with secondary students in Morogoro, Tanzania

## 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 achieve sustainable systems transformation across these areas for generations to come.



Polite, a CAMFED-supported student, outside her secondary school in Zimbabwe's Chikomba East district

## SUPPORTING GIRLS TO ATTEND AND THRIVE IN SCHOOL

CAMFED's goal is to provide a **total of over 8 million girls** with responsive economic, social and learning support, in the decade to 2030.

In 2020, CAMFED articulated a three-pronged approach to support this goal:

- 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.

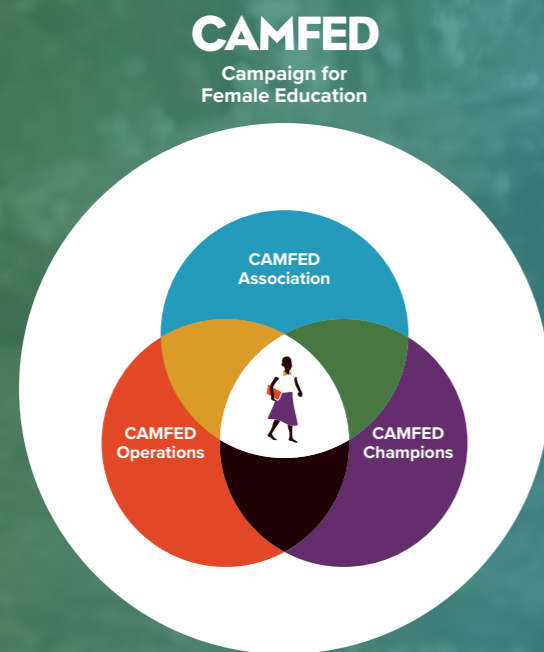
## ACCELERATING SYSTEMS TRANSFORMATION AND CLIMATE ACTION

1. By growing the membership of the CAMFED Association of women leaders educated with CAMFED support to at least half a million by the end of the decade, 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 model 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

In the later section 'Looking Ahead to 2024' we articulate our strategy in building on this approach and further accelerating progress.

# OUR OPERATING MODEL

CAMFED's three-pronged operating model integrates operational excellence with community championship and the expertise of the CAMFED Association. 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



CAMFED Association funded students at a primary school in Mwanza District, Malawi

# SUMMARY OF ACTIVITIES IN 2023

This year CAMFED enabled hundreds of thousands of girls and young women across Ghana, Malawi, Tanzania, Zambia and Zimbabwe to thrive in school and transition into secure livelihoods and positions of leadership. We are working in partnership with Ministries of Education to integrate aspects of our model into national education systems, so that they can better meet the needs of vulnerable children.

Our impact is driven by the commitment and expertise of young women leaders in the CAMFED Association, of teachers, parents and local leaders, and of our dedicated partners and supporters. 148 new institutional partners (including corporate partners and trusts and foundations) joined our movement this year, and in April we were excited to be selected by the Audacious Project as one of the biggest, boldest solutions to the world's most urgent challenges.

This year, the CAMFED Association network of young women leaders celebrated its 25th anniversary and grew to a membership of 278,959 young women. The Association powers our initiatives to support young women on their pathways after school, and drives the multiplier effect that supports more girls to go to school. In 2023 members supported nearly 800,000 boys and girls in school and another 90,000 young people in further education.

We have deepened our work with governments to integrate the Learner Guide program into national education systems through new partnerships and funding, laying the foundations for significant expansion of the Learner Guide role in primary and secondary schools. During 2023 15,336 Learner Guides reached 1.1 million students across 6,576 schools with weekly support. Their work is now supported by a user-designed digital platform launched this year, offering quick access to resources and peer support.

The girls, young women and communities CAMFED serves are on the front line of the climate crisis, and our climate-related work is central to our strategy. CAMFED Association Agriculture Guides, trained experts in climate-smart agriculture, supported 7,775 young women to develop and increase the resilience of their businesses this year. CAMFED also, in partnership with Ministries of Education in Zambia and Zimbabwe, launched a new in-school climate education program co-designed with young people.

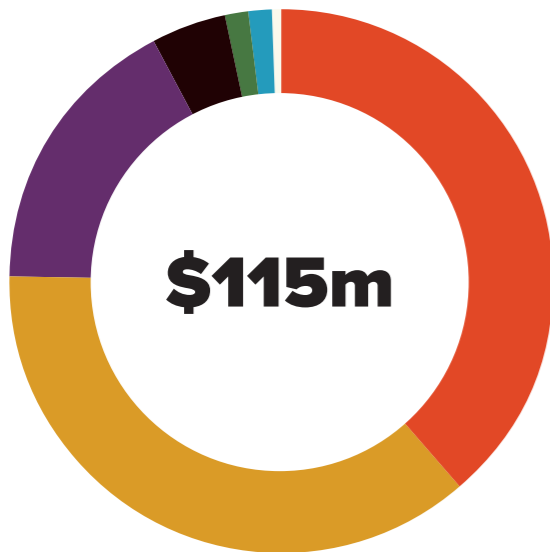
CAMFED has also established strong research and technical partnerships to understand and continue to strengthen our organizational impact, including work to explore how the Learner Guide program can help challenge and change gender and cultural norms in communities, and to understand the social return on investment of our post-school support to young women. We are also working with Ministries of Education to develop a joint monitoring strategy for the expansion of the Learner Guide program.

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.

A CAMFED supported student rides a bicycle to school in Mpika District, Zambia

# FINANCIAL OVERVIEW

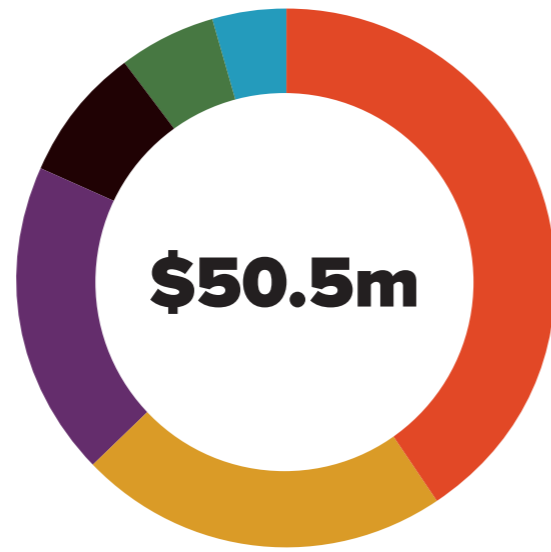
## How we raised funds for girls & young women 2023 Income\*



- Trusts and foundations **\$44.6m**
- Public donations **\$42m**
- Legacies **\$19.7m**
- Institutions (including governments) **\$5m**
- Other income **\$1.7m**
- Corporate donations **\$1.5m**
- Gifts in kind **\$0.5m**

\*This includes upfront commitments allocated across the six years of CAMFED's strategy to 2030 (see the section "Looking Ahead to 2024" for more detail).

## How we invested funds for girls & young women 2023 Expenditure



- The Multiplier Effect  
(Supporting girls through school, who in turn support the next generation) **\$20.5m**
- Enterprise Development **\$11.2m**
- The Learner Guide Program **\$9.6m**
- Raise funds **\$4.1m**
- Evaluation and Research **\$2.9m**
- Advocacy & Influence **\$2.2m**



Naomi, CAMFED Association member and Agriculture Guide, Zambia



# 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 enrol 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.

*"Finishing school is just the start of a challenging journey for a rural girl. It's the support of women who've succeeded before her that shows her what's possible, and as more girls graduate, that journey becomes easier."*

**- Angeline Murimirwa, Chief Executive Officer, CAMFED**

Mercellina, CAMFED Transition Guide with students in rural Ghana

# SUPPORTING GIRLS TO ATTEND AND THRIVE IN SCHOOL

Despite global progress on many measures of gender equality, little recent progress has been made in reducing the number of girls out of school and stubborn pockets of education exclusion remain in sub-Saharan Africa<sup>2</sup>. Girls across sub-Saharan Africa continue to be less likely than boys to enroll in or complete secondary education, with their exclusion due to multiple factors including child marriage, early pregnancy, discriminatory gender norms and lack of easy and safe access to schools near where they live.

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

Even with the introduction of fee-free education across many of CAMFED's countries of operation, costs remain a major barrier to girls' attendance. Schools might still introduce local levies, while the costs of clothes and menstrual products, transportation and accommodation - particularly for girls in remote, rural areas - remain out of reach for the poorest families. CAMFED provides direct financial support — 'bursaries' — to address these needs for marginalized girls. Bursary packages are designed to be comprehensive and tailored, to ensure the full range of girls' needs are met and make class attendance less precarious.

## 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 leaders, 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 water, sanitation and hygiene (WASH) facilities 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.

<sup>2</sup> UNESCO, 2024



*“As a CAMFED Teacher Mentor, I’m a role model to girls. Vulnerable girls feel comfortable confiding in me when they are facing challenges, and I provide them with material support and counseling to help keep them in school.”*



*“Guidance and counseling is my passion. I am always happy when I see children – especially marginalized girls – doing well in their education.”*

### Funny, Teacher Mentor, Zambia

I was motivated to become a CAMFED Teacher Mentor as I could see how girls faced a lot of challenges in their education – including having to walk long distances to and from school, and struggling to afford food and essentials like menstrual products. As a Teacher Mentor, I work hand-in-hand with Learner Guides, Mother Support Groups, traditional leaders and parents to reach the most marginalized girls. I create a crucial home-school link by following up with vulnerable girls at risk of dropping out of school. One of the girls I supported to stay in school, Elizabeth, is now thriving in her education. When a girl is educated, her whole family and society will benefit.

### Eliza, Teacher Mentor, Malawi

I have been a CAMFED Teacher Mentor for almost 10 years. As one of the only girls in my community to complete school, I was motivated to train as a Teacher Mentor to encourage and support more girls to learn and thrive in school. It is so important that girls secure their right to education, so they can be independent and protected from early marriage and gender-based violence. I enjoy being a role model and mentor, advising girls on how to fulfill their potential. One girl, Christina, who I supported with guidance and counseling, scored 10 points (a top score) in her end of school examinations, and is on her way to achieving her dream of becoming a medical doctor!

# CAMFED SUPPORT TO GIRLS IN SCHOOL IN 2023:

Through donor funds, CAMFED supported

**98,954 girls** at **9,150 partner schools**

across **166 districts** in **Ghana, Malawi, Tanzania, Zambia and Zimbabwe**, including by providing tailored packages of material support.

Donor funds helped us to support

**35,307 students**  
to go to

**primary school**

(25,977 girls / 9,330 boys)

**74,582 students**  
to go to

**secondary school**

(72,977 girls / 1,605 boys)



Christina, a CAMFED-supported secondary student, studying in her classroom in Mwanza District, Malawi



*“I really enjoy STEM subjects – especially science. I believe it’s important for girls to participate in these subjects so they can enter male-dominated fields, such as medicine and engineering.”*



*“In future, I want to become a journalist so I can serve as a voice for the voiceless. I know with the support I’ve received from CAMFED so far, my future is protected.”*

### Tinotenda, secondary student and aspiring neuroscientist, Zimbabwe

I was about to drop out of school when CAMFED stepped in to support me with school fees, notebooks, uniforms, menstrual products, and mentorship from a Teacher Mentor. Immediately my worries lifted and my self-confidence soared. Now, I am Head Girl at my school and Junior MP for my district! After I graduate, I hope to pay my education forward and join the CAMFED Association, a sisterhood of influential graduates, supporting each other into work and leadership, and sending more girls to school. I also dream of becoming a neurosurgeon someday. I will make sure this dream of mine helps me to set up an organization that helps girls and young women. With education and determination, my future is bright.

