



CAMFED
LEARN, THRIVE AND LEAD CHANGE

ANNUAL REVIEW 2024





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CAMFED - AN INTRODUCTION

CAMFED, the Campaign for Female Education, supports the most marginalized girls in rural Africa to go to school, learn, thrive, and become independent and influential leaders, joining forces with their communities to dismantle the barriers to girls' education, co-creating impactful programs and contributing their expertise to our systems transformation work with government partners.

WHY GIRLS' EDUCATION?

For an individual girl, education changes everything. It's her right, and it unlocks her power to determine who she will become and what she will do with her life.

For the world, girls' education can change our future trajectory. It has been proven time and again to advance health, gender equality, social justice and economic development.

THE PRESSING PROBLEM WE SEEK TO ADDRESS

95% of girls from the most disadvantaged communities in rural Africa never complete secondary school¹ — a reality that plays out at every stage of their life and is a driving force of poverty and injustice.

Girls face a complex web of financial and social challenges — from the cost of school fees, uniforms and transportation to the fact that rural schools are often under-resourced and unable to respond to girls' specific needs, including support to overcome the poverty-related pressure to marry at a young age.

Even girls who manage to beat the odds and complete their schooling face an abyss when they graduate - a lack of jobs, opportunities, and female role models.

All of these factors mean that girls and women from marginalized backgrounds face enormous challenges in breaking out of cycles of poverty and inequality.

WHAT IS CAMFED DOING IN RESPONSE?

Founded in 1993, CAMFED has already supported 7.8 million children to go to school across Ghana, Malawi, Tanzania, Zambia and Zimbabwe, including 2.4 million girls at secondary level.

We've developed a proven solution that helps girls to thrive in school, and equips them with the skills and community support they need to succeed.

¹ International Commission on Financing Global Education/REAL Centre Cambridge (2016). The Learning Generation: Investing in Education for a Changing World. P.33 and footnote 36 on page 142.



CAMFED’S APPROACH AND STRATEGIC VISION

CAMFED is on a mission to support millions more vulnerable girls in rural Africa to thrive and succeed in secondary school and gain the skills they need to transition to work and leadership. And through our partnerships with governments, we’re working to ensure that education systems better serve the needs of all children.

In 2024, our strategy was underpinned by a 3-level approach bridging school-going support, livelihoods and driving adoption at scale. This approach is recognized as one of the boldest solutions for tackling the biggest challenges of our time² – and it all starts with supporting a girl to go to school:



Level 1: GIRLS - We provide a comprehensive support system targeted at the most marginalized girls

We provide girls with individualized financial and material support to attend and succeed in school – including items like school clothes, notebooks, and menstrual products – and build a nurturing social support network around them.

- Our ten-year goal is to support **8 million of the most vulnerable girls by 2030**, removing the barriers to their attendance and success in secondary school.

Level 2: YOUNG WOMEN - We support young women to transition to secure livelihoods and join a powerful peer network of leaders

When girls graduate, we support them to transition to work and positions of leadership through the CAMFED Association – a sisterhood of nearly 313,000 educated young women who in turn help to support the next generation of girls to go to school.

- Our goal is to support the growth and development of the CAMFED Association to reach **more than 540,000 members** by the end of the decade.

Level 3: ENTIRE GENERATIONS We partner to achieve adoption of best practices in national education systems at scale

We partner with governments to transform education systems to better serve the needs of all children.

- Our goal is to scale up our peer mentorship (“Learner Guide”) model in partnership with governments to **benefit more than 15 million children** and to **expand to 15,000 schools by 2030**.

² <https://camfed.org/powering-our-audacious-sisterhood/>

SUMMARY OF ACTIVITIES IN 2024

This year, the CAMFED Association network of young women leaders grew to a membership of 312,747. Together, these young women used their own funds to support over 1.1 million children and young people in education, and their power was multiplied by the growing global community of dedicated partners and supporters that sits behind our movement - enabling us to support over 50% more children with tailored bursary support than in 2023.

In 2024, nearly 2 million children benefited from social and learning support provided by over 21,000 Learner Guides (peer mentors), an achievement supported by a step-change in our partnership with governments towards our goal of 15 million children benefiting from the *My Better World* life skills and wellbeing program (delivered by peer mentors) by 2030. Our engagement centered on the adoption and integration at scale of the Learner Guide model in national education systems, and over 30% of schools with active Learner Guides are now part of a government-partnered roll-out. The strength of government ownership bears witness to CAMFED's long history of collaborative and respectful engagement at all levels of operation; clear alignment of purpose, roles and responsibilities; and the recognized expertise of young women leaders as peer mentors and advocates for girls' education.

The launch of the Agriculture Guide program in Ghana and Tanzania means that over 2,000 female champions of sustainable agriculture are now active across five countries. Together they reached over 20,000 CAMFED Association agripreneurs in 2024, with techniques such as drip irrigation, crop diversification, mulching and crop rotation. Such knowledge helped these young women to both prepare for and adapt to the unprecedented drought conditions that had a devastating impact in rural communities this year.

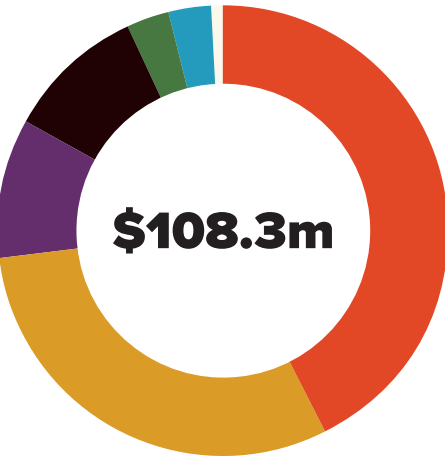
Through our research partnerships, we sought to articulate the role of young women - and particularly Learner Guides - in challenging harmful gender norms that can limit girls' opportunity, while also exploring how social narratives about gender roles impact women's advancement into leadership positions. With 37% of CAMFED Association members taking on leadership roles in education systems and the wider community, CAMFED's program is playing a crucial role in igniting every girl's limitless potential.

We are thankful to every member of the CAMFED community for standing alongside these young women and supporting local ownership of solutions to poverty-related inequality and exclusion. Together we are shifting the odds for millions of girls and young women, and changing the future for whole communities.



FINANCIAL OVERVIEW

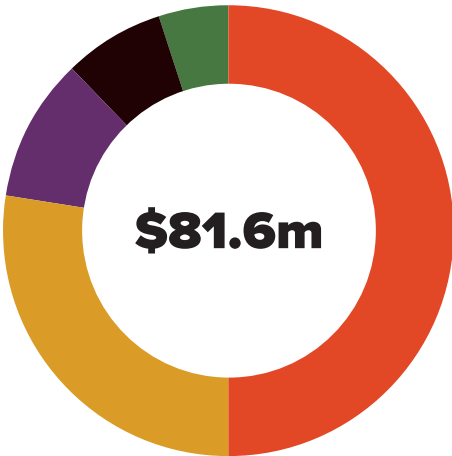
How we raised funds for girls & young women 2024 Income*



- Trusts and foundations
\$46.3m
- Legacies
\$33m
- Institutions (including governments)
\$10.9m
- Public donations
\$10.7m
- Other income
\$3.5m
- Corporate donations
\$3.3m
- Gifts in kind
\$0.6m

*This includes up-front commitments allocated to CAMFED’s strategy to 2030 (see Funding Overview graphic)

How we invested funds for girls & young women 2024 Expenditure



- Comprehensive support for the most marginalized girls
\$41m
- Young women transition to secure livelihoods
\$22.4m
- Adoption of best practices in national education systems
\$8.4m
- Evaluation and research
\$5.9m
- Raise funds
\$3.9m



GIRLS: COMPREHENSIVE SUPPORT TO GO TO SCHOOL, LEARN AND THRIVE

CAMFED's model centers on addressing the needs and vulnerabilities of marginalized girls through a foundation of community and government engagement. We work in collaboration with local governments to identify districts where resources are most needed. Within districts, we partner with communities, schools and education authorities to select girls facing the most severe disadvantage. We facilitate a robust community-led selection process, which takes into account complex layers of marginalization and vulnerability and includes home visits to check the circumstances of each child. Examples of the marginality criteria are: i) parents/guardians cannot pay the school costs, ii) her family eats only one meal per day, or sometimes goes to bed hungry, iii) she has to earn income for the family, and/or iv) is orphaned and showing signs of neglect.

“I have served in the education office for eight years and prior to that served as a teacher, but after the home visits realized that I didn't really know Kajiado - we didn't know the poverty in our county.”

County Education Officer, Kajiado county.

PERSONALISED SUPPORT PACKAGES

Our personalized support packages are tailored to the individual needs of each girl, covering costs from school and examination fees, uniforms, shoes and stationery to menstrual products, or transportation and accommodation for those traveling long distances to school.



“In the past, I had a lot of problems. But now, CAMFED has helped me with many things, including school fees. We learn a lot from the My Better World handbook, and a lot about sexual and reproductive health from the special manual. All of us learners are happy here.”

Shyreen, CAMFED-supported primary school student, Malawi

Shyreen, who lives in Dedza district in rural Malawi, comes from a disadvantaged family and struggled to attend school regularly due to lack of school fees and other essentials, such as a school uniform. She also lives with a hearing impairment, which posed an additional barrier to learning in a mainstream school. Shyreen's community selected her for CAMFED support at a specialist boarding school for children with hearing impairments. Now she has all the material items — as well as the psychosocial and academic support — she needs to thrive in school.

In 2024,

738,673 girls

newly benefited from economic, social and academic support through CAMFED's program - putting us well on track for our ten-year goal of 8 million supported by 2030. Of those,

95,728 girls

were *newly* supported through **DONOR FUNDS**,

505,193 girls

through **CAMFED ASSOCIATION** philanthropy and

137,752

through **COMMUNITY PHILANTHROPY**.

In total, **DONOR FUNDS** helped us to support

160,317 students

with tailored packages of material support in 2024: 21,605 students at primary school (16,224 girls / 5,381 boys) and 138,712 students at secondary school (133,449 girls / 5,263 boys).

