



ANNUAL REVIEW 2020





CONTENTS

LEGAL & ADMINISTRATIVE INFORMATION	5
A MESSAGE FROM OUR CHAIR	6
STRATEGIC REPORT: SUMMARY OF ACTIVITIES IN 2020	12
FINANCIAL OVERVIEW	18
KEEPING GIRLS SAFE AND LEARNING - AGILITY IN A GLOBAL CRISIS	20
OUR PROGRAMMES	26
UNLOCK NEW RESOURCES: MULTIPLY GIRLS' EDUCATIONAL OPPORTUNITIES	28
UNLEASH NEW POTENTIAL: ENABLE EDUCATED YOUNG WOMEN TO LEAD CHANGE	50
EXTEND OUR INFLUENCE AND IMPACT	86
RESEARCH AND DEVELOPMENT	94
CAMFED'S NEW 5-YEAR STRATEGY: A STEP CHANGE IN AMBITION	98
LOOKING AHEAD TO 2021	104
THE GENEROSITY UNLOCKED BY OUR GLOBAL CHAMPIONS	106



LEGAL & ADMINISTRATIVE INFORMATION

Trustees

Miranda Curtis (Chair of Trustees)
Valerie Caton (Chair of the Remuneration
Committee)
Nick Swift (Chair of the Finance and Audit
Committee)
Ann Cotton

Rosemary O'Mahony
Grace Owen
Robert Sansom

Directors

Miranda Curtis (Chair)
Valerie Caton
Ann Cotton
Lucy Lake

Rosemary O'Mahony
Grace Owen
Robert Sansom
Nick Swift

Executive

Lucy Lake (Chief Executive Officer)
Luxon Shumba (Chief Financial Officer & Company Secretary)

Principal and Registered Office

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

Principal Bankers

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

Auditor

Crowe U.K. LLP
55 Ludgate Hill
London
EC4M 7JW, UK

Solicitors

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

A MESSAGE FROM OUR CHAIR

When I joined the CAMFED and CAMFED Association leadership teams in Johannesburg in early March 2020 to sign off on our joint commitment to CAMFED's next 5-year strategic plan, none of us could have imagined the scale and duration of the global pandemic that was about to change all our lives. That 5-year strategic plan, developed over a period of many months, outlines a vision for CAMFED's future that is remarkable in its scope and ambition: to support 5 million girls in school in the next 5 years, and to create 150,000 sustainable jobs in the rural economy.

CAMFED and the CAMFED Association responded quickly to the pandemic, ensuring that every girl in need of support was identified and connected to an appropriate Champion, working to mitigate the complex and damaging impact of school closures on the lives of girls, and pivoting our model of community engagement to go beyond the organisation's core focus on girls' education to wider community support, including the delivery of appropriate health guidance.

During a year in which many schools remained closed for long periods of time, CAMFED broadened the reach and impact of its Learner Guide programme in partnership with education ministries and national governments, while the multimedia adaptation of its *My Better World* curriculum reached millions more children in their homes via TV and radio. Meanwhile the Transition Guide programme continues to provide a pathway for young women as they leave school, equipping them to develop their economic independence and leadership. The CAMFED Agriculture Guide and Business Guide programmes provide a clear support structure to enable young women to develop their business skills, and in particular to pursue sustainable and profitable agricultural enterprises — feeding their families and

Highlights of the year include CAMFED being honoured with the Yidan Prize, the most prestigious prize in global education, which was jointly awarded to Lucy Lake and Angeline Murimirwa — a profound endorsement of CAMFED's model and growing movement, led by young women who are the experts on what it takes for the most marginalized girls to succeed.

communities, mitigating the impact of climate change, and creating long-term employment.

Highlights of the year include CAMFED being honoured with the Yidan Prize, the most prestigious prize in global education, which was jointly awarded to Lucy Lake and Angeline Murimirwa — a profound endorsement of CAMFED's model and growing movement, led by young women who are the experts on what it takes for the most marginalized girls to succeed. At year-end, New York Times columnist Nick Kristof nominated CAMFED as the Grand Prize winner of his Holiday Impact Prize, galvanising a groundswell of new support for our cause.