### Deborah, secondary student and aspiring journalist, Ghana

With the financial and psycho-social support from CAMFED, I am able to thrive in school and reach for my dream of becoming a journalist. Through the nurturing of my Teacher Mentor, I’ve gained focus and grown in confidence. My Learner Guide – a ‘big sister’ and role model I can go to with any challenges I am facing – has taught me to be independent and make my own decisions. I am confident I will achieve my dream of becoming a journalist.

# SUPPORTING YOUNG WOMEN TO BECOME CHANGE LEADERS

*“I think it gives me the world - the joy that I always wanted: To be someone who can be an example, who can come back and be seen and not disappear.”*

**- Lydia Wilbard, CAMFED’s Executive Director: Learning & Engagement, and founding member of the CAMFED Association in Tanzania**



## The CAMFED Association

The CAMFED Association is Africa’s largest and fastest growing peer support and leadership network of young women activists for girls’ education.

Girls educated with CAMFED’s support are 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.

CAMFED Association members share a background of poverty and exclusion, and an unstoppable determination to ensure that every girl secures her right to go to school, learn and thrive, and can become an independent, influential woman. CAMFED Association members provide the social - and economic - support girls and vulnerable children need to do well in school and beyond. They are respected business leaders, creating jobs, sharing knowledge and skills, and supporting and engaging within communities to shift harmful gender social norms.



Eunice and Agness, CAMFED Association members in Mpika District, Zambia



### GROWING OUR LEADERSHIP NETWORK

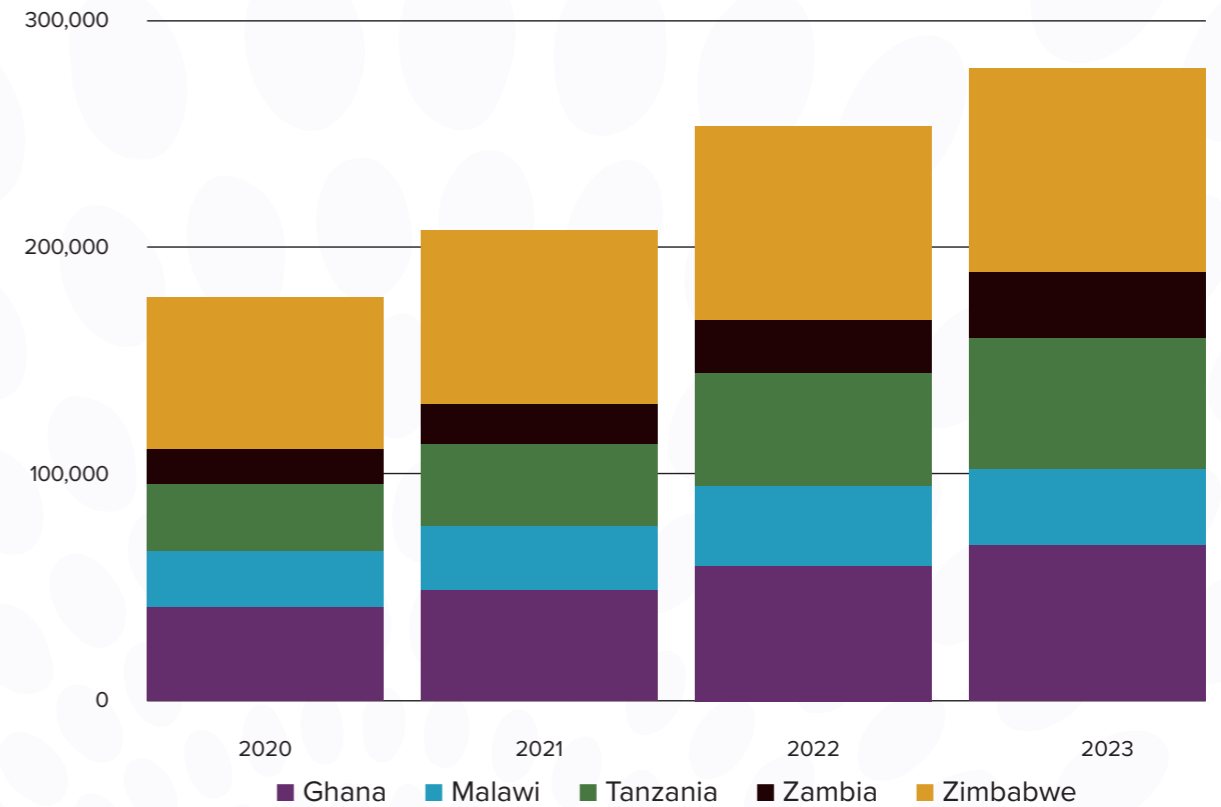
The CAMFED Association grew to **278,959 members** in 2023.

**59,538 CAMFED Association members** belonged to decision-making bodies in 2023.

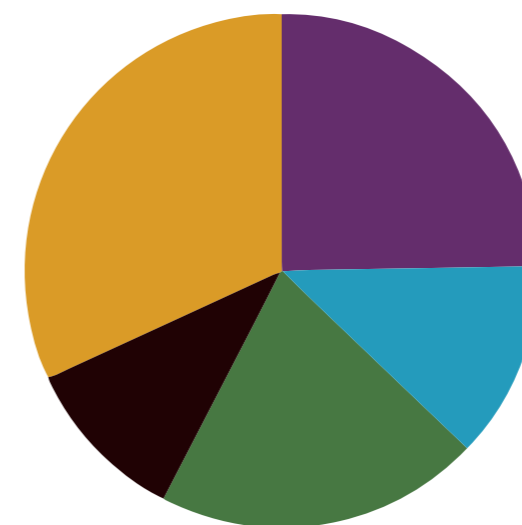


CAMFED Association leaders in Zimbabwe

### CAMFED Association - Network Growth



### CAMFED Association - Member distribution by country



Ghana: **68,924**  
 Malawi: **34,673**  
 Tanzania: **57,102**  
 Zambia: **29,406**  
 Zimbabwe: **88,854**

## CAMFED Association - Multiplier Effect

**CAMFED's Multiplier Effect** sees young women supported through school by CAMFED in turn offer financial and social support to the next generation, and inspire and organize their communities to do the same.

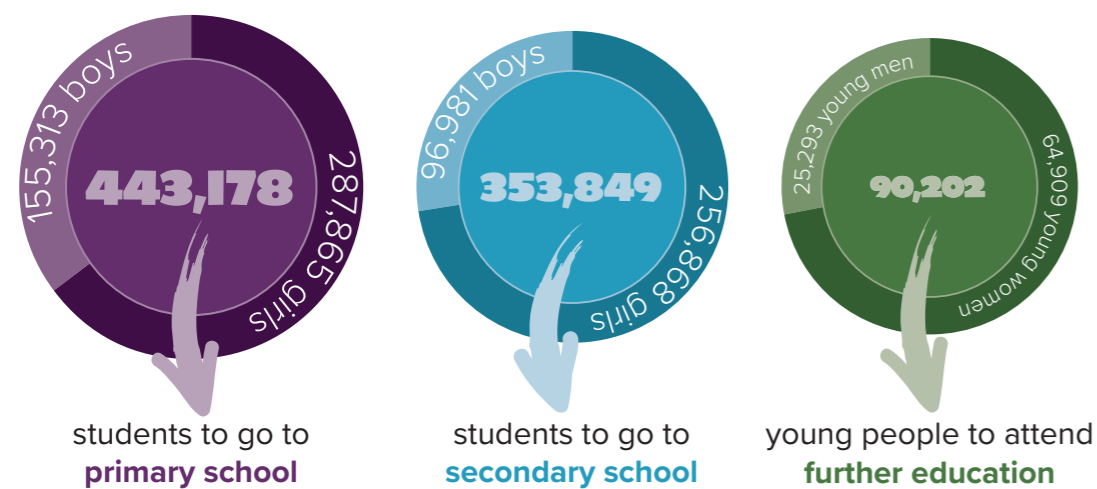
### Financial and social support to the next generation

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 2023:

**Members of the CAMFED Association collectively supported 887,229 young people in education.**

They provided economic support for:



## CAMFED Association Philanthropy



CAMFED Association professionals in Lusaka donate to philanthropy fund

In February, a group of CAMFED Association members living in Lusaka, Zambia, pooled their resources to donate K12,000 (US \$622) to the CAMFED Association Philanthropy Fund ("CAMA Fund"). The young women working in various professions, including administration, medicine and policing, donated to reach more children in need of essential school supplies — like books, uniforms and menstrual products.

Portia, CAMFED Association teacher and Learner Guide, Ghana

Within my community, each day presents its own set of issues. Many students come to school with torn uniforms, prompting me to bring a needle and thread to mend them after lessons. If the uniforms cannot be repaired, I provide new ones. Additionally, many children lack proper footwear and educational materials, affecting their comfort and ability to stay in school. I address this issue by supplying educational materials and footwear, ensuring these children have the necessary tools to learn, thrive, and remain in school. Additionally, I offer free life skills training to widows, young people, and girls. These projects are funded with the profits from my shea butter business and the support of a few friends. With unwavering determination, leadership acumen, and a deep commitment to social transformation, I stand as a beacon of hope and a catalyst for positive change in my community and beyond.



*"To date, I have provided menstrual products and educational support to 420 students. There's one student in particular, from a nearby community, who I am currently taking care of. She used to fetch water for people to save money for school. Once I identified her, I supported her to go to school and made her a uniform. Now, she comes to me whenever she needs food, books, pencils, or other educational materials."*

## Partnering with communities to act on behalf of vulnerable children

CAMFED convenes existing 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 these community champions into collective action. Together, they 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.

*“As a woman myself, growing up, it wasn't easy for me to have education. I thought that it was good for me to take up the role, share my experiences with girls, so that it would encourage them to also come to school and become responsible in future”*

**- Rita Abamah, District Education Officer, Bongo, Ghana**



Mother Support Group, Mwanza, Malawi

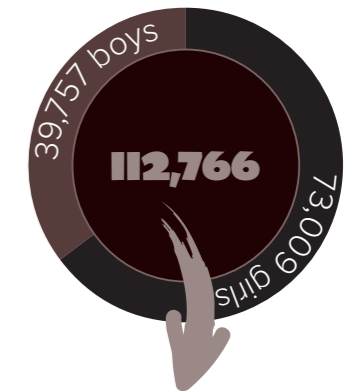
## CATALYZING COMMUNITY SUPPORT FOR MORE CHILDREN TO LEARN AND THRIVE

**121,266 CAMFED Champions collectively supported 282,472 vulnerable students in education in 2023**

Through community initiatives, they provided economic support for:



students to go to **primary school**



students to go to **secondary school**

### Sara, Mother Support Group member, Zambia

I decided to join a Mother Support Group because I wanted to counsel the girls on the importance of education. Education is very important because it protects girls from early marriages and early pregnancies. As a Mother Support Group, we use the profits from our business activities to support marginalized girls to learn and thrive in school. We deliver bursary entitlements like books and menstrual products, and we grow maize so we can provide students who are experiencing hunger due to poverty with at least one decent meal a day to eat. As a result, we are seeing girls' attendance and performance in school improve. In the future, we plan to increase our business activities so we can afford to build a dormitory for girls who have to travel long distances to and from school each day.



*“It makes me happy to see a girl child go to school, complete education and achieve something great in life, like becoming a doctor or a pilot. Girls' education is very important because when you educate a girl, you educate the entire nation. Educated women invest back into their families and their communities.”*



## THE IMPACT OF OUR PROGRAM ON SUPPORT FOR GIRLS IN SCHOOL

In Zimbabwe, CAMFED's work with the Ministry of Primary and Secondary Education to strengthen the provision of Guidance & Counseling support in schools has had a profound impact on the most vulnerable children. A new reference manual 'Guidance & Counseling as a Service: Providers' Wellbeing Guide' has received government approval, and through the program Teacher Mentors have reported that their improved confidence has led to them feeling better able to report suspected cases of abuse. Deeper engagement between Teacher Mentors and learners has resulted in improved attitudes towards girls returning to school following pregnancy, increased provision of support to these learners, and higher retention.