SOCIAL SUPPORT STRUCTURES

Graduates in the CAMFED Association volunteer in their local schools as mentors, or Learner Guides, delivering life skills and wellbeing sessions to girls and boys from our bespoke *My Better World* program, helping students to learn with confidence and shape their life goals. They work alongside government teachers trained by CAMFED in guidance and counseling skills to take the role of Teacher Mentors.

Teacher Mentors

In 2024, Teacher Mentors operated across our partner schools in Ghana, Malawi, Tanzania, Zambia and Zimbabwe. Teacher Mentors are nominated for the role by Head Teachers and are frequently drawn from cadres of teachers with existing guidance and counseling specialties. In addition to providing targeted counseling support to vulnerable students, Teacher Mentors also act as child protection focal points within each school - part of the comprehensive, locally-embedded child protection reporting structures CAMFED establishes as part of its program. Recognizing the pressures that many Teacher Mentors can face, CAMFED works to support the mental wellbeing of Teacher Mentors by equipping them with skills to manage their own psycho-social challenges, as well as strengthening supervisory structures at school, districts and provincial level. In a 2024 survey of Teacher Mentors in Zimbabwe, 99% of Teacher Mentors reported feeling supported by their supervisors and 96% felt supported by their school leadership.





“With support from a CAMFED Teacher Mentor, I’ve gained the confidence to pursue my dreams of becoming a lawyer and helping other young women.”
Norah, CAMFED-supported secondary school student, Tanzania

My time at school has been made so much easier thanks to the support of my Teacher Mentor. She taught me to believe in myself and to understand my potential. Because of her unwavering support and encouragement, I decided to pursue my dream of becoming a lawyer. I am focusing on my studies and working hard to make that dream a reality. In future, I hope to use my experiences and education to help other girls and young women build their confidence, just like my Teacher Mentor helped me.



“The CAMFED support system is so effective because it works to ensure we are not being left behind, that we can thrive in school and lead change in our societies.”
Patience, CAMFED-supported secondary school student, Zimbabwe

My name is Patience and I come from Hurungwe district in Zimbabwe. My parents struggled to send me to school, but they tried their best and supported me through my primary education. When the end-of-school exam results came out, I passed with flying colors but had nowhere to get the money to pay for high school fees and other essentials. A member of the CAMFED Association visited me after hearing that I was not going to school and referred me to the CAMFED Teacher Mentor. Soon, the good news reached my ears that CAMFED had stepped in. The support I have gained has grown my passion for school. I most enjoy studying Chemistry and discovering facts about the chemicals of life. When I finish school, I want to be a doctor and work at a local hospital, examining patients from my community and providing them with specialist treatment.

Learner Guides

Learner Guides are young women who have completed school, often with CAMFED support, and — through a structured volunteer program — return to their local school as peer mentors to current students. Learner Guides deliver a life skills program called *My Better World*. *My Better World* focuses on enhancing wellbeing, improving study and school attendance, and safeguarding against factors that may lead to girls being pushed out of education, such as early pregnancy or early marriage. Beyond the classroom, Learner Guides create an important home-school link, following up with children who drop out of school and working with communities to keep vulnerable girls safe from exploitation and abuse, including child marriage. Through their volunteer work, Learner Guides gain recognition in their communities for their leadership and activism. In return for their time, they can also benefit from access to interest free loans, business support, and vocational qualifications.

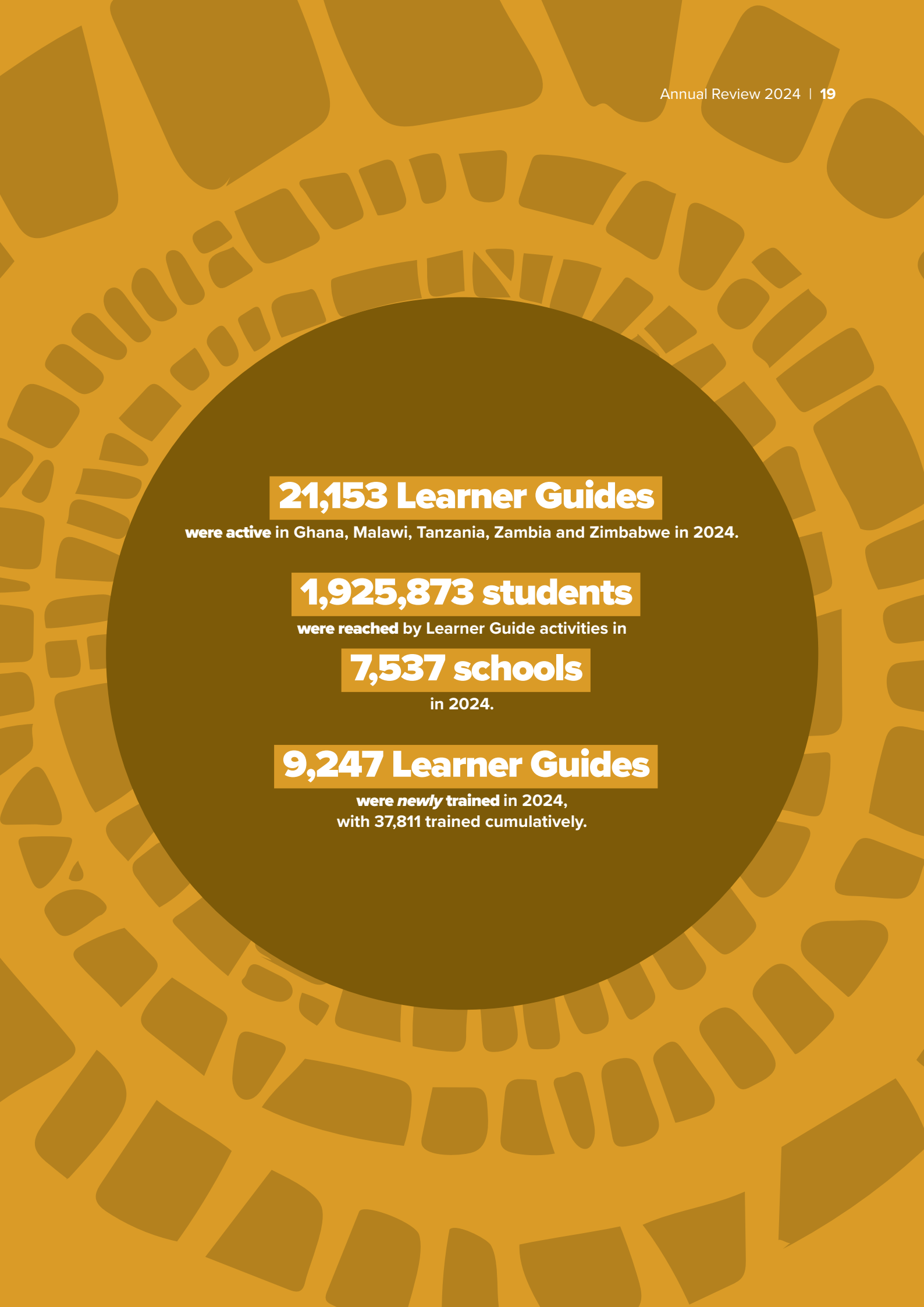
Over the past two years, CAMFED has conducted research into the impact of the Learner Guide program on girls’ self-esteem and agency. In Zambia, data collected from over 5,000 students across 75 schools showed that after just one year, both female and male learners supported by the Guides showed statistically significant improvements in their agency scores across all scales (self-belief, self-governance, leadership, and environmental beliefs), as well as in their overall agency scores.

The Learner Guide program also brings wide-ranging benefits to the Guides themselves. In 2024, 99% of Learner Guides surveyed in both Zambia and Tanzania reported feeling more confident making decisions about their own life since becoming a Learner Guide.

2024 saw the release of the *Learner Guide Hub* - a digital platform now available to Learner Guides across Ghana, Malawi, Tanzania, Zambia and Zimbabwe. The hub has been specifically designed to meet the needs of young women in rural communities facing challenges relating to internet connectivity and digital literacy, and provides access to training and learning resources, in addition to facilitating online review and reporting of activities to improve the efficacy of support and follow-up to Learner Guides. The Hub is part of a strategy to support scaling of the Learner Guide program, and will enable us to extend recruitment and training in a cost-effective way. Furthermore, it is extensible and adaptable, enabling content and functionality to be modified for new user types and languages.

“The Learner Guide Hub is a game-changer for us. Navigating it was so easy, and it really helps streamline our tasks.”

Learner Guide, Cape Coast, Ghana





“Education has helped me to build on the dark side of my life, to make it more bright. It has helped me a lot.”

Mapalo, CAMFED-supported secondary school student, Zambia

My childhood has been difficult as I have faced many financial challenges. The harvests my family depends on have become very unpredictable due to changes in weather. Sometimes we don't manage to have three meals a day because our crop yields are poor, let alone afford things like menstrual supplies, lotion and school items. I used to think, why me? Is this the only life that I'm going to live? Everything changed when CAMFED stepped in to support me with school fees and everything I needed to thrive in school. It was a very big opportunity for me because I knew I'll be able to complete my education and achieve my dreams. At school, we're supported by a Learner Guide and Teacher Mentor, whose guidance has helped build my confidence. I used to be shy, but now I'm happy to stand in front of others and talk to them. My Teacher Mentor is like a mother to me – she's always there for me to talk to about my challenges. I'm also encouraged in school by Sara and Christine, members of the Mother Support Group (local mothers who are CAMFED Champions) who help organize bursary packages and bring drinks and snacks to motivate us. With my CAMFED support network behind me, I have the confidence to say that one day I'll reach my goals of becoming a medical doctor and helping others in need.



“My experience of nearly dropping out of school influenced my decision and passion to volunteer as a Learner Guide. I wanted to give back and support students the same way my Learner Guide had supported me.”

Lisa Gwitiwa, CAMFED Association Learner Guide, Zimbabwe

Taking part in the Learner Guide program solidified my belief in the transformative power of education and inspired me to take my aspirations further. For one year I volunteered every week at my former school, delivering life skills and wellbeing sessions to students. I also had the opportunity to study for an internationally recognized vocational qualification to enhance my understanding of teaching methods and improve my employability. With support from CAMFED, I successfully undertook a four year course in Electrical Power Engineering, and I also set up an agriculture business. In future, I hope to be running a large, thriving farm that is interlinked with electrical engineering services, creating jobs and sustainability.