Results collected from our secondary school program in Malawi show that students supported by CAMFED achieved attendance rates of 96% and a pass rate of 85.5% in the 2023 Junior Certificate of Education (Form 2) Examination; significantly above the national pass rate of 72.7%. These are astonishing achievements given the highly marginalized backgrounds and contexts of each of the students selected for CAMFED's support.

An independent evaluation of our Zimbabwe program found that the multi-stakeholder-led selection process for identifying students for support under CAMFED's program successfully targeted very marginalized children. Students benefiting from long-term financial and material support reported increased feelings of belonging and pride, reduced bullying from other students and increased enjoyment of school.

In Zambia, CAMFED's collaboration with TES Global to develop accelerated learning resources for use in upper primary and lower secondary schools resulted in CAMFED being invited by the Ministry of Education to participate in the formulation of the Comprehensive Teacher Policy - aiming to improve the quality of teaching at primary level.



Lucia is a founding member of the CAMFED Association of women leaders educated with CAMFED support and a teacher in Zimbabwe. She was the first female mathematics teacher at her former school

# STRATEGY 2: THE LEARNER GUIDE

**A pivotal role in schools to enable all children to learn and thrive, with a focus on girls**



*“I first met sister Mariam, who is a Learner Guide, in 2021 when I joined senior high school. She’s bold, confident, and she cares about everyone. I feel free to talk to her about my personal problems outside the class.”*

**- Sussana, secondary student, Ghana**

Mariam (right), a CAMFED trained Learner Guide, provides Sussana (left), a student living with a disability, with encouragement and psychosocial support at school in Yendi, Ghana

## 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*, co-developed 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, supporting their pathway to employment and further education. 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.



## Adina, Learner Guide and primary school teacher, Malawi

Having been supported by CAMFED to complete secondary school and graduate teacher training college, I am now thriving as a CAMFED trained Learner Guide and professional primary school teacher. As a Learner Guide, I go back to my former school as a role model and ‘big sister’ to support vulnerable children with ‘My Better World’ life skills sessions and mentoring. I am recognized and known in my community, so vulnerable girls feel comfortable to approach me with any challenges they are facing. Children in my community face poverty-related challenges such as a lack of food and resources they need to learn. I provide material support where I can, for example I supported one student with school shoes so she can attend school.

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 several African countries, including Ghana, Kenya and Nigeria, reaching more than 200 million people.

## THE LEARNER GUIDE PROGRAM



**15,336 Learner Guides**

were active in Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2023.



**1,175,823 students**

were reached by Learner Guide activities in 6,576 partner schools in 2023.



**6,014 Learner Guides**

were newly trained in 2023, with 28,564 trained cumulatively.



Hanipha, a secondary school student in Tanzania (right) has been supported in her education (both financially and socially) by a member of the CAMFED Association of women leaders educated with CAMFED support, Sophia (left)



*“Many children in my community in Zimbabwe face similar challenges to those that I had faced growing up — shortage of stationery, school fees, food and lack of internet access. As Learner Guides we try to support learners with stationery items whenever we can. For those in need of meals or support we cannot provide, we refer to Parent Support Groups or Teacher Mentors so they can stay and thrive in school.”*

### Yvonne, Learner Guide and District Operations Officer, Zimbabwe

After completing school and graduating university with CAMFED’s support, I wanted to give back to my community and help learners build different life skills, including decision-making and assertiveness. I trained as a CAMFED Learner Guide and started delivering *My Better World* sessions at my local school, while also sharing my testimony and encouraging students to study hard in order to secure a better future. As a Learner Guide I also had the opportunity to participate in entrepreneurship and agribusiness training. I’m now a successful entrepreneur in horticulture, poultry farming and pig rearing. Using my business profits I support numerous girls, averaging around 10 per year, with essential items like stationery, uniforms, shoes, and food. It’s life changing knowing that I have had a hand in adding to someone’s success.

## Delivering *My Better World* self-development and life skills sessions

In delivering *My Better World* sessions, Learner Guides are in a unique position to help vulnerable children recognize and grow their wellbeing and 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 the local context, including around life skills, sexual and reproductive health, literacy and study skills. To date, Learner Guides have reached nearly three 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 2023, a survey in Malawi found that almost all learners reported that *My Better World* sessions helped them to shape their goals (94%), better understand their rights (95%) and improve their confidence (93%).

## Supporting young women's pathways to further education and employment

Learner Guides are recognized role models within schools and communities. Their training and experience engaging with teachers, parents, children and community leaders builds their confidence and leadership skills, and establishes them as local leaders in their own right. An independent study in Zimbabwe in 2023 found that Learner Guides benefited from the opportunities the program provided to develop new skills which could be used to generate income, and which helped to bridge the gap between school and adult life.

Anna, CAMFED supported secondary student, Kilolo, Tanzania



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

**1,375 CAMFED Association members earned a post-secondary qualification in 2023 after participating in the Learner Guide program, bringing the cumulative total to 6,638.**

**98% of Learner Guides reported an increased sense of agency in 2023, following their participation in the program**

### Harriet, Learner Guide and now a teacher, Zambia

Having completed secondary school with CAMFED's support, my passion for education led me to earn a Secondary Teachers' Diploma in English and Religious Education from St Mary's College of Education in 2019, thanks to a Zambian scholarship fund. While waiting to be deployed as a teacher, I trained as a CAMFED Learner Guide. As a Learner



Guide, I deliver a life skills and wellbeing program called '*My Better World*,' and act as a bridge between home and school, supporting vulnerable children as a 'Big Sister.' I pay home visits and connect students to services when they face challenges. I love being a positive role model to the girls, and the noticeable positive shifts in my learners affirm the value of the guidance and support I provide. I have also been invited to share my insights on the radio, where I presented *My Better World* sessions on individual powers (or inner strengths – there are 37 of them!) and being in control of your emotions. I have received a lot of praise from callers who recognize the power of Learner Guides and the program. They express a desire for more frequent initiatives of this nature, as they witness the tangible benefits it brings to their children and households. I truly believe that we are positively influencing young lives and fortifying communities.

*"I love engaging with learners, both in group settings and on an individual basis. They place their trust in me, confiding their concerns. I often counsel individuals, and encourage them academically. Witnessing my students' progress towards a brighter outlook on life brings me profound joy."*

## DEVELOPING THE LEARNER GUIDE DIGITAL HUB

As part of our digital strategy, CAMFED is developing the Learner Guide Hub as a digital training platform that will help scale the Learner Guide program and underpin its future sustainability. The Hub will enhance the support Learner Guides can provide to children and young people, through providing online access to training, peer support and learning resources. Furthermore, the Hub will enable the cost-effective scale-up of recruitment and training, essential in the scale up of the program in Zambia and Tanzania.

In 2023, the Hub, developed in partnership with technical consultants and led by the needs and insights of end users, launched with a large cohort of trained pilot users. Its repository of digital assets provides additional support to complement Guides' delivery of the *My Better World* program. Guides can access the workbook itself and associated training manuals - both online and offline (recognizing connectivity challenges in partner communities). Our user-centred design approach ensures that the end product is as effective, accessible and valuable as possible in equipping Learner Guides to support marginalized children across Africa.

The roll-out and learning agenda for the Hub have been aligned to new opportunities for integrating the Learner Guide model within national education systems beyond CAMFED partner schools. As we roll out training on the Hub from the start of Learner Guides' volunteering, we continue to learn and explore how the Hub can support the expansion of the program with government partners, as well as serve other Guide groups and CAMFED Association members.

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

*“Our wish is for it [the Learner Guide model] to reach all the learners and be part of the curricula ... so that we mold a complete student. And we hope that the governments are going to adopt it. And ... make sure that all students coming out of ... Zambia, Zimbabwe, Tanzania grab it with urgency.”*

**- Clement Nhliziyo, Program Manager, Education Coalition, Zimbabwe**

There is growing global recognition of the power of girls' education in driving progress on development outcomes, and governments across Africa are increasing commitment to addressing these issues. Disruption to schooling caused by health crises and extreme weather events 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. Relatedly, there is an increasingly strong focus on developing comprehensive life skills in children and young people, recognizing the importance of these deeper skills in empowering young people to secure productive livelihoods post school.

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.

During 2023 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 model within education systems.

In Tanzania, we launched, with the Ministry of Education, Science and Technology, a pilot for co-delivery in three districts without an existing CAMFED presence — the first stage in a partnership to scale the Learner Guide program in ten of Tanzania's 31 regions. CAMFED and government representatives formed a

Technical Working Group to co-design an integrated approach to Learner Guide program delivery, covering aspects such as recruitment criteria, selection processes and training delivery, with the government taking on responsibility for recruitment and training, as well as child protection safeguarding and referral routes.

In Zambia, the Ministry of Education requested that CAMFED expand into 11 new districts in the Central Province. Collaborative planning for that expansion identified that ministry officials will select the partner schools and young women to be trained as Learner Guides. We also began exploring routes for the *My Better World* resource to become an integral part of the teaching curriculum in Zambia; working with national and district-level stakeholders to identify how best to align with the existing curriculum.

In Zimbabwe and Malawi we are working in partnership with the Ministry of Education and Global Partnership for Education in rolling out and integrating the Learner Guide role within national education systems. In Malawi, Learner Guides began operating nationwide at lower-primary level in the government-led role of 'Learner Mentors', delivering an adapted version of the *My Better World* resource. Recruitment of Learner Mentors was led at school and district level, while training was co-delivered with the government.

In Zimbabwe, we are co-designing the roll out of a peer mentor (Learner Guide) role into 35 districts, including 14 with no existing CAMFED footprint.

In Ghana, the Guidance and Counseling Unit of the Ghana Education Service is incorporating the CAMFED 'Ready for Work' program (that complements the *My Better World* curriculum) into their Guidance and Counseling Coordinator training. This will enable the Coordinators to impart career guidance to students in addition to the academic and psychosocial support they already provide, and will be implemented country-wide.

## THE IMPACT OF THE LEARNER GUIDE PROGRAM ON GIRLS' SELF ESTEEM AND LEARNING

An independent evaluation of our Zimbabwe program in 2023 found that students reported increased motivation to attend school, and increased opportunities for learning and completion. Most felt that without that support, they would have dropped out earlier or not had the opportunity to sit their final year examinations.

A survey of primary school learners in Malawi found that almost all learners (96%) felt Learner Guides were role models, which is especially valuable in the context of few female teachers or other visible female role models in rural schools.

As part of our research agenda for system transformation, a study in Tanzania compared the impact on students' self esteem of *My Better World* sessions delivered by Guidance and Counseling teachers with sessions delivered by Learner Guides. The study found that - against all dimensions of wellbeing assessed (self-belief, self-governance, environmental beliefs and leadership skills) - students reached by Learner Guides performed better than those reached by Guidance and Counseling teachers, with the differences assessed to be statistically significant. Researchers also found higher attendance rates at life skills sessions led by Learner Guides, and a strong association between attendance rates and higher measures of self esteem.

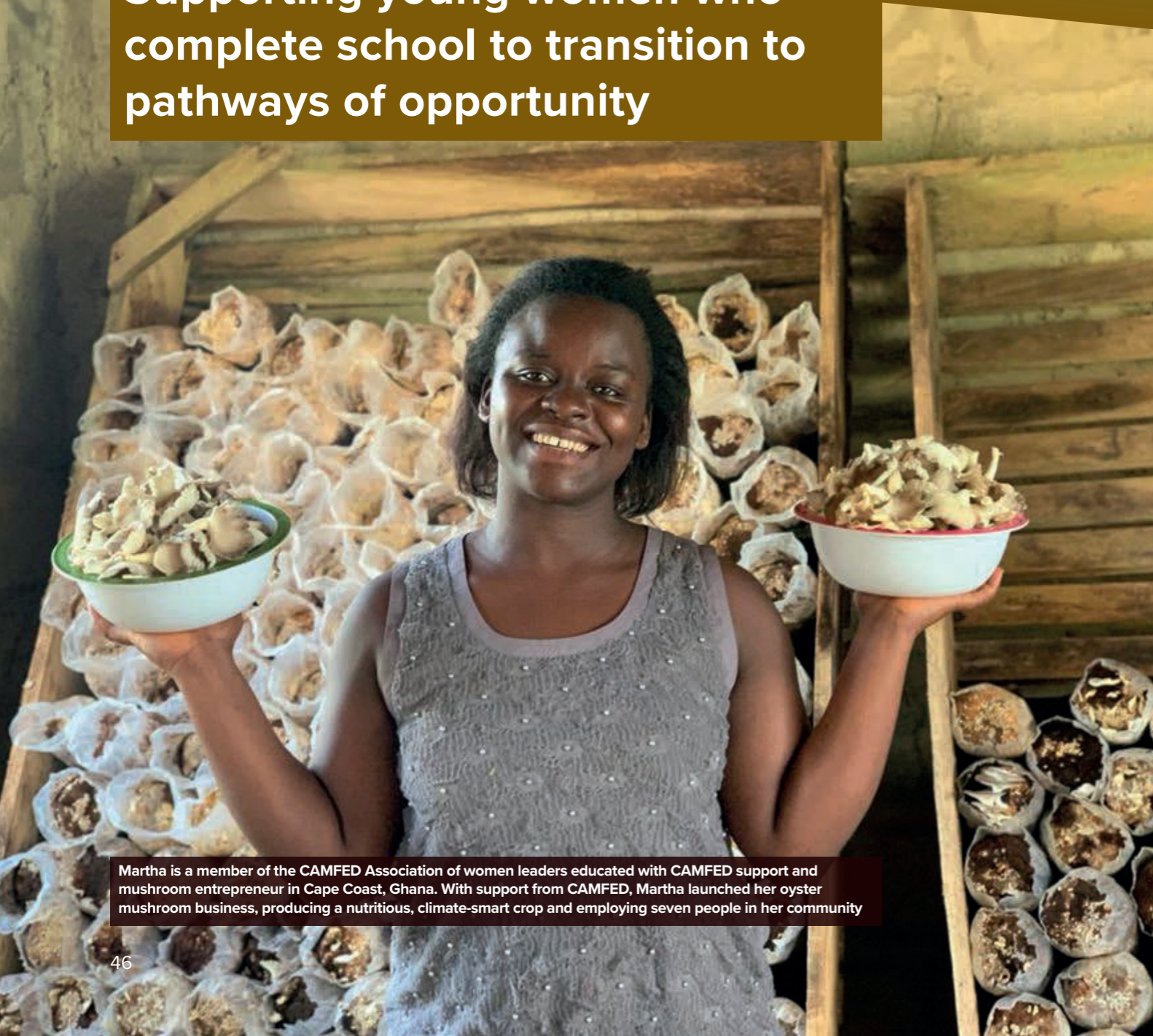
We are also exploring, in partnership with the University of Dar es Salaam and the REAL Center at the University of Cambridge, the wider impact of Learner Guides on shifts in gender social norms relating to education and gender-based violence, with results to be shared in 2024.



Learner Guide Amina (left) and secondary student Fatuma (right) pictured together in Handeni, Tanzania

# STRATEGY 3: ENTERPRISE DEVELOPMENT

**Supporting young women who complete school to transition to pathways of opportunity**



Martha is a member of the CAMFED Association of women leaders educated with CAMFED support and mushroom entrepreneur in Cape Coast, Ghana. With support from CAMFED, Martha launched her oyster mushroom business, producing a nutritious, climate-smart crop and employing seven people in her community

*“Through my business, I have supported over 1,000 women with technical and vocational skills in shea processing. Over 99% of the women engaged in my business have been able to save more and access micro-loans. This helps them improve the lives of their families and keep their children in school.”*

**- Ayisha, Entrepreneur, CAMFED Association Ghana**



Most young people in rural Africa need to create their own job, given the scarcity of formal employment opportunities. CAMFED’s post-school support for young women opens doors to entrepreneurship, paid employment or continuing education, helping them to build secure livelihoods. We provide a blend of skills training; female role models and peer mentors; access to finance; and linkages to third party support (e.g. government programs, internship opportunities, and tertiary scholarships). Crucially, through our peer support and leadership network, we can provide the local expertise and practical support young women need to start up, sustain and grow thriving micro-enterprises and to apply for jobs and tertiary study. We have already supported more than 112,000 women to set up businesses, creating jobs for themselves and over 89,000 others in their communities.





## SUPPORTING YOUNG WOMEN TO TRANSITION TO SECURE LIVELIHOODS

Every young woman who completes school with CAMFED's support is invited to join the CAMFED Association and to participate in the Transitions Program. During 2023, more than 24,000 young women joined the CAMFED Association, bringing its membership to 278,959. Over 90% of all bursary students across all countries joined the Association, with nearly 100% joining in Malawi and Zambia.

Young women can be particularly vulnerable in the six months after completing school, facing pressures to marry early or to start contributing to household incomes, which often means migrating to urban centers in search of work, where young women are at extreme risk of exploitation. CAMFED's Transitions support starts swiftly after students complete their secondary school exams, supporting young women during this period of uncertainty.

Felister is a CAMFED Association member in Zomba district, Malawi. She received several loans to help her start and improve her grocery business

## Support in the transition out of school

Transition Guides are members of the CAMFED Association, who - like our Learner Guides - volunteer their time and expertise to mentor younger peers. CAMFED provides the training and resources the Guides need to bring young women together in local groups, supporting each other as they navigate the post-school transition to secure livelihoods. The program combines financial literacy and the basics of running a business with key sexual and reproductive health information, career guidance and access to seed finance (small business practice grants). Importantly, it also provides a safe space for women to discuss with their peers, and the Guide herself, any challenges they may be facing. This support is delivered over a period of six months to a year, helping to bridge the gap between leaving school and a secure livelihood. More than 64,000 young women benefited in 2023.

### THE TRANSITION GUIDE PROGRAM IN 2023

**2,747** Transition Guides were active in Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2023.

**64,317** young women were supported by Transition Guides in 2023, with **303,115** supported cumulatively.

**631** Transition Guides were newly trained in 2023, with **12,712** trained cumulatively.

Christina, recent graduate, leading a Transition Guide session in Mwanza, Malawi



*“My advice to my fellow CAMFED Association members starting their own business is that they should have courage in doing business – grab opportunities which come your way and put these opportunities to good use.”*

### Thokozani, Transition Guide, Malawi

I have served as the CAMFED Association Vice Chairperson for Zomba district, as a Transition Guide, and as a role model in my community. I am also an entrepreneur, running a grocery shop. A year after renting the shop space, my small business was growing and I started looking for some additional capital to give it a boost. I applied for a loan through CAMFED and was very happy when I was told that my application had been considered — I could see my business dreams becoming a reality. I used the loan to expand my business in general – to procure more stock and maximize my profits. It has also helped me to diversify my business and respond to a challenge faced by the people in my community – the lack of access to building materials, such as cement. As a result of my success, I have been able to open another shop at a neighboring trading center, so I have two shops now. I provide employment to my fellow young people in my community, in the face of limited job opportunities among the rural youth. I have two young people in full-time employment, while I sometimes hire others for one-off piece work.



*“I am independent and am able to support myself and my family. I call myself a role model because of CAMFED’s work.”*



## Support for enterprise development

Young women’s ability to earn their own income is closely associated with their wellbeing, decision-making power and their choice and resources to support more girls to go to school - the Multiplier Effect in action. CAMFED’s specialized Business and Agriculture Guides are young women who are themselves entrepreneurs and who support other young women to sustain and grow their enterprises. They work with small groups of CAMFED Association members in their home communities, providing a blend of mentoring visits and hands-on training, tailored to each woman’s enterprise. Topics covered range from financial record-keeping and customer service to marketing your business for success. Climate-smart Agriculture Guides focus on helping young women to thrive in sustainable farming and agribusiness, building community climate resilience and improving food security - key to addressing poverty and keeping children in school.

### BUSINESS SUPPORT FOR YOUNG WOMEN IN 2023

**9,073** young women started a business.

**35,180** businesses were supported by Business Guides and Climate-smart Agriculture Guides.

**1,048** loans were provided to entrepreneurs, with a total value of **\$563,768**.

## Kafulo, CAMFED Association member supported by a Transition Guide, Zambia

My challenges in education started to grow after I sat for my Grade 7 exams and I made it to Grade 8, the first year of secondary school. Both my parents were vulnerable and we experienced financial challenges, so I stayed home for almost the whole term. Then, a Teacher Mentor identified me and recommended me for CAMFED support. After I completed school, I joined the CAMFED Association and was selected to participate in the Transition Program. This is delivered by Transition Guides, who are all CAMFED Association members. It provided me with mentoring and skills support, in business planning, wellbeing, and leadership. I later took up the opportunity to train as an Agriculture Guide and develop my knowledge of sustainable agriculture. I am now able to run my own business and currently farm one hectare of maize.



CAMA Members of the Hambe Cluster in Mbire district, Zimbabwe



*“I really enjoy being a Business Guide! I particularly like mentoring other young women in entrepreneurship to help them reach financial independence. I run regular sessions for members of my community – including men, who respect my expertise and are eager to learn from me.”*

### Sara, Business Guide, Tanzania

Growing up in the rural Chalinze District of Tanzania, my family depended on agriculture to make ends meet. We rarely had enough food to eat and life was tough. But with CAMFED support I finished secondary school and turned my focus to agribusiness. Through CAMFED’s Business Guide program, I learned financial, entrepreneurial, and practical business skills, which have helped me greatly expand my farm. Now, I am not only able to support myself and my family with my business profits, but also provide vulnerable children in my community with school uniforms, pens, and books so they can stay in school. As a Business Guide, I encourage young women into business so they can be independent, improve their lives, and benefit society. I am helping to build a society that believes in women to lead and run successful businesses.



*“A game changer means someone with the assertiveness to do business and believe they will succeed. Through education I have learned to believe in my abilities and become the game changer I am today.”*

### Rehema, Entrepreneur, Tanzania

Through the CAMFED Association I’ve been able to access business training like budgeting, marketing, business planning and entrepreneurship. This has given me the confidence and skills to start several businesses of my own, from soap making to selling clothes. My current business is in agriculture, farming different crops for local markets. In 2021, I received training from a CAMFED Business Guide to learn how to add value to my crops and sell them for higher profits. For example, I learned how to increase crop production through soil mixing — a climate-smart agriculture practice that involves mixing organic matter such as compost into the soil to improve the nutrient level and water retention. With my increased profits, I’ve been able to open my own shop and wholesale store where I sell rice, beans and other products like juice and yogurt. In the future I am planning to diversify into mobile money—a useful service in my rural community.

## 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. We share opportunities, assist with applications, and facilitate access to financial support, either through direct funding, via partnerships, or by making connections to government loan initiatives, for example, which may previously have excluded marginalized young women. Young women are accessing further education opportunities in sectors where there is significant need in rural communities, such as education, agriculture, and health. For example, 737 CAMFED Association members were supported to access midwifery and nursing courses in Tanzania and Ghana in 2023, with 139 completing and graduating from their courses that year.