“Gaining an education will help me shine in future as a medical doctor.”

Angelina, CAMFED-supported secondary school student, Ghana

Through CAMFED’s financial and psychosocial support, I am thriving in school! I shine when I’m able to help my friends—whether socially, emotionally or academically—and when I ask questions in class with confidence. Gaining an education will help me shine in the future as a medical doctor, enabling me to help children who can’t get treatment due to their lack of resources. I want to become a philanthropist in future, following in the footsteps of young women leaders in the CAMFED Association, so I can have a positive impact on my community and society at large.

Parent Support Groups

Another key component of the holistic support structures bridging schools and communities are Parent Support Groups. Parent Support Groups are attached to each school and bring together local parents and community members to provide direct support to pupils. This can take the form of school meal initiatives — proven to improve school attendance and to support children’s ability to concentrate in lessons — or counseling and mentoring, for example. CAMFED often provides Parent Support Groups with income generation grants — an initial injection of funds that supports the purchase of tools, fertilizer and seeds, along with — increasingly — the sharing of sustainable farming techniques by young women graduates volunteering as Agriculture Guides.





"It feels really good that through our activities, we are helping to ensure vulnerable children can stay in school, focus and learn. It is very gratifying to see the smiles on all their faces when we bring in food."

Christine member of a Parent Support Group, Zambia

We do a lot of different activities to help every student in the school, both boys and girls. We prepare homemade drinks and nshima (Zambia's staple food of thick maize porridge) for the students to encourage them to come to school regularly. Bringing food helps their academic performance as well as retention. We also help with the distribution of bursary entitlements for CAMFED supported students. It makes me happy to see a girl in school, completing her education, attending higher education, and then doing something — like becoming a doctor or a pilot. That makes me feel great!

YOUNG WOMEN: SUPPORTING THE TRANSITION TO SECURE LIVELIHOODS AND LEADERSHIP THROUGH THE CAMFED ASSOCIATION, IGNITING THE MULTIPLIER EFFECT



"The power of collective action lies in its ability to turn hope into reality. As members of the CAMFED Association, we believe when you educate a girl child you don't just transform her future but you ignite a ripple effect that uplifts families, communities, and entire nations. We are change-makers, mentors, and leaders, breaking barriers so that every girl can access the opportunities she deserves."

Ramatu Abubakari, National Chair, CAMFED Association, Ghana

When marginalized young women complete education, they face a lack of formal employment opportunities in rural areas, making them vulnerable to urban migration and exploitation.

CAMFED's post-school program connects women with peers through the CAMFED Association, and supports their transition to secure and sustainable livelihoods through entrepreneurship or further education.

THE CAMFED ASSOCIATION

The CAMFED Association is the network of young women leaders educated with CAMFED support, now spearheading CAMFED’s program. Members’ shared background of poverty and exclusion drives a deep understanding of the challenges that girls and young women face, and a commitment to reinvesting the benefits of their education into their communities.

The CAMFED Association grew to 312,747 members in 2024 with over a third of CAMFED Association members undertaking leadership positions in education systems and the wider community.

“I am who I am today because of the collective strength of the CAMFED Association. They have molded me and supported me to become a great woman. They are supporting not only me, but many more sisters who are coming up behind us. They are fearless, and the true definition of sisterhood. If you don’t have a sister, a mother, or a parent to support you — in the CAMFED Association you can find all of that.”

Lisa Gwitiwa, National Chair, CAMFED Association, Zimbabwe

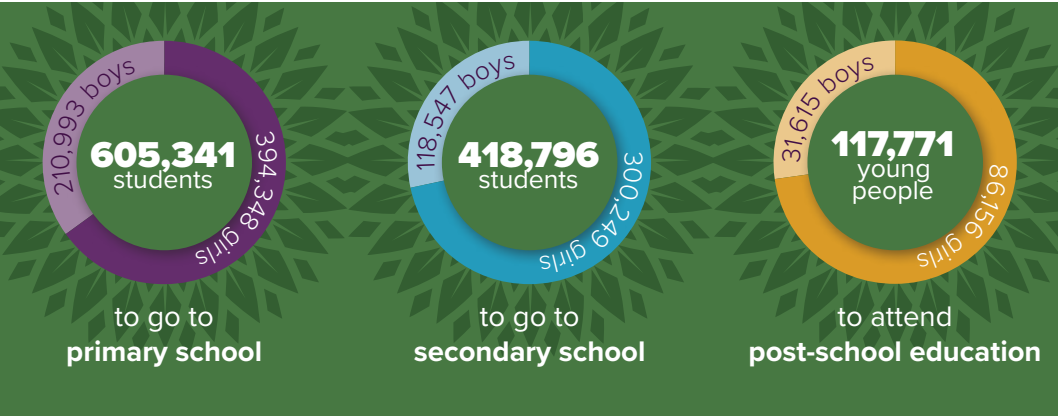


The Multiplier Effect

Typically, CAMFED Association members each go on to support at least three other girls in their community to access education - the philanthropic multiplier of our work. Association members also take up roles as Guides in their communities, cascading learning support, business and agricultural expertise to others - a “knowledge multiplier”. Increasingly, Association members also take up wider leadership positions, serving on decision making bodies and being elected into public office - a “social multiplier”. In Tanzania, 63 CAMFED Association members were elected into different leadership positions at village and ward level during the 2024 local elections - the highest number of members elected into such positions to date.

Members of the CAMFED Association collectively supported
1,141,908 young people
in education in 2024.

They provided economic support for...



“In Zambia we say ‘it’s all about ubuntu.’ Ubuntu means thriving together; ubuntu means togetherness; ubuntu means humanity for others. This is exactly what CAMFED’s sisterhood is all about. We meet together, and then we go out in the community; we reinvest; we do philanthropy work; we make sure that our community is happy and is in a good and healthy environment.”

Harriet Lukanda, National Chair, CAMFED Association, Zambia

Transition Support

CAMFED's Transition program supports girls who have completed secondary school to navigate the period of uncertainty which frequently follows, in a context of few opportunities for employment or further education. Girls often face a cliff edge when leaving school, especially when their family members, who have often themselves struggled to access education, do not have experience of formal jobs or university applications.

5,059 Transition Guides

supported

17,959 newly graduated young women

on their transition from secondary school in 2024.

Over a six-to-nine-month period, trained CAMFED Association Transition Guides, who were themselves supported through school by CAMFED and are based in the same communities, deliver a series of sessions designed to connect young women to their peers, improve wellbeing, and equip them to proactively plan for their futures. They help graduates to take their first steps into higher education, employment or starting their own businesses. The program also includes sexual and reproductive health information, supporting young women to make informed decisions and develop agency over their futures. In 2024, more than two thirds of young women participating in the Transition program across Ghana, Malawi, Tanzania, Zambia and Zimbabwe transitioned into paid employment, entrepreneurship or further study within 12 months.



“My first customers were my Transition Guides and fellow peers on the Transition program and in just a few months, my dreams of becoming a fashion designer became reality. My customer base grew so large in my community that I started receiving orders for customised products.”

Happy, CAMFED Association Transition program participant, Zambia

After joining the CAMFED Association in 2023, I started attending Transition sessions that were facilitated by Transition Guides in my district. During one of the sessions on core business skills, I shared my passion for fashion and design and Transition Guides taught me how to use this talent to earn money. With their support and mentorship, I started making small bags and door mats, and crocheting pieces of clothing. In 2024, I participated in the Business Competition at district level, and then at provincial level, and won both times! I successfully applied to the Kabwe Institute of Technology where I have been accepted to study design. I am grateful for the Transition program for supporting this dream, especially as it taught me how to be economically independent and to give back to my community.

Further Education

Demand for support at post-secondary level continues to increase, as more CAMFED Association members are securing the required grades for vocational and tertiary studies. As with our secondary program, tertiary clients are selected through a community-led process with the input of CAMFED Association district committees, which help to communicate the opportunity across the network and assess applications.

In 2024, CAMFED Association members were supported across a range of courses including ICT, medicine, teaching, nursing and midwifery. In Ghana alone, a cohort of 140 CAMFED Association midwives and nurses worked across a range of hospitals and clinics as part of their national service, prior to seeking permanent hospital postings in 2025.

CAMFED supported

4,790 young women

in tertiary or further education in 2024, with

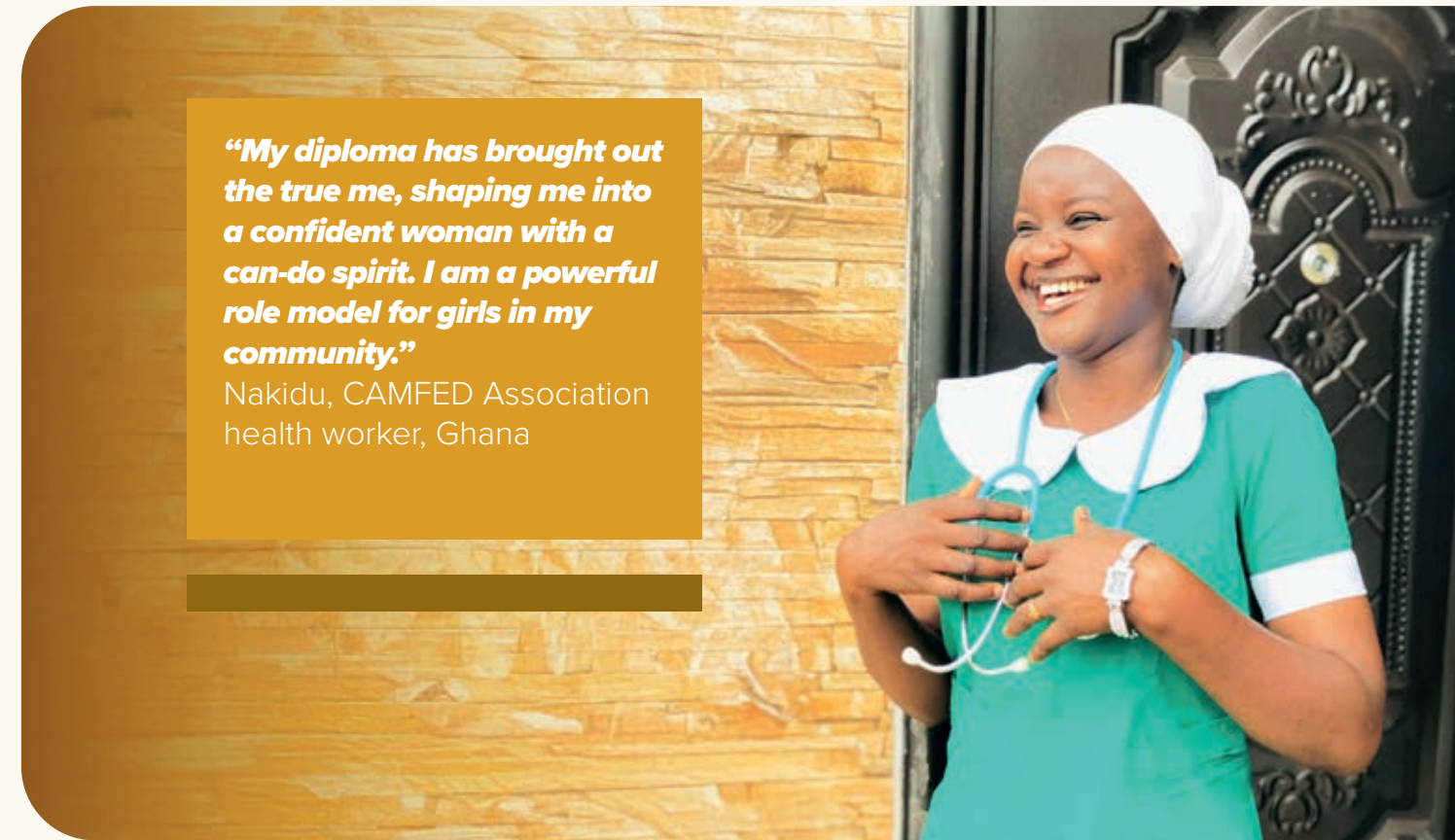
23,998 women

supported to date.



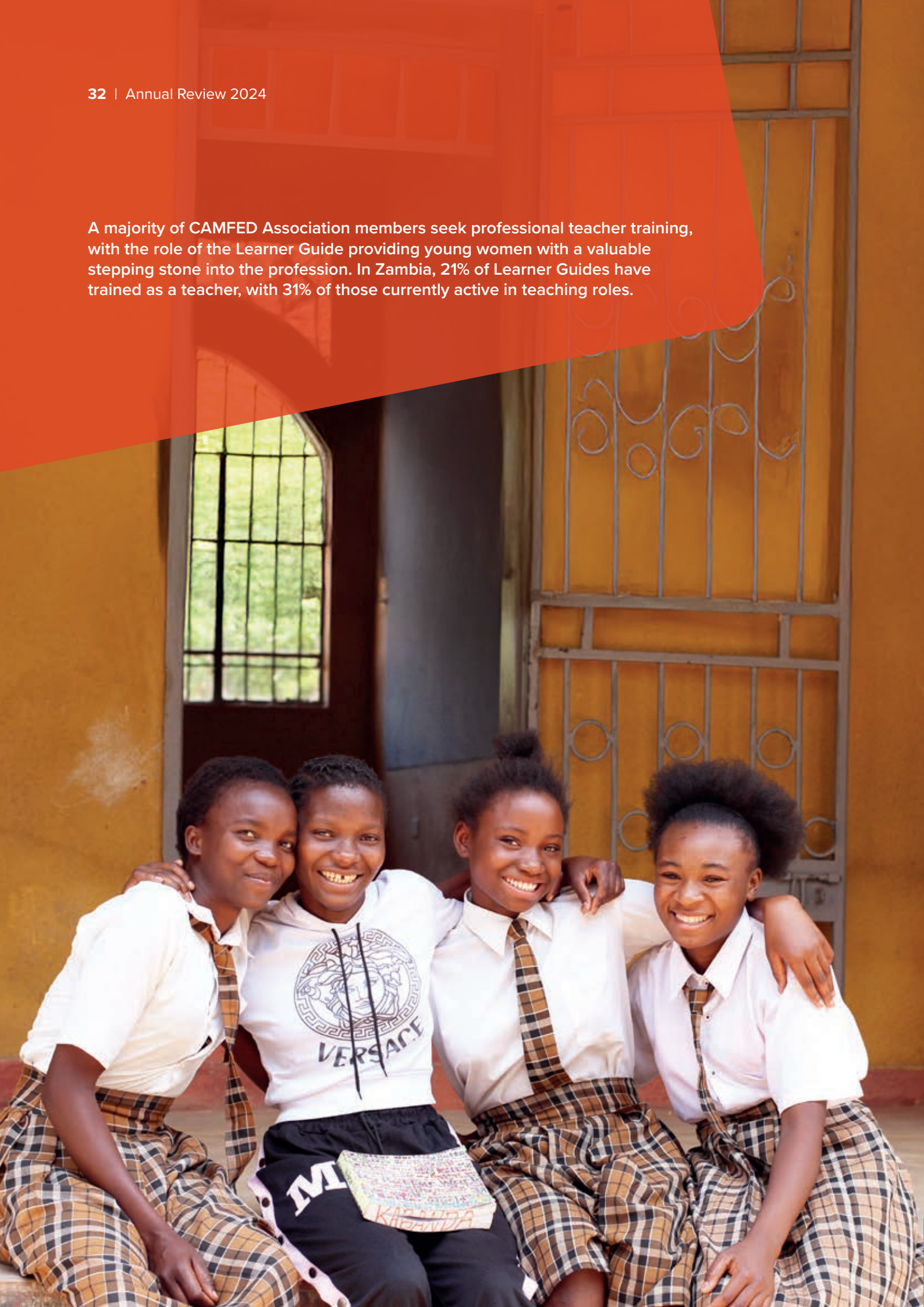
“My diploma has brought out the true me, shaping me into a confident woman with a can-do spirit. I am a powerful role model for girls in my community.”

Nakidu, CAMFED Association health worker, Ghana



Growing up, my family faced financial challenges after my father sadly passed, leaving my mother to care for me and my 13 other siblings. Through my own hard work, and with support from CAMFED and family members, I managed to complete senior high school and pursue a midwifery diploma at Kpembe Nursing and Midwifery Training College. I am now working as a professional midwife in a hospital, delivering critical, high-quality healthcare to mothers and their babies. I am multiplying the benefits of my education by contributing towards improved health outcomes in my district. I lead education sessions on health related topics in the community and in schools. I’m proud to be a powerful role model, encouraging secondary students – especially girls – to pursue their goals in education. To say I am excited for my future would be an understatement! I plan to further my medical education and become a lecturer at a training college, where I can mentor aspiring midwives.

A majority of CAMFED Association members seek professional teacher training, with the role of the Learner Guide providing young women with a valuable stepping stone into the profession. In Zambia, 21% of Learner Guides have trained as a teacher, with 31% of those currently active in teaching roles.



“Being a Special Educational Needs (SEN) teacher is an enriching experience. I’m able to bolster confidence in students and encourage them that anything is possible — just like my teachers gave me confidence when I was in school.”

Namakau, CAMFED Association teacher, Zambia



When I was 11 years old I developed a hearing impairment, profoundly affecting my sense of security. I struggled so much that I stopped attending school. But with the support of my mother, who raised me alone from the age of two, I was able to attend a special school and interact with other deaf or hearing impaired individuals. There, CAMFED provided me with groceries, uniforms and transportation to ensure I could thrive. After graduating secondary school, I joined the CAMFED Association — the pan-African network of educated women leaders. With CAMFED’s support and my own hard work, I graduated from the Zambia Institute of Special Education, specializing in Computer Studies — one of the happiest moments of my life! Today, I’m so proud to be among 451 of the newly recruited teachers who are living with disabilities. Disability should never limit one’s dreams. I am proof that with the support of family, community and tools that foster inclusion in society, anything is possible.

As part of our further education program, CAMFED ensures that young women are aware of the full range of courses available, associated career opportunities and reputable learning institutions. Increasingly, CAMFED Association members are seeking to enroll in Science, Technology, Engineering and Mathematics (STEM) courses, recognizing the expanded job opportunities that can be available to them as a result. In Zambia, an impressive 70% of supported clients are enrolled on STEM courses, reflecting a strong investment in future-ready skills. Notably one student is pursuing Avionics Engineering - the first Avionics Engineer supported by CAMFED. This milestone highlights the growing presence of young women in STEM and the program's role in breaking gender barriers in such fields.



“Growing up, I always saw technology as a means of bringing about positive change, so with CAMFED’s support I studied for a Bachelor’s degree in Information and Communications Technology. It’s very important for women to pursue careers in technology and break the stereotype that only men can excel in this field.”

Hawaji, CAMFED Association STEM expert, Malawi



My interest in technology began in primary school, as I had a strong desire to understand how things worked. However, my progress was nearly cut short when my family couldn’t afford the essentials I needed to attend secondary school and pursue my learning ambitions. Then CAMFED stepped in to support my education, helping me gain confidence, start envisioning possibilities and setting goals for myself. I completed secondary school and joined the CAMFED Association of women leaders. Together, we carry out philanthropic activities in our communities including supporting disadvantaged children with school essentials like notebooks and pens. My next goal is to pursue a Master’s degree in Cyber Security. In 10 years’ time, I see myself being financially independent with my own tech businesses, creating jobs and mentoring other women.

Enterprise Development

CAMFED’s Enterprise Development program equips young women entrepreneurs with financial capital, technical skills and business knowledge to sustain and grow their small businesses, including through value addition. The program builds on the foundational business and financial literacy skills shared by Transition Guides, and supports entrepreneurs to strengthen their business operations. The mentorship from successful female entrepreneurs helps them to overcome gendered barriers and aim high.