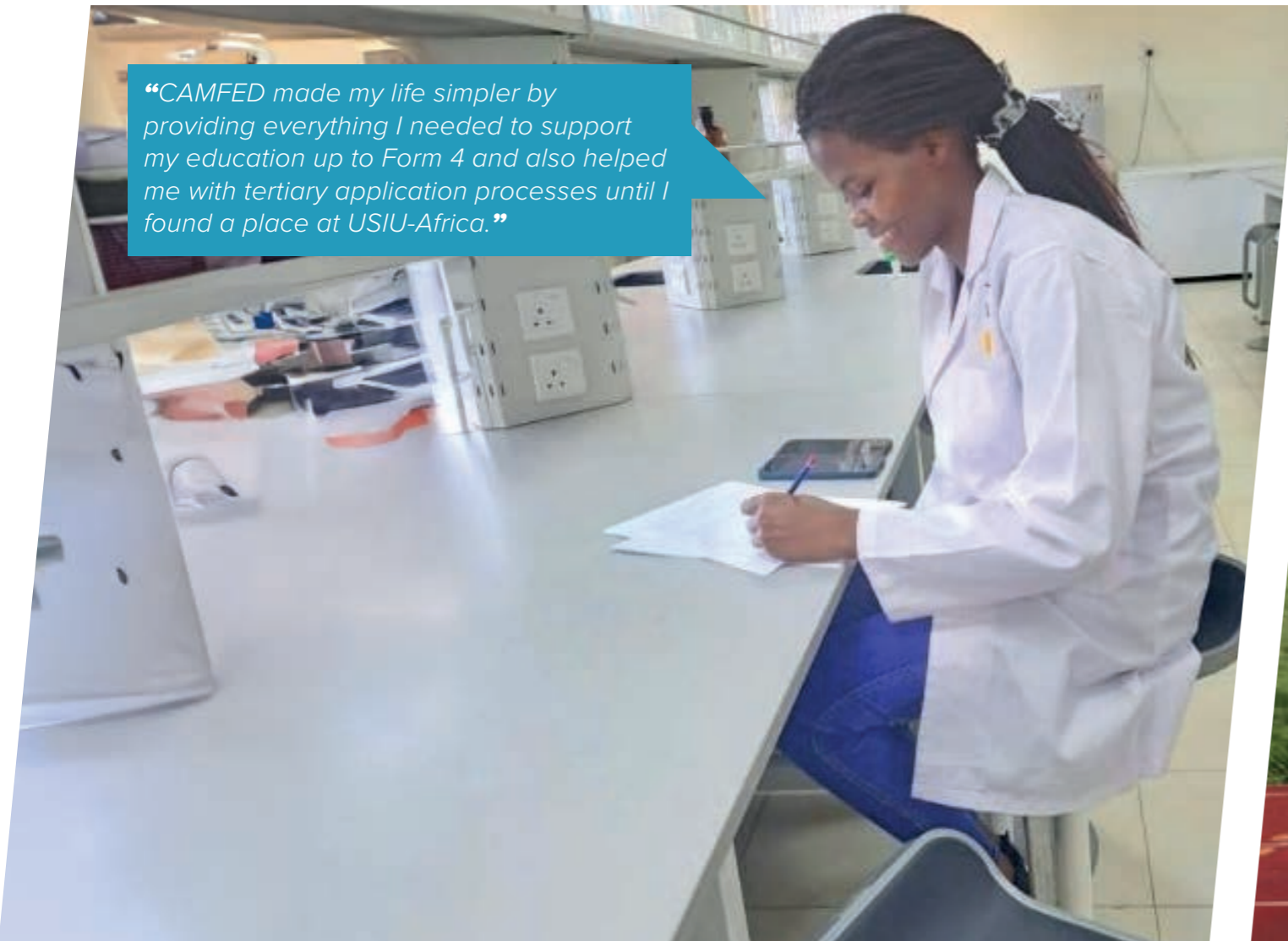
### FURTHER EDUCATION SUPPORT IN 2023

**3,323** young women were supported in tertiary/further education in 2023, with **21,264** supported to date.



Dorcas, CAMFED Association member and social entrepreneur, Ghana at the graduation ceremony for her MSc Africa and International Development at the University of Edinburgh

*“CAMFED made my life simpler by providing everything I needed to support my education up to Form 4 and also helped me with tertiary application processes until I found a place at USIU-Africa.”*



### Ethel, Pharmacy student at the United States International University - Africa (USIU-Africa)

I come from Nkhotakota district in Malawi where I grew up in a family of eight children. When I was selected to go to secondary school, my parents were confused because they had nothing to support me. They borrowed money to send me to school for the first term but there was no hope that in the second term I could continue. After that CAMFED started supporting me, taking me through school and to study for my Bachelor's Degree in Pharmacy at the United States International University - Africa in Kenya. When I graduate, I want to plow back the benefits of education into my community, especially by improving health services. I hope to open a pharmacy, as people struggle to get support and medication when they are sick.

*“Now, I am not just running for myself, I am running to represent all rural, talented children.”*



### Privilege, Sports Science and Management student at Meridian College

I grew up in Chikomba West district in Zimbabwe with my grandmother and seven cousins. My grandmother worked very hard on her farm to provide for us all, but money was always limited. Even though I passed my primary leaving exams, I was unable to make the transition to secondary school without money for fees, uniform, books or pens. Then, CAMFED stepped in to support me through school and to take up an international athletics scholarship — enabling me to excel both in my studies and on the track. Before traveling, my CAMFED Association sisters came to my aid and helped raise funds for my clothes, travel bag, and money for essentials — all the things that my family couldn't afford, they took care of. I am grateful for the support of my fellow graduates in the CAMFED Association who always give me encouragement if I have doubts.

## Transforming young women's climate-smart livelihoods

The effects of the climate crisis are increasingly being felt by the girls, women and communities CAMFED serves. In March 2023 Cyclone Freddy destroyed lives and livelihoods across much of Malawi, as well as Mozambique and Madagascar. A significant challenge in most of our operating countries is the impact of the 2023-24 El Niño cycle, which has peaked as one of the five strongest on record. The extreme climate events it causes – drought, flooding, changes in anticipated rains – have a potentially devastating impact on predominantly rural economies and exacerbate the challenges of poverty in our partner communities through increased food insecurity and reduced livelihoods. These vulnerabilities continue to present challenges for our work, and underline the importance of increasing our focus on climate resilience.

In light of this extremely challenging context, the achievements of CAMFED's Agriculture Guides are particularly impressive. In November 2023, CAMFED conducted a follow-up survey of 670 agripreneurs (515 from Zimbabwe and 155 from Zambia) who had been supported by the Guides for over a year.



Secondary students with CAMFED's new Climate Education Handbook at a school in Wedza, Zimbabwe

Below, we highlight some of the other key findings from the survey:



### Use of climate-smart agriculture techniques

- In Zambia and Zimbabwe, 97% of respondents engaged in farming reported that they had made changes to the way they farmed since joining the climate-smart agriculture program, with the majority reporting 'big changes'.
- In both Zambia and Zimbabwe, the most widely used techniques (all used by 90% or more of respondents) were crop rotation, making and using organic compost, and using improved food or harvest storage techniques.



### Productivity and yields

- A high proportion of CAMFED Association agripreneurs in Zambia (84%) and Zimbabwe (89%) reported that their yield had 'increased a lot' since the adoption of new farming techniques.



### Agricultural business outcomes

- In Zambia, 91% of respondents engaged in running a business reported making a profit in the previous month, compared to 71% at the baseline.
- In Zambia, 91% of respondents engaged in running a business reported that their income from their business had increased since joining the program. In Zimbabwe, 83% reported an increase.



### Household consumption

- In Zambia 79% and in Zimbabwe 84% of agripreneurs engaged in farming reported that they had been able to produce more food for themselves and their families to eat this year, compared with last year.



### Cascading knowledge

- 79% of respondents in Zambia and 88% of respondents in Zimbabwe reported that they had cascaded their knowledge of climate-smart agriculture techniques to their community.

To date Agriculture Guides working with CAMFED Association entrepreneurs have reached more than 100,000 community members with climate-smart techniques. As one agripreneur said of the program, "It has really helped me and my community because I no longer wait for rain. I am using an irrigation system and other CSA [climate-smart agriculture]." Another shared, "With the knowledge from [the] CAMFED Agriculture Guide program I had to do farming in a different way by planting crops that were beneficial to my family and also to improve soil fertility."

## CLIMATE EDUCATION

*“The content outlined in the material is comprehensive, appropriate and useful to society. The activities presented in the material are learner-centered because they are engaging... Most of the examples and case studies provided relate to real life situations in Zambia.”*

**- Dr. Charles Ndakala, Director, Curriculum Development, Ministry of Education, Zambia**

CAMFED, in partnership with Ministries of Education in Zambia and Zimbabwe, has launched a new in-school climate education program, led by young women graduates. It complements the existing curriculum, supporting all young people – particularly marginalized girls and their communities – to thrive, build climate resilience, and plan green careers.

The new climate sessions were developed by young people working collaboratively with CAMFED, government and other expert partners. Delivery is led by CAMFED graduates trained as Learner Guides. They focus on enabling young people to build the broad range of skills needed to thrive in a climate-impacted world.

The content is locally relevant, interactive, engaging, and action-orientated. It addresses issues of gender and climate justice, building on the climate resilience skills Learner Guides already deliver – such as critical thinking, decision-making, creativity, and problem-solving – through our flagship life skills and wellbeing program, *My Better World*.

The new approach to climate education aligns with government strategies to build climate literacy and leadership among citizens, particularly those most vulnerable to climate change. By working in partnership with government ministries, school leaders, and the young people we serve, we are building the foundations for future widespread adoption of peer-led climate education in classrooms across Zambia and Zimbabwe.

The program covers a wide range of topics such as:

- understanding the causes, and impact of climate change and being able to spot myths and misconceptions
- evaluating risks and staying safer in extreme weather events such as cyclones
- what it means to be climate resilient and the powers young people have to adapt to the effects of climate change
- climate justice; understanding how and why different people experience climate change differently and being part of inclusive action
- what learners can do to be climate-smart, focusing on Indigenous and locally relevant actions they can take to adjust to the effects of climate change, protect the environment and reduce carbon emissions
- how learners can step up as champions for climate justice and sustainable futures
- sample pathways to green careers that other young people from their communities have successfully pursued.



*“We are bringing our valuable knowledge and practical skills to students in the classroom, helping support whole school communities to become climate resilient and food secure.”*

### Chise, CAMFED Association member and sustainable agriculture expert, Zambia

Since graduating from school with CAMFED support, I have joined the CAMFED Association and trained as a Learner Guide and an Agriculture Guide. I was motivated to become a climate activist after witnessing how droughts and floods affect not just my own community, but the communities and businesses of CAMFED Association members across Zambia. Now I'm equipped with knowledge to educate others on the causes of climate change and help them to build resilience to changing weather patterns. I share climate-smart farming techniques — like crop rotation, drip irrigation, intercropping and agroforestry — with community members to help mitigate the impact of climate change and ensure they can produce enough food to sustain themselves and their families. Hunger and food insecurity are a major cause of school drop-out and early marriage in communities like mine, so I teach food conservation practices to avoid food spoilage and mitigate seasonal shortages. Moreover, I have collaborated with other Agriculture and Learner Guides on CAMFED's new climate education handbook.



# EVALUATIONS AND RESEARCH

Sukurata at Midwives and Nurses Training College, Chereponi, Ghana

## 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 integrating elements of the Learner Guide model into education systems at scale

In partnership with the Research for Equitable Access and Learning (REAL Center) at the University of Cambridge and the national governments of Tanzania, Zambia and Zimbabwe, we are exploring if and how the Learner Guide model is scalable in each context. Government officials from all three countries identified that the model aligns with national education priorities in three common areas: equity within education; life skills to support learners after school; and supporting guidance and counseling services. Further research has now kicked off to identify sustainable financing for the model in each country, to articulate national support for Learner Guide training and to identify routes for formal integration of *My Better World* workbook content into the national curriculum.

### Examining the process of shifting gender social norms

The CAMFED-REAL Center partnership has led to further collaboration with the Center for Gender Studies and School of Education at the University of Dar es Salaam on a new research project 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. Results of the research will be shared in 2024.