Typically, as CAMFED Association members’ income grows, they increase their philanthropic support to the next generation of children, with business owners supporting around twice as many children as non business owners. One CAMFED Association-led cooperative in Malawi, for example, is responding to hunger by donating maize, rice, beans, groundnuts and vegetables to three local primary schools each term, enabling the schools to provide nourishing meals to their pupils. Another CAMFED Association entrepreneur in Ghana - Ubalda Mensah - was awarded ‘Girl Child Education Champion’ at Ghana’s NGO Impact Awards, in recognition of her foundation’s work in support of single mothers and other vulnerable youth to become financially independent.

In 2024

12,344 young women

started a business with CAMFED’s support.



“Having experienced the challenges, I wanted to start an agriculture business as a way to support my family, my community, and all the people who are in my shoes. That’s what pushes me and gives me the passion.”

Alice, CAMFED Association Entrepreneur, Ghana

My name is Alice and I’m the first born in a large family. My parents were subsistence farmers and it was very difficult for them to feed the whole family, never mind raising the funds to send us to school. From my time at Junior High School, CAMFED stepped in to support me in my education. After graduation, I joined the CAMFED Association of young women leaders educated with CAMFED support, and was inspired to start a business through networking in this group. I’m now the proud founder of a seasonal farming business producing organic vegetables. I’ve created paid employment for myself and for my parents. In this way, I can support my young sisters through school, as well as using my profits to buy educational materials for others.

Business Guides

Business Guides are experienced female entrepreneurs who deliver training and mentorship to early stage entrepreneurs to help establish and strengthen their businesses. Business Guides themselves have the opportunity to secure interest free loans and undertake additional training and vocational qualifications. The program is responsive to the complex, gendered barriers young women encounter in business, including access to finance, assets, markets and business networks.

Over 5,000 Business Guides were active across Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2024, supporting CAMFED Association entrepreneurs to expand into businesses across a range of industries such as basketry, shea, baobab, mobile money, livestock, tailoring and catering.

72,943 CAMFED Association-led businesses

were supported by Business Guides and Agriculture Guides, and

54,131 entrepreneurs

reported increased incomes after participating in CAMFED's enterprise program.

17,753 grants and loans

were provided to female entrepreneurs in 2024.



“At times, I have had my abilities underestimated because of my gender, but I have overcome these challenges by remaining determined, and continuing to educate my community that agriculture is for everyone.”

Sara, CAMFED Association Business Guide, Tanzania

Growing up in the rural Chalinze District of Tanzania, my family depended on agriculture to make ends meet. Life was tough — until CAMFED stepped in to support me with everything I needed to attend and thrive in school, boosting my confidence and firing up my ambitions. After completing school, I turned my focus to agribusiness and gained financial, entrepreneurial, and practical business skills through CAMFED's Business Guide program. To further boost my business, I used a loan of TZS 550,000 (around \$215 USD) from CAMFED to purchase more land and seeds, including okra, peanuts, pumpkins, beans, and maize. Now, I use my profits to support my family and help vulnerable children stay in school with uniforms and supplies. As a Business Guide, I run regular sessions for members of my community — including men, who respect my expertise and are eager to learn from me. I also support my fellow sisters in the CAMFED Association with business advice and connect them with new business opportunities. Together, we are helping to build a society that believes in women to lead and run successful businesses!

Agriculture Guides

CAMFED's Agriculture Guide program leads action to build community resilience to severe weather, support women's sustainable agribusiness, and improve food security. CAMFED Association Agriculture Guides are young women from underserved, marginalized farming districts with experience in agriculture and business who are trained to become champions of sustainable agriculture in their communities. Agriculture Guides combine traditional farming techniques with affordable, locally relevant innovations such as drip irrigation, mulching, inter-cropping, and composting farm waste. In this way they demonstrate that agriculture can be productive, innovative and profitable.

In 2024, the Agriculture Guide program was rolled out in Ghana and Tanzania for the first time, meaning it is now active across Ghana, Malawi, Tanzania, Zambia and Zimbabwe.

“The Ministry recognizes CAMFED's Agriculture Guide program as one of the best innovative agriculture programs in the country. The program is very much aligned with the Ministry's ambition in combating [severe weather] impacts especially among women and other vulnerable groups.”

Ministry of Food and Agriculture, Ghana

The relevance of the program was tested during the unprecedented 2023-24 El Niño cycle that had a severe and devastating impact in Southern Africa. Research with program participants found that drought had significantly impacted the farming and business outcomes of many communities, with many reporting that women and girls had, in many ways, borne the brunt of the impact, often due to their role as primary caregivers. However, participants highlighted that they were successfully able to use the techniques taught and encouraged by Agriculture Guides to build resilience against the impact of the drought on their farming activity and wellbeing.

“I am now someone recognized in my community... people seek my advice and I offer counseling to young women and girls.”

Vaidah, CAMFED Association Agriculture Guide, Zimbabwe

Becoming an Agriculture Guide has transformed my life. I've gained confidence in myself as an entrepreneur. Through trainings delivered by CAMFED, I've learned innovative agriculture techniques—including making organic compost and mulching in the dry season. As a result, my monthly profits selling tomatoes have increased from around \$100 to \$300! I'm able to pay school fees for my children and siblings, protecting them from the worry I experienced before CAMFED stepped in to support my education. Now I'm leading by example. Local farmers are learning a lot from my farm and adopting sustainable agriculture on their own farms. I help other young women to become successful agripreneurs by sharing my knowledge and encouraging them to work hard so they can reach where I am today.

ENTIRE GENERATIONS: PARTNERING WITH GOVERNMENTS TO ADOPT BEST PRACTICES AT SCALE TO BETTER SERVE THE NEEDS OF ALL CHILDREN

CAMFED's vision is a future where girls progress through and complete secondary school, and join a pipeline of women leaders at every level, who in turn ensure the system works for the next generation of girls.

The delivery of our core in-school and post-school programs create the evidence and credibility needed for pursuing national adoption of elements of our model in education systems. We are now deepening our work with governments to ensure that solutions for better education outcomes for the most marginalized girls can reach every child in the countries we serve.

This work is centered on the integration of elements of the Learner Guide model into government systems at scale. Our ambition is that this will catalyze improved learning, completion and leadership outcomes for girls and young women, alongside the implementation of supportive policies, equitable allocation of resources in the education system, and increased representation of women in decision-making roles.



“Through the Learner Guide program, 246,653 children, including both boys and girls, in CAMFED partner schools in Zambia are receiving vital support such as life skills training, study groups, and specialized referrals. This initiative plays a key role in helping marginalized girls, especially those at risk of early marriage, stay in school. As we integrate the program into the national education system, we are excited to expand its reach, ensuring even more learners benefit and contribute to Zambia’s educational progress.”

Mr. Charm Kalimbika, Acting Permanent Secretary, Ministry of Education, Zambia

In **Malawi**, the Learner Guide model — with young women trained as “Learner Mentors” — is now operating at lower-primary level in every district of Malawi, following investment by the Malawi Ministry of Education. CAMFED is also advising a government task force on the rollout of guidance and counseling provision to schools across the country.

In **Ghana**, the government is funding graduates to train as Learner Guides under its National Service Scheme, with 177 trained in 2024. The Ghana Education Services is also trialing a restructured guidance and counseling system which incorporates aspects of CAMFED’s *My Better World* life skills resource.

The government of **Tanzania** is partnering with CAMFED to roll out the Learner Guide model in 41 new districts. Recruitment of the Guides — known as Life Skills Facilitators — was led by schools and districts, with CAMFED supporting in verifying the applicants against agreed selection criteria. Oversight of the program will sit with government employed Ward Education Officers, aligning with the existing system for regular monitoring of schools, while Adult Education Officers from the Ministry of Education, Science and Technology have stepped up as program coordinators.

In **Zambia**, the Ministry of Education finalized a Learner Guide scaling roadmap in late 2024. The roadmap identifies key government stakeholders with a stake in program expansion: for example, the Department for Planning and Information has committed to exploring opportunities to leverage sustainable financial support from other ministries. Zambia’s updated National Curriculum now also integrates five key *My Better World* concepts and will be rolled out in 2025, reaching approximately 350,000 learners.

At the request of the Ministry of Education, CAMFED Zambia also launched the Learner Guide Program into 11 new districts. Program Coordinators were appointed by the Education Officer for Adult Education in each district, removing the need for CAMFED to appoint District Operations Officers in government districts and demonstrating a substantial contribution of government resources to the scaling of the Learner Guide model in Zambia.

At Mbulu Day Secondary School, in Mbala district, Zambia, the *My Better World* (MBW) program is now fully integrated into the school's timetable. The collaboration and coordination between Learner Guides, Teacher Mentors, Core Trainers, the school administration and other teachers, as well as the strong community buy-in, has enabled this integration, ensuring that all learners have access to Learner Guides and MBW sessions.

Head Teacher Able Siwale has been instrumental in creating a conducive environment for the program. He has designated a classroom for MBW sessions and scheduled the sessions to take place at 12:40pm each Thursday. He has also implemented a strategy to raise awareness among teachers, learners and the wider community about the program. This includes Learner Guides and learners sharing more about the sessions during assemblies, which has boosted turnout among learners. Able stated, "Our goal is to provide a structured environment where the *My Better World* program can thrive, and students can benefit fully."



Zimbabwe's Ministry of Primary and Secondary Education partnered with CAMFED to train 1,090 Learner Guides as Peer Educators across 35 districts. Peer Educators will have a central role in a new 'Early Warning System' which seeks to reduce dropout rates among vulnerable girls by identifying at-risk students through attendance and academic performance indicators and offering tailored support to students.

**Over 30% of schools with active
Learner Guides**

are part of a

government-partnered roll-out.

In one year, the

**number of districts with an active
Learner Guide program has
increased by nearly 20%**

through increased government integration of the Learner Guide model.

EVALUATIONS AND RESEARCH

CAMFED's approach to research centers on marginalized girls and women as our core clients. Our work is embedded in communities and led by young women (members of the CAMFED Association) ensuring we generate meaningful evidence and learning opportunities that serve the needs of all stakeholders. Evidence is used to allocate resources effectively; to deliver the strongest programmatic support for education and livelihoods; and to collaborate with government and other partners so that CAMFED's proven approaches can be integrated into national education systems and improve education for all children. Underpinning our approach to building confidence in — and ownership of — research findings is to prioritize co-creation with clients, local leaders and government partners at all stages of the research process.

TRANSFORMING EDUCATION SYSTEMS AT SCALE: COLLABORATIVE SCALING RESEARCH CO-LED BY CAMFED AND GOVERNMENT PARTNERS IN TANZANIA, ZAMBIA AND ZIMBABWE

Governments in Tanzania, Zambia and Zimbabwe partnered with CAMFED and researchers to explore how governments can sustainably adopt and scale the Learner Guide program to transform education for underserved communities. The research — co-designed and delivered with education ministries — assessed the Learner Guide program's impact and feasibility for scaling. Results pointed to the positive impact of Learner Guides on attendance, student confidence and academic outcomes, particularly for marginalized girls. The findings revealed both opportunities and challenges in scaling the model, emphasizing the importance of life skills development through *My Better World* content and delivery using a peer mentorship model to complement existing Guidance and Counseling services. We further documented lessons from working with governments through [research conducted by the REAL Centre at the University of Cambridge and the University of Dar es Salaam](#). Researchers identified our core strengths as: Our focus on alignment of purpose and local ownership; the establishment of long-term, trusted relationships; the value of clear, simple and visible evidence; and intentionality in knowing and understanding the breadth of stakeholders involved.

RESEARCH ON BARRIERS TO WOMEN'S LEADERSHIP IN TANZANIA'S EDUCATION SYSTEM

As a 2024 Echidna Global Scholar, Lydia Wilbard (CAMFED's Executive Director - Learning and Engagement) carried out research on the barriers to women's leadership in Tanzania's education system. Her findings — published as a [policy brief](#) by the Center for Universal Education at Brookings — reveal that social narratives about gender roles and about leadership, manifested in perceptions held by women themselves as well as in their relations with others around them, limit women's advancements into leadership positions. While promotion policies and guidelines exist, they often fail to address these issues. Lydia's research underscores the vital importance of the work through this partnership to support young women to take up positions of leadership within schools and communities. Her recommendations are informing CAMFED's engagement with government and informing actions to close the gender gap in educational leadership, including in advocating for more gender-disaggregated data in national statistics.



TRANSFORMATIVE EDUCATION SYMPOSIUM CO-HOSTED BY RESEARCHERS FROM TANZANIA AND THE UK, AND CAMFED

At a symposium hosted by the Research for Equitable Access and Learning (REAL) Centre at the University of Cambridge, the University of Dar es Salaam (UDS) and CAMFED on May 29, 2024, the Hon Julia Gillard AC, representatives of government Ministries, researchers, global philanthropic organizations and practitioners joined forces to explore how community engagement, women's leadership and a conducive policy environment can come together for sustainable systems transformation — starting with education and creating a ripple effect across society.

Participants discussed how educated girls who become leaders can have a transformative impact. Speakers underscored that boys and men are a crucial part of the journey, and that communicating the benefits of gender equality to this group is more important than ever, in a context where — in many parts of the world — social solidarity is fracturing.

New evidence published in 2024 was shared at the seminar, demonstrating the impact that the *My Better World* sessions and Learner Guides have in improving education for marginalized girls. This research, conducted in partnership with the University of Cambridge's Research for Equitable Access and Learning (REAL) Centre and the University of Dar es Salaam in Tanzania, reveals that Learner Guides are also 'agents of change' beyond education, challenging harmful gender norms in their communities and contributing to a broader shift in attitudes towards women. The effect of Learners Guides' engagement in communities is most closely linked to changing attitudes towards the value of girls' education and to changes in attitudes around gender-based violence, supporting the implementation of policy reform to realize enduring change.



“CAMFED’s journey has been a remarkable one, from a small NGO with a big vision to recently celebrating its 30th anniversary. They have an excellent track record of success over time, including as a dedicated partner to the UK, particularly on our Girls’ Education Challenge... Our funding and collaboration with CAMFED in Tanzania, Zimbabwe, Zambia, Ghana have transformed the lives of almost 600,000 girls in Africa...I firmly believe that at some point in the history of the African continent, a CAMFED girl will become a Prime Minister or President.”

Alicia Herbert OBE, UK Special Envoy for Gender Equality, FCDO, speaking at the Transformative Education Symposium



“I am proud to be patron of CAMFED and I genuinely do believe educating girls is the foundation of achieving gender equality, promoting women into positions of leadership, and ultimately finding a more peaceful, sustainable, equitable and prosperous future for our world.”

The Hon Julia Gillard AC, speaking at the Transformative Education Symposium



ENGAGEMENT AND INFLUENCE

CAMFED partners with communities, schools, education authorities, government Ministries, and civil society organizations, 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. 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, and sustainable economic development, creating a better future for us all.



NATIONAL ENGAGEMENT AND PARTNERSHIPS



“I am proud of being a catalyst for a change in my community. 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. Together we can!”

Shamsa Mkurungu, National Chair, CAMFED Association, Tanzania

On December 17, 2024, **CAMFED Malawi** renewed its close partnership with the Ministry of Education, signing a new Memorandum of Understanding (MoU) and celebrating our joint commitment to providing girls from disadvantaged backgrounds with the support they need to thrive in and complete secondary education, and transition to secure and fulfilling livelihoods.

During a high-level event in Lilongwe, attended by Ministry officials, Board members, teachers, students, and members of the CAMFED Association, Mr. Jennings Kayira, Education Division Manager for North in the Ministry of Education, underscored that the latest Memorandum of Understanding signed that day will strengthen partnership, collaboration and accountability. He praised CAMFED for its impactful work improving equitable access and quality of education.

CAMFED Malawi, in collaboration with the Directorate of Secondary Education, presented jointly drafted ‘Academic Clinic’ Guidelines to the Ministry of Education to guide the adoption of this performance improvement strategy in primary and secondary schools across Malawi. Academic Clinics are workshops designed to support learners to prepare for examinations and achieve positive outcomes.

“CAMFED demonstrates that by investing in the education of girls and empowering young women in Malawi, they are investing in the development of the nation and the world as a whole. Empowered young women, like myself, possess the ability to disrupt the cycle of poverty and initiate enduring transformation within our communities. Education serves as the crucial element that unlocks our potential and facilitates profound changes in our lives.”

Chisomo Luciano, National Chair, CAMFED Association, Malawi

CAMFED Ghana launched a national governance structure for Parent Support Groups (PSGs) to strengthen collaboration between parents, schools, and communities and support Parent Support Group government engagement at national level. This initiative seeks to represent the views of parents and foster a holistic and community-driven educational experience focused on the wellbeing of every child. At a launch event on September 5, 2024 in Tamale, key positions — chairperson, secretary, and organizer — were elected, with the chairperson joining the CAMFED Ghana board to represent Parent Support Groups nationwide.

The National Guidance and Counseling Unit in Ghana incorporated the CAMFED ‘Preparing for the World of Work’ program — designed to prepare final year Senior High School students for the workplace— into their Guidance and Counseling Coordinator training, ready for delivery to all Guidance and Counseling Coordinators nationwide.

In 2024, **CAMFED Tanzania** signed agreements with the Institute of Adult Education, focused on supporting girls’ re-entry through the alternative secondary education pathways program, and with the Uongozi Institute, which will collaborate on leadership training for CAMFED Association leaders and CAMFED staff. Alongside existing MOUs with ministries, these agreements form an intra-governmental network of partnerships, allowing CAMFED and the government to work together at national and local levels, across different spheres and to create momentum towards systems transformation across government.



“My aspiration for the Learner Guide program is to see it go worldwide! The problems students face may differ from country to country, but the effect is the same. Learner Guides can help ensure that the next generation of young people are confident and competent in everything they do.”
Diris Martin, CAMFED Association policy leader, Tanzania

From the moment I encountered CAMFED, I knew I wanted to be a leader and support people who are in need. After my graduation in 2011, I joined the CAMFED Association of women leaders and later started working with CAMFED Tanzania, where I now serve as Senior Program Officer. In this role, I work closely with leaders at community, district, and national level, to integrate elements of CAMFED’s peer mentorship model into the national school system, and improve learning outcomes for thousands more children. Back when I was at school, there were no mentors or CAMFED Association sisters — that’s why I am so passionate about supporting my younger sisters.

CAMFED Zambia, in collaboration with the Ministry of Education, Ministry of Justice and Women in Law in Southern Africa, drafted a Statutory Instrument to support the legal enforcement of Zambia’s re-entry policy, aiming to increase support for young mothers returning to school after pregnancy. Despite the re-entry policy being introduced in 1997, its enforcement has faced challenges due to stigma, social attitudes, and other barriers. The draft Statutory Instrument was submitted to the Ministry of Justice for review. Additionally, the Ministry of Education invited CAMFED to review the re-entry policy guidelines being incorporated into the National Education Policy, now in its final review stages.

In late 2024 the Ministry of Youth, Sport and Arts (MYSA) invited **CAMFED Zambia** to develop an MoU which is now under final review for signing in early 2025. Together, CAMFED and the MYSA have reviewed youth and volunteer policies to assess opportunities for the integration of the Learner Guide model, embedding the program within youth skills development, community development and volunteerism schemes. This partnership marks a significant step in expanding opportunities for young women and strengthening CAMFED’s partnership with government ministries.

At the end of 2024, **CAMFED Zimbabwe** signed a Memorandum of Understanding with Zimbabwe’s Ministry of Youth Empowerment, Development and Vocational Training. This partnership seeks to enhance educational and economic opportunities available for young women from marginalized areas through training and mentorship programs, in line with government commitment to empowering youths to make meaningful contributions to national development. In his remarks, the Permanent Secretary called this “a monumental partnership,” emphasizing its role in catalyzing the power of young people and ensuring a sustainable future. CAMFED’s Co-Executive Director thanked the Ministry for its unwavering support, highlighting education as key to transforming lives.