As part of a wider validation program, CAMFED supported adaptation of Amplify Girls' Adolescent Girls' Agency Survey, an existing psychometric assessment tool designed to assess changes in key life skills, specifically self-esteem and agency. The tool is being applied to examine to what extent social support provided to rural, marginalized school girls through the Learner Guide program translates to an increase in a girl's self-esteem and agency. Baseline data collection was undertaken in 2023 among students who receive social support from Learner Guides and who attend *My Better World* sessions, and among students who do not have access to the Learner Guide program or life skills curriculum; with endline data collection planned for 2024. Initial baseline results show that average self-belief scores were higher for groups receiving *My Better World* sessions and that the difference was statistically significant. Findings from the research will help us understand how and when Learner Guides are able to improve the way young people feel about themselves and the world, and the impact that makes on whether they stay in school.

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

CAMFED has worked collaboratively with young women entrepreneurs and other stakeholders in Tanzania and Zimbabwe and with the London School of Hygiene and Tropical Medicine (LSHTM) to collaboratively design a multi-year impact evaluation and cost-benefit analysis of CAMFED's livelihoods program. This research will deliver rigorous and actionable learning about how and the extent to which our transitions and enterprise support is improving women's livelihoods and associated incomes, leadership, agency, wellbeing and health; and will inform our scaling, policy engagement and knowledge share for wider impact.

Preliminary analysis by LSHTM deploying CAMFED business tracking and program cost data finds a powerful social return on investment (SROI): "The preliminary SROI estimation points to a positive value for money for CAMFED's livelihoods program. An average investment of \$142.1 per entrepreneur in Tanzania is estimated to have created \$968.5 per entrepreneur of net present value between 2020 and 2022. That is, every US dollar invested by CAMFED into the Livelihoods program is estimated to have generated \$6.8 in economic, social, education and health return over a three-year period from the start of the program. Thus, the SROI analysis estimated a ratio of 1:6.8 for Tanzania. Also, the estimation suggests that the additional income for the entrepreneur from higher business profits and their philanthropic support to enable more children to attend school are significant drivers of value for the livelihoods program in Tanzania. For Zimbabwe, an investment of \$172.1 leads to \$1,328.4 of value per entrepreneur, resulting in an estimated SROI of 1:7.7 over a three-year period."

The full research plan will move forward over 2024 - 2027.

# ENGAGEMENT AND INFLUENCE

CAMFED builds strong partnerships to extend and accelerate our collective influence and impact, informed by the expertise of 279,000 graduates and change leaders in our CAMFED Association. We partner with communities, schools, education authorities and government Ministries, exploring what it takes to ensure the most disadvantaged children can stay in school, learn and succeed. We join forces with strategic partners investing in our work to share best practice, insights and experiences at events, seminars and through advocacy campaigns, underpinned by research from leading academic partners like the Research for Equitable Access to Learning (REAL) Center at the University of Cambridge and the University of Dar es Salaam. And we mobilize the public through awareness and movement building via news media, social media, influential champions, and corporate partners' cause-related marketing campaigns - showing how girls who secure their right to education can become leaders driving gender equality, social justice, economic development and climate action.



Ramatu, CAMFED Association National Chairperson and Learner Guide, Ghana

## NATIONAL ENGAGEMENT AND PARTNERSHIPS

In 2023, **CAMFED Tanzania** was nominated as Chair for the next two years of the National Girls' Education Caucus convened by the Tanzania Education Network (TEN/MET), with the opportunity for extensive collaboration and government engagement focusing on school re-entry for young mothers and changing the minimum age of marriage. Through its leadership, CAMFED Tanzania successfully encouraged implementation of the re-entry policy to be embedded in the Education Sector Development Plan (ESDP). As members of TEN/MET, CAMFED collaborated with other CSOs on the review of Tanzania's 2014 Education and Training policy and submitted recommendations to the Ministry, including increased female representation in education decision making bodies such as school boards, the development of a peer to peer life skills program in schools, and operationalization of the re-entry agenda to be included into the policy.

### A coalition for education systems transformation

*“Civil society organizations are key drivers of GPE’s mission and are critical in keeping education high among governments’ priorities.”*

**- H.E. Dr. Jakaya Mrisho Kikwete, former President of the United Republic of Tanzania and Board Chair of the Global Partnership for Education**



On November 29, 2023, CAMFED Tanzania welcomed H.E. Dr. Jakaya Mrisho Kikwete, former President of the United Republic of Tanzania and Board Chair of the Global Partnership for Education (GPE), along with the GPE's Chief Executive Officer, Ms. Laura Frigenti, as we convened a roundtable with our Civil Society Organization (CSO) partners. Together, we are advocating for education and contributing to policy dialogues by sharing best practice, experiences and expertise in support of education system transformation. Representatives from TEN/MET, HakiElimu, Shule Direct, PESTALOZZI, UWEZO, Binti Salha Foundation and Transforming Life Tanzania joined the GPE at our offices to underscore the need to prioritize education as a cross-cutting part of any policy discussion, and to take a collaborative approach to tackling the multiple challenges in the sector, especially for girls.

Early in the year, the government of Tanzania confirmed that *My Better World* content would make up almost 50% of a life skills booklet developed and disseminated for self-learning as part of their Secondary Education Quality Improvement Program. This has integrated principles of the Learner Guide model into classroom resources used by teachers nationwide in Tanzania, setting the foundation for scaling. This complements the signing of a new joint five year MOU with the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PORALG), which includes the co-design of Learner Guide integration in Tanzania. As part of a co-created scaling approach, a Monitoring, Evaluation and Learning Technical Working Group was established to share knowledge about monitoring and evaluation systems in CAMFED, MoEST and PO-RALG and identify gaps and areas for collaboration. The Working Group will be an important building block to further systems transformation, feeding into improved decision making and data utilization at national level and for district and school administrators.



*“I am proud of being a catalyst for a change in my community. With my fellow CAMFED Association sisters, I am transforming the community by providing education about the importance of educating vulnerable girls.”*

### Shamsa, CAMFED Association National Chairperson, Tanzania

As the CAMFED Association National Chairperson in Tanzania, and a Learner Guide Coordinator, I strive to ensure inclusive and equitable, quality education for school students — supporting them to achieve their goals through CAMFED's life skills program, *My Better World*. I promote gender equality and lifelong learning opportunities, to help elevate women and girls both economically and socially through education. This work is achieved not by myself, but through the coordinated actions of districts, villages and local leaders, all working together with myself and other CAMFED Association members across Tanzania. As a result of CAMFED Association's actions, the whole community has benefited. Through education, many more young women in my community have professional careers and are taking up leadership positions.

**CAMFED Zambia** contributed to a review of the fee-free education policy a year on from its implementation, highlighting the Learner Guide program as a mechanism for strengthening the impact of the policy for girls in rural and remote communities. In support of ambitions for a joint monitoring framework for the Learner Guide program, CAMFED began discussions with the Ministry of Education provincial data management teams to discuss how data collection could be aligned. CAMFED Zambia has continued to work closely with the Ministry of Education, Ministry of Justice and the NGO Women and Law in Southern Africa on the development of a statutory instrument to support the legal enforcement of the re-entry policy. The instrument builds on the experience of Teacher Mentors and Learner Guides working with the most vulnerable children, and once enacted, would ensure that schools have appropriate procedures to stay in touch with girls who drop out, have capacity to re-admit learners, and provide additional support to those who return to school as young mothers.



*“Often policy makers have no direct experience of the challenges rural girls are facing. They don’t know how it feels to go to sleep hungry and wake up the next day to walk miles to school. I am bringing the reality and lived experience to the table — representing the voices of rural Zambian girls.”*

Abigail, CAMFED Association member and Program Officer, Zambia

Although here in Zambia, primary and secondary education is now free, there are hidden costs that children in rural communities can’t afford. I was supported by CAMFED through secondary school, when my grandmother could not afford even basic school items like books and pens. On graduation, I joined the CAMFED Association and also served as CAMFED Association National Chairperson for Zambia from 2011 to 2013. Because of education and the support I received from CAMFED, today I’m able to do anything. I have escaped that trap of poverty because I was given an opportunity to go to school. There are so many ‘Abigails’ out there that we want to bring to the table so that they too can contribute — to the development of themselves, their community, nation and the world. So that’s why I do what I do and continue to speak up wherever I go. It doesn’t matter which forums, which important people I’m meeting, what matters is that people don’t forget about us rural girls.



Over the course of the year, **CAMFED Malawi** worked with the Directorate of Quality Assurance Services and key personnel from the Education Division, to support the finalization of the Academic Clinic Guidelines and Child Protection Guidelines. CAMFED was also invited to contribute to the development of the Mindset Change Manual by the Ministry of Youth and Sports in Malawi, as part of the Ministry's Youth Resocialization and Engagement management process.

CAMFED's research findings on the status of Guidance and Counseling in schools informed the Ministry of Education's plan to develop a Guidance and Counseling Strategy for schools in Malawi. To initiate the process, CAMFED convened a partners' meeting chaired by the Ministry of Education, with participation from various key sectors within the Ministry, UNESCO, the Guidance Association of Malawi, CSO representatives, and CAMFED staff.

Continuing its commitment to education sector enhancement, CAMFED Malawi actively participated in the quarterly Technical Working Group for Basic Directorate, where updates, challenges, and opportunities were shared. Additionally, CAMFED contributed to the 2023 Education Joint Sector Review (JSR) held in October. The theme, "Transforming Education: Investing in Foundational Learning and Skills Development for a Wealthy, Self-Reliant, and Resilient Nation", underscored the meeting's focus on collectively assessing progress, challenges, and opportunities within Malawi's education sector.



*"As a journalist, I amplify the voices of vulnerable girls and women across the country. I also refer girls and women to the relevant authorities when they need additional help. I am a role model in my community, encouraging girls to stay focused and work hard in school."*

Gladys, CAMFED Association member and journalist, Malawi

Education has powered me in so many ways. After graduating from secondary school with CAMFED support, I joined the CAMFED Association network, and secured a place to study Communications and Cultural Studies at Chancellor College University of Malawi. After graduating, I started working with radio stations and other media outlets to gain experience and put my new skills into practice, and to reach as many girls and women as possible with advocacy. Being part of the CAMFED Association helped me realize my power to challenge societal pressures that prevent girls from going further with their education. Together with my fellow CAMFED Association sisters who are also journalists – including Ruth Komwa and Carlo Chisiyano – we are showing the power of communication in bringing social change to marginalized communities.

In 2023, **CAMFED Ghana** partnered with the Ghana Education Service (GES) in training CAMFED Learner Guides and Teacher Mentors, building governmental involvement in our programs. The GES recently agreed to co-sign certificates to be given to Learner Guides and Teacher Mentors, providing further official governmental recognition and endorsement of their role.

CAMFED Ghana signed a Memorandum of Understanding with the National Service Scheme (NSS), the agency responsible for training and deploying tertiary graduates to priority sectors in Ghana. The NSS agreed to work with CAMFED to post female university graduates with science backgrounds to schools in CAMFED partner districts to serve as Learner Guides, where they will deliver CAMFED's *My Better World* curriculum at the government's cost, representing an exciting step towards national adoption of the Learner Guide model. CAMFED Ghana also signed an MOU with the Center for National Distance Learning and Open Schooling (CENDLOS), a specialized agency under the Ministry of Education which produces audio-visual lessons for the pre-tertiary level. CAMFED Ghana and CENDLOS will collaborate to promote the study of STEM and ICT courses by girls and young women and to promote child protection and safeguarding in these sectors. The CENDLOS partnership will also enable CAMFED to use approved national content on a wide range of subjects to support our program implementation, facilitating alignment with government priorities.