CAMFED Zimbabwe also supported the Ministry of Primary and Secondary Education to integrate Guidelines for Sustainable and Affordable Accommodation into the Schools Infrastructure Development policy. These guidelines will enable schools to provide safe boarding facilities for learners who live at a distance from their school, by setting out mandatory standards to ensure the safety of boarding children.



CAMFED TANZANIA AND CAMFED ZIMBABWE AT THE 4TH INTERNATIONAL QUALITY EDUCATION CONFERENCE (IQEC)

The 4th International Quality Education Conference (IQEC), hosted by TenMeT (Tanzania Education Network) in November 2024 addressed pressing education challenges in Africa and brought together CAMFED colleagues from across East Africa, with Anna Sawaki, Director of Programs and Partnerships at CAMFED Tanzania, speaking to the need to increase investment in the education of girls and young women, while Clemence Nhliziyo, Policy and Advocacy Manager at CAMFED Zimbabwe, joined a panel of education experts from across the continent to share best practices on the effectiveness of early warning systems in promoting student retention and addressing dropout rates.

CAMFED ZIMBABWE AT THE REGIONAL CHILD RIGHTS ADVOCACY SEMINAR

In August 2024, Shungu Gwarinda, CAMFED’s Executive Director – Africa, Phineas Muchenjekwa, CAMFED’s Portfolio Implementation Manager, and Clemence Nhliziyo, CAMFED Zimbabwe’s Policy and Advocacy Manager, joined the Regional Child Rights Advocacy Seminar in Harare, hosted by the Child Rights Network for Southern Africa (CRNSA), the Southern African Development Community (SADC) Parliamentary Forum, the Southern African Council of Non-Governmental Organizations and their strategic partners. The seminar took place in the lead-up to the 44th SADC Heads of State Summit with the aim of creating broader awareness of the injustices children face, and generate political will and commitment to the prioritization of child rights in the region. This includes the adoption of the SADC Protocol on Children as a regional instrument, supporting member states to foster a Community fit for children.



“If we are truly committed to building a prosperous, equitable, and just future for our region, we must place the needs and rights of children at the very heart of our development agenda. Children are not just the future - they are the present.”

Hon Dr. Torerayi Moyo, Minister of Primary and Secondary Education, Zimbabwe

GLOBAL RECOGNITION

In 2024, CAMFED's model was further elevated through global recognition, awards and platforms, with prominent media outlets profiling the leadership of young women across rural communities. We are grateful to all the committed partners, champions and colleagues whose work, support and investment is helping to shine a spotlight on the power of community-led solutions.



CAMFED's CEO wins Africa Education Medal

In October 2024, CAMFED's CEO, Angeline (Angie) Murimirwa, was named the winner of the Africa Education Medal. Founded by T4 Education and HP, the Africa Education Medal is Africa's most prestigious education accolade. It recognizes the tireless work of leaders transforming education across the continent — celebrating those who have lit the spark of change so others will be inspired to take up the torch. The medal is given to an outstanding individual who has demonstrated impact, leadership, and advocacy in the field of education.

“This prestigious nomination is a testament to your unwavering dedication to the education of girls and the empowerment of young women across Africa...I am immensely proud of our Ministry's longstanding partnership with CAMFED...The Ministry is particularly aware and proud that you were one of the first girls supported by CAMFED in your education. Your nomination is a powerful demonstration of your transformational leadership.”

Hon Dr. Torerayi Moyo, Minister of Primary and Secondary Education, Zimbabwe



“Angie, your immense contribution to the education of girls and the empowerment of young women across Africa has gained you this well deserved recognition...under your leadership, CAMFED has continued to support national governments in Africa with formulating policies that make government systems better serve the needs of marginalized children—especially rural girls... I have been honored to work alongside you over the years, witnessing your growth into a formidable leader. This award will no doubt inspire many more young women to make a difference in their lives, as you continue to pave the way for them. Congratulations Angie.”

Barbara Chilangwa, Executive Advisor on Government Relations and former Permanent Secretary at the Ministry of Education in Zambia

CAMFED Zambia Awarded 2024 UNESCO Prize for Women and Girls' Education

At a ceremony live-streamed from its headquarters in Paris on October 16, 2024, UNESCO recognized CAMFED Zambia as one of its two Girls' and Women's Education Prize laureates. The UNESCO Prize for Girls' and Women's Education rewards outstanding and innovative projects advancing girls' and women's education. The Prize forms part of UNESCO's commitment to gender equality and nurturing future female leaders through education.

"We are thrilled that CAMFED Zambia has been awarded the UNESCO Prize for Girls' and Women's Education. Winning this Prize means so much to our team and the entire CAMFED community - to the girls we serve, the young women leaders they become, and every parent, teacher, traditional leader and local official who is playing their part. It recognizes - on the global stage - a model that places girls' rights, hopes and aspirations at the heart of everything we do. And it recognizes the role of partnerships - including with education Ministries - because it takes all of us to transform the structures that hold girls back."

Namenda Malupande, Executive Director, CAMFED Zambia, addressing the assembled audience via video link.

"As Chise, a Learner Guide, says, 'Growing up in rural Zambia, every day in education was a challenge to me. Today, I am an advocate for girls' education, working with stakeholders to improve the lives of others and achieve my dream that all girls in Zambia have access to quality education and become independent leaders.' By 2030, over a million girls in Zambia will have received this holistic level of support, fueling an ever-expanding network of girls' education leaders, who are changing gender norms and mindsets in their communities."

Fiona Mavhinga, Executive Director CAMFED Association Development, accepting the prize on CAMFED Zambia's behalf



CAMFED Malawi honored as best promoter of girls' education

On October 16, 2024, CAMFED Malawi's National Director, Susan Silika, accepted a government award recognizing CAMFED as the best promoter of girls' education in the country. The award was presented by Dr. Lazarus Chakwera, President of the Republic of Malawi, at a gala dinner at Sanjika Palace in Blantyre, highlighting the work of leading Non Governmental Organizations (NGOs).

"I was deeply honored to accept the invitation from the President of Malawi through the NGO Regulatory Authority (NGORA) to join this NGO Day Gala, and very proud to receive the award for promoting girls' education on behalf of CAMFED. Our partnership with the Ministry of Education is transforming education, especially for the most disadvantaged girls, and we can't wait to see the impact on communities as educated young women create jobs and opportunities for many more young people."

Susan Silika, Executive Director, CAMFED Malawi

CAMFED Ghana named winner of Inspiration for Change Award

On November 9, 2024, CAMFED Ghana was named as the winner of the Inspiration for Change Award at the third edition of the Ghana Philanthropy Awards. Fairuza Abdul-Rashid Safian, CAMFED Ghana's National Director, attended the ceremony alongside colleagues to accept this honor on behalf of all in the organization. The Inspiration for Change Award recognizes CAMFED Ghana's work to promote girls' education and women's leadership in the most underserved, rural communities.

CAMFED Association leader Naomi Chanda
named one of BBC 100 most inspiring women

The 2024 BBC 100 Women list features some of the most inspiring and influential women from across the globe, and this year featured Naomi Chanda. Once supported through school by CAMFED in rural Zambia, Naomi became one of CAMFED’s first Learner Guides in the country, mentoring and supporting vulnerable girls at her local school and delivering life and learning skills. She rose through the ranks of our CAMFED Association of girls’ education leaders to become the elected District Chair in 2019 and the National Chair from 2022 to 2023. Today, Naomi is a leading expert in sustainable farming, sharing innovative techniques with smallholder farmers and other young women in our leadership network. She was honored for her work as a farmer and trainer, supporting some 150 young women to adapt their farming techniques to changing weather patterns, growing more resilience and tackling food insecurity.

“I am frequently invited by local traditional leaders and school based committees to speak publicly on issues concerning the wellbeing of youth and girls...Parents in the community are happy that they have me as the testimony of education. They see where I am now and they want their children to be educated. They say I am a role model and come to me with their problems.”

Naomi Chanda



CAMFED awarded Al-Sumait Prize for African Development

In May 2025, the Board of Trustees of the prestigious Al-Sumait Prize — chaired by Kuwait’s Minister of Foreign Affairs, Abdulah Ali Al-Yaha — selected CAMFED for its “outstanding contribution to advancing education across the African continent.” Established in 2013, the Al-Sumait Prize honors the lifelong commitment of Dr. Abdul Rahman Al-Sumait to improving health, education, and food security in Africa.

“The Kuwait Foundation for the Advancement of Sciences (KFAS), which oversees the Al-Sumait Prize, commends CAMFED for its relentless pursuit of ensuring that vulnerable girls are not only seen and heard, but also supported to realize their full potential. Recognizing education as a fundamental human right, CAMFED’s initiatives have not only saved lives and alleviated suffering but also upheld the dignity of young girls and women throughout Africa. CAMFED has significantly improved educational opportunities, earning global recognition for their distinguished efforts.”

KFAS news release

CAMFED CEO honored with title “Lebgimsim Naa” (Chief of Development) — by His Royal Highness Ibrahim Mohammed, Chief of the Choggu Traditional Area in Northern Ghana

In a powerful tribute to transformational leadership, Angeline (Angie) Murimirwa, CEO of CAMFED, was bestowed the title during the annual convening of the CAMFED Association — the network of women leaders educated with CAMFED support — held in Tamale, Ghana. The enskinment celebrates Angie’s tireless efforts to champion women’s leadership and transform education systems to better serve marginalized girls across rural Africa.

CAMFED chosen as beneficiary of The New York Times Communities Fund

CAMFED was honored to be a beneficiary of The New York Times Communities Fund for the second year running since its relaunch from the Neediest Cases Fund in 2023. The only organization working internationally among the year’s chosen nonprofits, CAMFED was selected for its award-winning, grassroots-led model supporting girls to go to school, succeed and become leaders in their communities. On September 19, 2024, CAMFED attended the New York Times Communities Fund launch event at the New York Times’ offices. Fiona Mavhingwa, Executive Director —CAMFED Association Development, joined representatives of other organizations that New York Times readers support through the Fund to discuss the powerful impact of this partnership on our work.