CAMFED Ghana fed into the development of a new 3-year curriculum for Senior High Schools and Senior High Technical Schools in Ghana, including supporting the integration of CAMFED's Learner Guide program into a new curriculum on Social and Emotional Learning which will be implemented by the Guidance and Counseling Unit in collaboration with NGOs. CAMFED also joined a Technical Working Group convened by the Ministry of Education to develop Guidance Notes and online training materials for teachers and stakeholders focused on preventing violence, particularly sexual violence, in secondary education institutions in Ghana.



*“In Ghana, poverty hinders girls’ access to quality education. Inspired by this, I advocate for change, urging parents and stakeholders to prioritize girls’ education. I’m a leader, providing mentorship to young vulnerable girls in my community. As a trained Learner Guide, I volunteer in a school to help students identify challenges and help them overcome them.”*

## Ramatu, CAMFED Association National Chairperson and Learner Guide, Ghana

The collective strength of the CAMFED Association has made a significant impact in my life. Having this support has helped me build resilience to challenges and improve my confidence. Through our collective action we are positively impacting our community. We were able to identify five students who had dropped out, and send them back to school. On another occasion, we lobbied for 22 elders from our district assembly to support a school in our community that was in need. Our fearlessness means we are able to contribute to the broader picture, amplifying the voices of young women and fighting for the rights of others.



Alongside our partnership with the Ministry of Primary and Secondary Education (MoPSE), **CAMFED Zimbabwe** is a member of the Education Coalition of Zimbabwe (ECOZI), the Child Protection Working Group chaired by the Ministry of Public, Services, Labor and Social Development and the National Protection Cluster chaired by the United Nations; and uses these policy platforms to focus attention on the welfare of girls in school.

CAMFED Zimbabwe's Annual General Meeting brought together 115 participants including government officials, community stakeholders and other partners to focus on the causes of high dropout rates across the country, and school and community approaches to mitigation. Relatedly, CAMFED fed into the development of an 'early warning system' for school drop-out, being piloted as part of Zimbabwe's Global Partnership for Education program in 2024. Recognizing the value of data in informing strategies for reducing drop-out, CAMFED Zimbabwe and the Ministry of Primary and Secondary Education (MoPSE) began working together to enhance system capacity in measurement and evaluation to support strengthened feedback loops between implementation and policy, particularly around drop out and re-entry. CAMFED will review and contribute towards the updating of the data collection tools used by MoPSE for collecting statistics, as well as drawing on its own database to help incorporate key indicators and disaggregated data into regular government monitoring and information systems, allowing impact on marginalized girls in particular to be better tracked, positioned to inform policy design and implementation.



*"I want every girl child to complete school without any interruption. I want as many chances as possible for a girl child so that she can transform her life. I want all women to take up leadership positions in their community to bring equality into their communities. Every time a woman stands up for herself, she stands up for the strength and resilience of all women, igniting a flame that lights the path for generations to come."*

Lisa, CAMFED Association National Chairperson, Zimbabwe

I was supported by CAMFED to finish secondary school, after my parents passed away and my grandparents — who were small-scale farmers — could not afford my school fees. With CAMFED's support, I continued my education, completing a National Certificate in Electrical

Power Engineering from Mutare Polytechnical College. The social support provided by my sisters in the CAMFED Association has helped me transform my life. I am who I am today because of their collective strength. When my community looks at me, they see a determined young woman who has passed through challenges transformed, with a renewed energy to make a difference. As the elected National Chairperson of the CAMFED Association in Zimbabwe, I am working together with others to champion the cause of vulnerable girls, ensuring they receive the support they need to break the cycle of poverty and build a brighter future.

# GLOBAL RECOGNITION AND EVENTS

In 2023, our model was once again recognized as a world-changing solution. Partners like the Audacious Project at TED, and Nicholas Kristof of The New York Times, provided new platforms for the leaders in our movement to reach millions of people with their insights and expertise; and the Hilton Foundation and Yidan Prize Foundation continued to convene experts from across the globe to drive collective action for a more just and equitable world. Together, we're on a mission to transform systems to better serve the needs of all children, and we're grateful to all our committed partners and champions who are helping to make this possible.



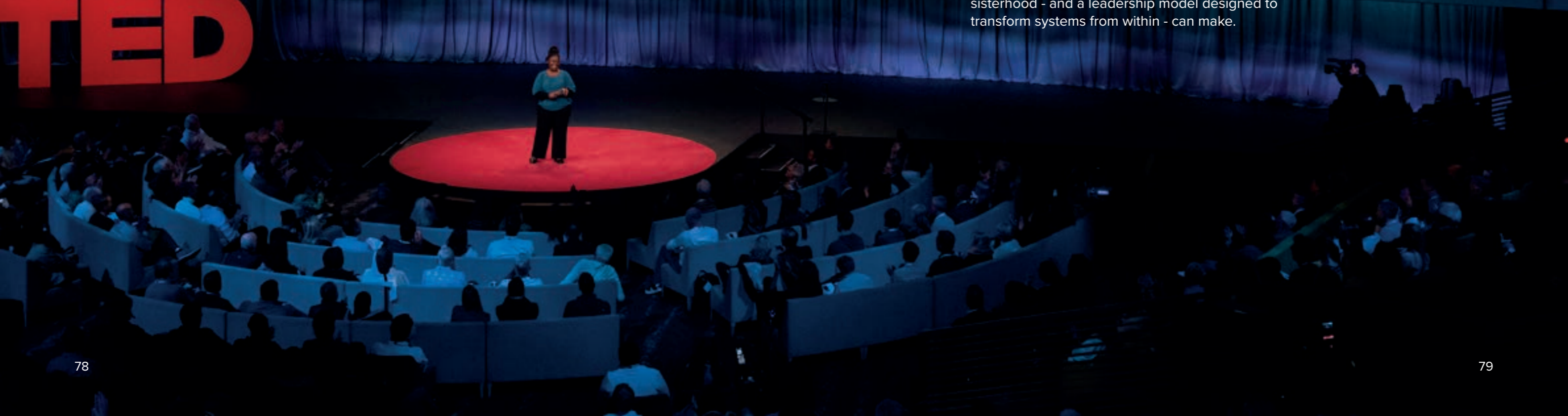
The Audacious Project selects CAMFED as one of the biggest, boldest solutions to the world's most urgent challenges

*"We're thrilled to bring a spotlight to CAMFED's model, which shows the extraordinary potential that is unlocked when girls secure their right to education as the key to a brighter future."*  
**- Anna Verghese, Executive Director, The Audacious Project**

Every year, The Audacious Project – which is housed at TED – selects and nurtures a group of timely solutions and brings together an inspiring group of supporters to help launch them. In 2023, CAMFED became part of this group of audacious changemakers bringing bold solutions to the world. The recognition was announced on April 17, 2023 at TED2023 in Vancouver, Canada, where our CEO, Angeline Murimirwa, delivered her latest TED Talk entitled *School is just the start. Here's how to help girls succeed for life*. It invites us to see the world through the eyes of a girl in rural Africa, and experience the difference that the support of a sisterhood - and a leadership model designed to transform systems from within - can make.



Angeline Murimirwa





## President Obama and the Obama Foundation convene young leaders from across the globe



*“What I learned from President Obama is that leadership is a relay race. Each of us is running and we have to know that there is someone to pass the baton to. We cannot do this single-handedly. Most of the challenges that we’re looking at are big challenges that cannot be solved in this year or even in 10 years to come, but as long as we’re making progress, then we should know our efforts are working.” - **Natasha Lwanda, CAMFED Association leader, Zambia***

*“It was a great platform, bringing education champions across the world together to share best practices and support one another. We must celebrate our successes and the wins we’re making in our communities. It’s not a one-man show, to change the world, it’s a collaborative effort.” - **Eliza Chikoti, CAMFED Association leader, Malawi***

President Obama and the Obama Foundation welcomed young leaders from across the globe—including two members of our sisterhood, the CAMFED Association—to an event that took place in Athens, Greece, between June 19th and 22nd, 2023. Eliza Chikoti from Malawi and Natasha Lwanda from Zambia traveled to represent our movement at a leadership symposium for a select group convened by the Obama Foundation. CAMFED is a longstanding member of the Girls Opportunity Alliance, an Obama Foundation program that

aims to support adolescent girls through education to achieve their full potential, and transform their families, communities, and countries. Young leaders like Eliza and Natasha are stepping up to tackle some of the biggest challenges of our time. The convening was designed to support them to exchange ideas, workshop solutions, and build connections. President Obama was in attendance to learn about the challenges leaders face, and opportunities to advance their work.

## Let Girls Learn profiles CAMFED’s climate-smart teaching farm

*“Last month I traveled to the Chinsali district, northeast of Zambia with Farai Shawn Matiashe to do a story for Evening Standard, on women and girls who are playing a critical role in the fight against climate change. We met a young farmer, Naomi who benefited from CAMFED’s project and is leading the way.”*

**- Tafadzwa Ufumeli, award-winning visual storyteller**



Traveling over 14 hours from Lusaka, Zambia to our climate-smart teaching farm at Chinsali, documentary makers for the Evening Standard’s Let Girls Learn initiative captured the power of young women’s climate leadership - in the classroom and the community. Their compelling multi-media feature allowed audiences around the globe to step behind the scenes and meet a group of CAMFED Agriculture Guides, led by Naomi, learning about the techniques they’re using to nourish entire communities, and keep more girls in school.



Young farmers at the demonstration farm in Chinsali, Zambia

## CAMFED launches its Vision for 2030



*“I’ve learned that one of the most critical things CAMFED does is what some people call empowerment. I actually think the real thing is soul connection. By giving these girls hope and inspiration and opportunity they become soul connected, and then anything is possible for them. How do I know it? The joy! Joy is a quality of the soul, and everyone in these programs has joy and laughter and ambition, and energy and desire; it’s just incredible!” - Sir Christopher Hohn KCMG*

At an event with high-profile CAMFED champions and supporters, CAMFED - celebrating three decades of impact - shared its audacious vision to support millions more girls to thrive in school and become game changers in their communities and beyond. Addressing guests alongside our CEO at the evening event were the Rt Hon Andrew Mitchell MP, Minister of State (Development & Africa) in the Foreign, Commonwealth & Development Office (FCDO); Sir Christopher Hohn KCMG, Founder of The Children’s Investment Fund Foundation; Anne-Birgitte Albrechtsen, Chair of the Board of CAMFED International; and Lucy Lake, CAMFED’s Executive Adviser. The Rt Hon Andrew Mitchell MP underscored the close alignment between CAMFED’s aims and the UK government’s International Women and Girls Strategy. Angie Murimirwa detailed the 3-level model CAMFED has built over the past three decades (focusing on girls, young women, and systems transformation), which she has described as “the story of communities joining forces in a model that sees girls’ education as the route to agency and leadership.” That leadership is evident in the 279,000 young women of the CAMFED Association — the unique pan-African peer support network co-founded by Angie Murimirwa, set to grow to 540,000 by 2030. The CAMFED Association’s Executive Adviser, Fiona Mavhinga, nurse Veronica Sibanda from Zimbabwe, business expert Fatimata Ali from Ghana, and climate-smart agriculture expert Forget Shareka from Zimbabwe joined Angie to represent this powerful sisterhood.

## A conversation between UK Minister for Africa and CAMFED’s CEO



*“I don’t think you can understand international development unless you see it through the eyes of girls and women. And you know the answer and the cure for poverty isn’t money. It’s education...And one of the things I’ve been most impressed by... is that within the British Foreign Office, there is an absolute understanding about firstly, the importance of girls’ education, and secondly, that embedding in all the things we do the interests of girls and women is absolutely fundamental!” - The Rt Hon Andrew Mitchell MP speaking to Angeline (Angie) Murimirwa*

*“Success is visible in the girls who have received CAMFED support. They use their education to improve their own lives, and those of their families and communities too, by paying for and supporting girls in their communities to access quality education. CAMFED graduates now run the organization – as CEO, as Board representatives, and as national and international leaders. Their leadership and governance model provides an outstanding example of partnership with those the organization was established to serve.” - Excerpt from the publication International development in a contested world: ending extreme poverty and tackling climate change (CAMFED case study, page 87)*

In the lead-up to Day of the Girl 2023, the Rt Hon Andrew Mitchell MP, Minister for Development and Africa in the United Kingdom, met with Angeline Murimirwa, CEO of CAMFED, to discuss the imperative of girls’ education. In their fireside chat, released in tandem with the UK’s Foreign, Commonwealth & Development Office (FCDO)’s International Development White Paper in November 2023, Minister Mitchell and Angie Murimirwa discuss why girls’ education and women’s leadership are so critical to our collective success. The policy paper underscores the FCDO’s commitment to tackling extreme poverty and climate change, and to securing the rights of girls and women. CAMFED’s work is among the case studies featured, illustrating how investment and action can lead to “a globally recognized [model] with an excellent track record of success”.

Nicholas Kristof and The New York Times urge the public to support CAMFED

“Female education can change the course of our world. It’s the key that CAMFED uses to unlock the potential of young women and the communities they belong to. As CAMFED empowers girls, these young women, in turn, become the architects of change in their nations. Girls’ education stands as one of the most high-impact investments we can make today.” - Nicholas Kristof, two-time Pulitzer Prize winner and New York Times columnist



In November 2023, New York Times columnist and two-time Pulitzer Prize winner Nicholas Kristof honored CAMFED with his Holiday Impact Prize for the second time since the initiative’s launch in 2019. CAMFED was previously featured as the 2020 Grand Prize Winner and was welcomed back as part of a special readers’ favorite edition in 2023. For the first time ever, Holiday Impact Prize winners were also included in the The New York Times Communities Fund, with CAMFED featured as one of the charities for the 2023 appeal.



Fadila, a CAMFED-supported secondary school student in Cape Coast, Ghana

## Celebrating 25 years of young women's leadership for girls' education

*"We're among the very first young women who were supported by CAMFED, and to see such a crowd of educated young women passionate and equipped to lead change 25 years later is such an amazing thing. It's so rewarding and we feel so proud."*

**- Fiona Mavhinga and Winnie Farao, founding members of the CAMFED Association**



From December 14-16, 2023, representatives of our CAMFED Association convened in Tanzania to celebrate and reflect on 25 years of women's leadership for girls' education across Africa. The group included all of the recently elected and outgoing national chairs of the Association. The vibrant leadership summit was an opportunity to recognize our collective impact, and to charge up in readiness to support millions more girls and their communities as part of CAMFED's vision for 2030.

*"As a young girl, I wrote a letter to CAMFED and pledged to do something great if I get the chance. And I did! I became the first medical doctor in our sisterhood, and specialized in pediatrics. Now I'm involved in training young girls to become medical doctors, who will provide affordable healthcare to rural communities."*

**- Dr. Runyararo Mano, CAMFED Association Zimbabwe**



*"Growing up, life wasn't easy. I desperately wanted to stay in school, but my family struggled to afford food, never mind school supplies. With CAMFED, everything changed. Today I'm a nurse and a second lieutenant in the Malawi Defense force. Like my sisters in the CAMFED Association across the African continent, I'm a beacon of hope and possibility, and I'm proud to inspire more girls."*

**- Second Lieutenant Rachael Banda, CAMFED Association Malawi**



*"My mother worked so hard, selling shea nuts to make ends meet. Without an education, she was not able to add value, market or make a profit for her products. Now, thousands of CAMFED Business Guides in our sisterhood support graduates to start and grow sustainable enterprises like my shea butter cooperative — creating local jobs, changing gender norms, and using their profits to send more girls to school."*

**- Entrepreneur Esther Naabir, CAMFED Association Ghana**



*"I could have dropped out of school, like so many girls whose families go hungry because rural farmers can't access enough land, knowledge or resources. Now I'm one of CAMFED's climate-smart Agriculture Guides, bringing sustainable practices and also climate education into the classroom and to rural farmers."*

**- Climate expert Chise Kabungo, CAMFED Association Zambia**



*"I lost my parents at a young age, and struggled to get enough food to eat and keep a roof over my head. Education changed everything. CAMFED supported me through university and today I advocate for girls' education in government meetings and in the media."*

**- Education leader Diris Martin, CAMFED Association Tanzania**



*"I am the first female math teacher in my community, teaching in the very school CAMFED supported me to attend. Now I mentor students and support them in the transition to adulthood. I'm one of thousands of teachers in the CAMFED sisterhood."*

**- Maths teacher and founding member, Lucia Punungwe, CAMFED Association Zimbabwe**



# LOOKING AHEAD TO 2024

*“We know, because we have lived it: The possibility of change is real. It’s time to be bigger, better, bolder...faster. By 2030, we aim to double the membership of our CAMFED Association, and send millions more girls to school. Imagine millions of girls, living their best lives, and paying it forward to millions more.” - Angeline Murimirwa, Chief Executive Officer, CAMFED*



During 2023 we took the opportunity to review our learning and direction, at the midpoint of our existing strategic phase and as the immediate effects of the global pandemic began to dissipate. Despite the challenging context in which we had been working - characterized by prolonged school closures, restrictions on movement, and economic challenges - we have stayed on track with the ambitious trajectory we set for ourselves in 2020. We have also continued to build a robust evidence base for ‘what works’ to support the most marginalized girls to continue through and succeed in school, and grown the government partnerships that will support integration of proven strategies into education systems. We raised significant funds from new sources - notably the Audacious Prize, which also afforded us the opportunity to map out our strategic ambitions to 2030.

The pandemic exposed new challenges and exacerbated existing vulnerabilities for the girls and young women we serve. As a result, in our new phase of work we will double down on responsive, comprehensive (economic, social, and learning) support to the most marginalized girls, to ensure that they have what they need to access and progress through secondary school. A total of over 8 million girls will receive this support in the decade to 2030; over 15 million children will benefit from the support provided in school by Learner Guides.

From 2024 we will organize our work in three ‘levels’ that are interlocking and co-dependent, consolidating the core components of our existing work and incorporating the opportunities we now have. These are:

**Level 1: A comprehensive support system targeted at the most marginalized girls**  
 This level draws together our work at school level in support of girls’ education – with communities, through bursaries, through CAMFED Association philanthropy (the ‘Multiplier Effect’) and through Learner Guides. Together, these elements constitute the vital elements of support provided to girls in school.

**Level 2: Young women transition to secure livelihoods and join a powerful peer network of leaders**

This level includes all of our post-school work, including our Enterprise Development program, support for further and vocational education and training, and support for CAMFED Association development and leadership. Together these represent the breadth of our work with young women and the variety of pathways open to them. This is the level that unlocks the ‘Multiplier Effect’ through which young women provide support to the next generation of girls to go to school.

**Level 3: Adoption of best practices in national education systems at scale**

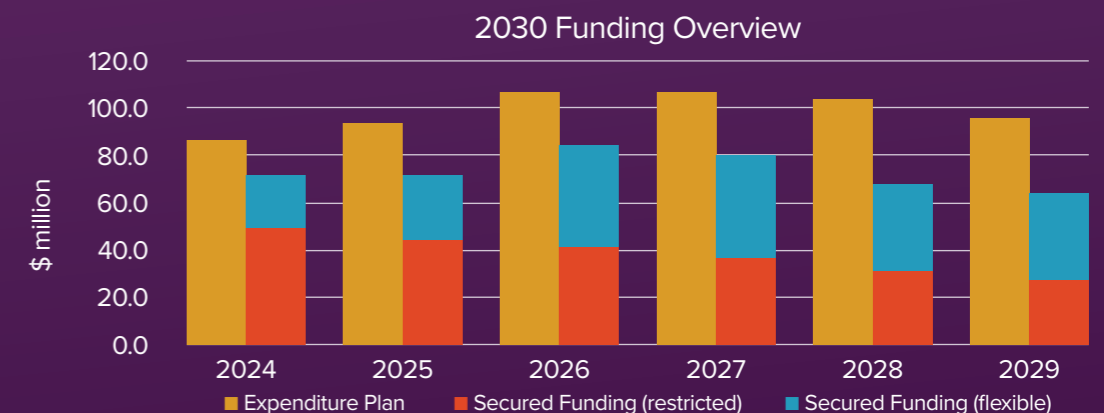
This level builds on our work in Levels 1 and 2. It includes engagement with Ministries and other partners towards the adoption at national level of proven strategies to support girls and young women in education and post-school, centered on the Learner Guide program.

## PARTNERSHIPS AND INVESTMENT TOWARDS OUR STRATEGY

The projected cost of our strategy over 6 years from 2024 to 2030 is \$600M. As far as possible, we aim to secure most of the funding within the earlier phase of the plan in order to be able to make longer term commitments to girls and young women that extend through 2030. To this end, we have received leadership gifts up front to be used over the course of the plan period.

As the primary steward of CAMFED’s global strategy, CAMFED is responsible for the judicious allocation of this flexible funding over its time frame to meet ‘our strategic goals. CAMFED International holds a proportion in a designated reserve to ensure sufficient funds are available to honor commitments to girls and young women in the later years of the plan, and to mitigate the longer term impact the global pandemic and other crises are likely to have on funding, which may otherwise hinder our ability to meet our targets. This allocation is reviewed on at least a bi-annual basis in consultation with members of CAMFED’s global consortium. The allocation of funding (restricted and flexible) secured to date is illustrated below.

With the support of one of our generous donor partners, we have also established the ‘Completion Reserve’. This is a long-term endowment that will enable us to make commitments into the future to support girls to go to school.



## DISCOVER WHAT MOTIVATES SOME OF OUR INSPIRING FUNDRAISERS

Our movement of passionate education advocates and champions keeps growing and thriving. Inspired by the power and activism of our sisterhood of change leaders in the CAMFED Association, our committed supporters have helped to spread the word, pledged their support, donated and raised funds and awareness across the globe. Every action and every dollar makes a lasting impact, multiplied by the girls we serve as they become leaders and role models, paying it forward. Thank you to every one of them, and to the selection of passionate fundraisers who shared their motivation for this report. Remember to join us on social media, and tag us in your fundraising photos - We're @camfed across most platforms - @CamfedSisterhood on TikTok:

Running 2222 miles for girls' education - Edward Colby

*“Education is the strongest weapon that we have against segregation and conflict, poverty and inequality.”*

Last year, one of our inspiring fundraisers ran 2222 miles for girls' education! Edward Colby committed to running every day to raise money and ensure more girls can go to school. Many of Edward's sponsors are from his running club, the Cantabrigiensis Hash House Harriers, who are big supporters of CAMFED. Together they raised a fantastic total of \$2400, the equivalent of supporting 16 girls through an entire year of school!



Climbing Kilimanjaro - Elina Pirjanti

*“The idea of supporting women or girls came originally from my mother, and I started looking at what are the different non-profits, which would also operate in Tanzania. Already on my earlier travels in different African countries, I had learned talking with the locals how girls don't have the same opportunity for education as boys. I also read studies on how girls' education is one of the best ways to influence many global challenges, such as poverty, equality and health, so when I found CAMFED, the selection was easy - my every target was met.”*

Last year, Elina and her friend climbed Kilimanjaro in support of girls' education and raised over \$4000, enough to see six girls through their entire secondary school education.

Running 10k a week - Ruth Tillyard

Ruth maintained a 10K run at least once a week from mid-October — come rain, shine or cold. She inspired her friends and family to give to CAMFED during the giving season at the end of the year, rather than buy presents - gifts that will keep on giving for generations!



Hendrina, CAMFED Learner Guide, with Sala, primary student, Machinga, Malawi



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Christina (l), CAMFED Association member and recent school graduate with her mother Sylvia, at home in Mwanza District, Malawi







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