“Education is the best escalator to a better life, for individuals and for countries...Opportunity engine CAMFED [is doing] heroic work advancing girls’ education in Africa.”

Nicholas Kristof, two-time Pulitzer Prize winner and New York Times columnist

LOOKING AHEAD TO 2025

This year we reorganized our work into three interlocking and interdependent ‘levels’, consolidating the core components of our existing work, and we head into 2025 with the foundation of a strong year of delivery at every level. Despite a challenging context of drought and a rapidly shifting global development landscape, we remain on track to achieve our ambitious goals of reaching 8 million girls this decade with responsive economic, social and learning and over 15 million children through integration of the Learner Guide model into education systems.

Since 2020, through our movement 3.2 million girls have been supported in school, exceeding the targets we set for this point of our strategy. The growth of the CAMFED Association is accelerating and powers the impact of our work, with the responsive, expert work of its 312,747 members ever more important for girls in partner communities. We will continue to invest in the leadership and agency of young women, drawing on learning to bolster our enterprise programs in an increasingly challenging macroeconomic environment and strengthening our in-school program to ensure it remains responsive to the needs of the most marginalized in a context of escalating need and scaled ambition.

The strength and breadth of our government relationships remain a priority for 2025 as we work across ministries to explore multiple entry points for Learner Guide integration. Quality of delivery will remain a core focus, with CAMFED increasingly transitioning to the role of technical advisor as governments take on more elements of the model. And through our partnership with governments we will strengthen sustainability of delivery, enhancing cost effectiveness and building a model that delivers for the most marginalized children at scale.

“I know that the true power of girls’ education lies not just in individual success, but in a transformative effect that uplifts families, propels nations towards positive change and helps communities to flourish. Through the CAMFED Association, we have turned solidarity into a force that uplifts millions. When women lead together, we don’t just change the story—we become the authors of the story.”

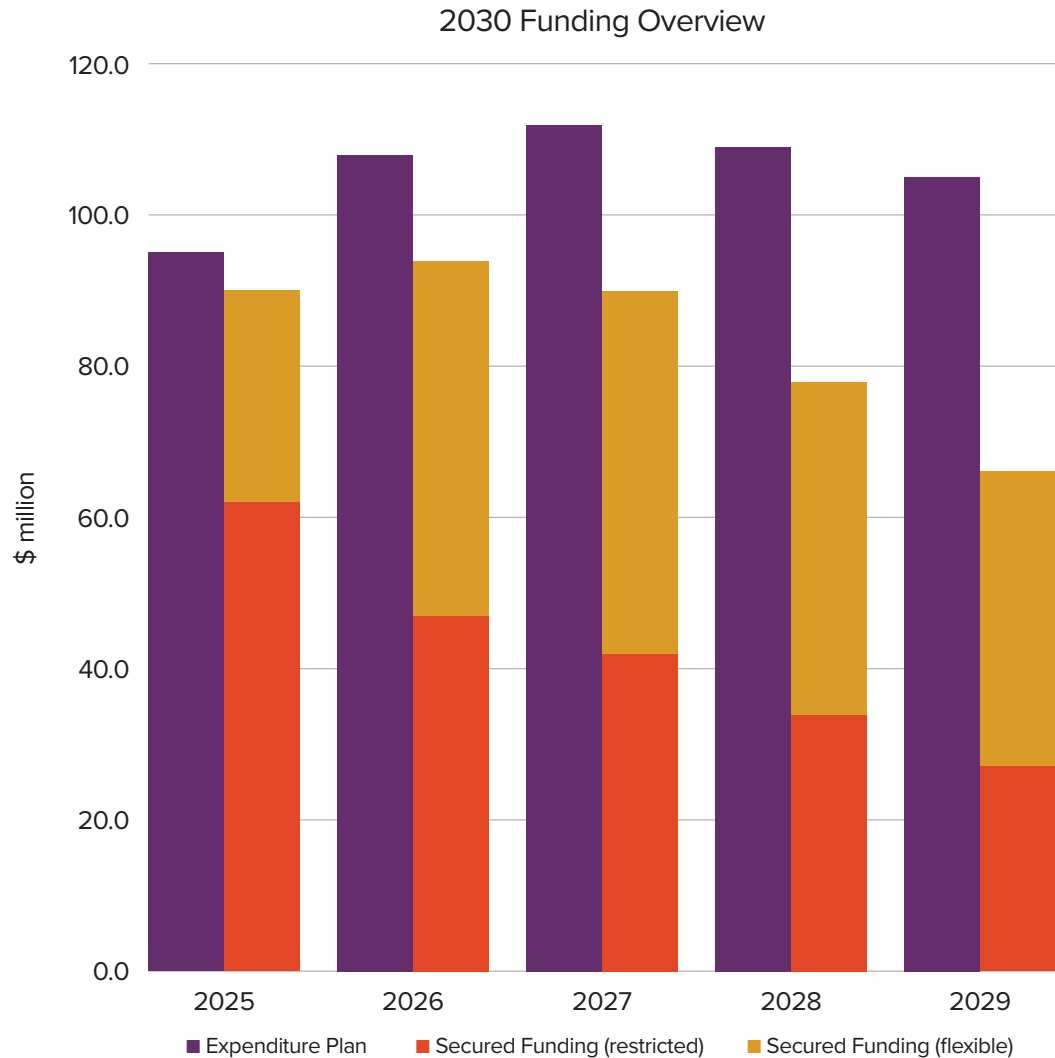
Leah Jamilton, CAMFED Association leader, Malawi



PARTNERSHIPS AND INVESTMENT TOWARDS OUR STRATEGY

The projected cost of our strategy to 2030 is \$532 million, and we enter 2025 in a strong financial position, having raised 80% of the funding needed for our 2030 plan.

As the primary steward of CAMFED’s global strategy, CAMFED International is responsible for the judicious allocation of flexible funding over the timeframe of the strategy, to meet funding needs. Our financial projections anticipate the full cost of supporting each marginalized girl, ensuring that we can fully deliver on our commitments for the entire duration of her schooling. A proportion of funding is therefore held in a designated reserve to ensure sufficient funds are available to honor commitments to girls and young women in later years of the plan, and to mitigate the risk of global shifts 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.



RAISING FUNDS AND INSPIRING ACTION - THANK YOU TO OUR GLOBAL CHAMPIONS!

We are inspired by every single member of our global movement for girls' education and young women's leadership. Having witnessed the determination and zeal for education among the girls and communities we serve, our committed supporters are doing everything they can to make a difference.

Every action you take and every dollar you raise makes an exponential impact, because it's multiplied by our graduates in the CAMFED Association - women leaders and role models who are paying it forward, each supporting another three girls - on average - to go to school in turn, and mentoring many more.

Thank you to every one of you, and to some of our passionate fundraisers who shared their activism 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.

Chris Cheeseman: Walking the length of the United Kingdom



“As kids we all complained about having to go to school, but this education plays a huge part in giving us the agency and opportunities to choose how we live our lives. By allowing a girl to be excluded from education, you are excluding them from society in later life. Girls' education also plays a key role in creating sustainable development in poorer countries. It results in women having increased earning power, which is then reinvested back into their family in later life to break the cycle of intergenerational poverty.”

Chris Cheeseman

In May 2024, Chris and his tent embarked on a long walk from Lands End (Cornwall, UK) all the way to John O'Groats, the most northerly village on the UK mainland, in aid of CAMFED. That's roughly 1,200 miles, and Chris ended up raising nearly three times his fundraising target — enough to provide comprehensive support for 26 girls to thrive in secondary school for a year. Now that's a life changing journey!

Wellington School



“We are so happy that as a result of our sponsored walk, more young people will have the opportunity to go to school.”

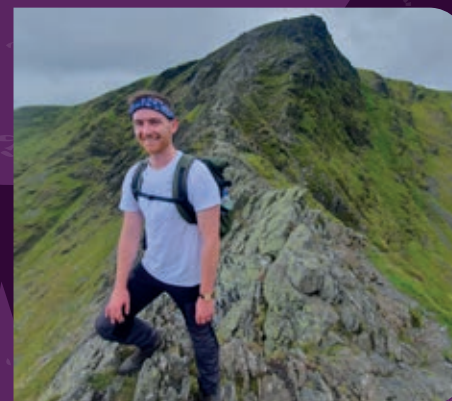
Wellington student Lucy, 17.

“As a school community, we see the challenges young people globally face in accessing education. The students really connected with the idea of expanding our reach this year, and I'm immensely proud of all everyone involved.”

Wellington School Headteacher Stuart Beeley

Responding to youth in crisis around the world, students at Wellington School in Greater Manchester, UK, chose CAMFED for their school's first international cause in 25 years of fundraising. More than 1,500 students at the school walked 6 km, some in costume, raising enough funds to support at least 83 students through school next year. Staff added to the fundraising pot with their own 34 km walk along 'Ullswater way' in the Lake District.

Paul McEvoy



“I'm a geography teacher who often teaches about the impacts of a lack of education on schools in less developed areas, and the causes of global inequalities. So it's something I've always been passionate about. I was doing a lot of hiking over the summer anyway, so I thought I'd set myself a goal and see if I could raise money. I did lots of hiking all over the UK, completing lots of the Teesdale Way, several mountains in the Lake District, as well as walks over Snowdonia, the Highlands and Skye.”

Paul McEvoy

Paul walked 500 km over the course of five weeks and raised enough money to pay for 1,957 school days, which equates to an entire 4-year lower secondary school cycle for three girls in the communities CAMFED serves.

Danielle Parker

“I am raising money for CAMFED because I want to live in a world in which every child is educated, protected, respected and valued, and grows up to turn the tide of poverty. I had never done anything as grueling as this and I was genuinely terrified that I wouldn’t make it. But, I set myself this challenge and I gave it my all.”

Danielle Parker

Danielle cycled the coast to coast path across the north of England in order to raise funds for girls’ education. The cycle ride is not for the faint-hearted: The route comprises 130 miles across the breadth of the UK, journeying from Cumbria to Tyneside, and a day two took in an elevation of 2000 meters. Despite her trepidations, Danielle completed the route successfully and raised enough money to support 10 girls to thrive in secondary school for a year.





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