We are also immensely grateful to MacKenzie Scott for a transformative gift during the year, which will enable us to plan with confidence for the years ahead. Thanks to the continuing generosity of our supporters, donors and stakeholders, CAMFED faces 2021 in a strong position to embark on the ambitions outlined in the 5-year strategic plan, and to continue to support the lives of girls, their families and their communities across sub-Saharan Africa.

I would like to end by paying tribute to every single member of CAMFED and the CAMFED Association leadership, staff and membership for the courage, agility, ambition and resilience with which they have faced the challenges of these unprecedented times. We could not deliver the crucial work of the organisation without their collective energy and determination.

Miranda Curtis CMG
Chair of Trustees

In October 2020, Miranda Curtis was appointed as a Companion of the Most Distinguished Order of Saint Michael and Saint George (CMG) in The Queen's 2020 Birthday Honours List. This award is in recognition of her service to gender equality globally. In her capacity as Chair, Miranda continues to inspire CAMFED's leadership to set game-changing ambitions and to deliver to the highest standards on behalf of its clients - girls and young women in sub-Saharan Africa. The motto of the Order of Saint Michael and Saint George is "Token of a Better Age" — an apt reflection of the future made possible through Miranda's contribution to CAMFED.

WHERE WE WORK

CAMFED works in partnership with communities, government schools, and education authorities in Ghana, Malawi, Tanzania, Zambia, and Zimbabwe.

OUR MISSION

As the most effective strategy to tackle poverty and inequality, CAMFED multiplies educational opportunities for girls and empowers young women to become leaders of change. Our focus is on girls and young women in rural areas of sub-Saharan Africa. This is where girls face acute disadvantage and where their empowerment will have a transformative impact.

OUR STRATEGIC GOALS

Unlock new resources in order to multiply girls' educational opportunities: In 2019, we surpassed the headline goal of our 2015-2019 Strategic Plan to support one million adolescent girls through secondary school within five years. In 2020, the world faced an extraordinary crisis as the COVID-19 pandemic forced schools across the world to close. We pivoted our support to school communities to

ensure our clients had the immediate support they needed to stay safe and keep learning throughout this period. At the same time, we developed and refined our new 5-year strategic plan, and worked tirelessly to secure early and targeted investment against our objective of supporting 5 million girls in school in the next 5 years, while also working with schools and education authorities to provide young people with the requisite skills to graduate and succeed.

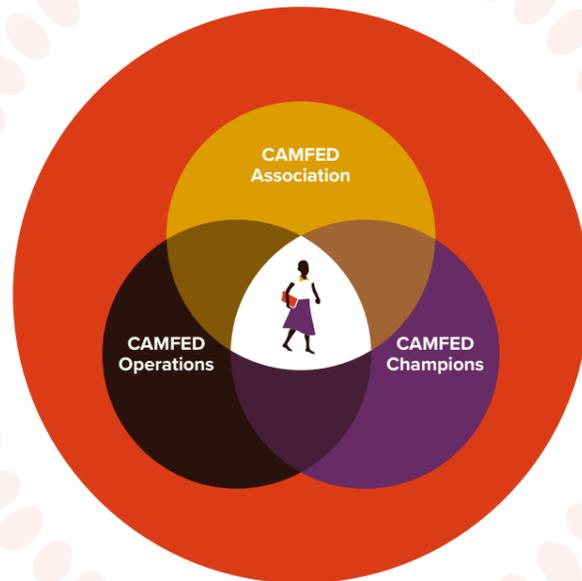
Unleash new potential in order to enable educated women to lead change: We are investing in the rapidly growing CAMFED Association of young women educated with CAMFED support, enabling members to transition to secure livelihoods and step up as entrepreneurs and leaders.

Ignite new action to accelerate change by extending our influence and impact: We have continued to scale our impact by sharing replicable models with government and other partners - in particular the CAMFED Learner Guide program, which has proven itself to be agile and resilient in the learning crisis exacerbated by the COVID-19 pandemic. We aim to show the international community what can be achieved, at pace and at scale, for girls' education, through the grassroots leadership of young women with lived experience of poverty and gender inequality, who are galvanising community and government support around the most vulnerable children and young people.



OUR OPERATING MODEL

CAMFED's three-pronged operating model integrates operational excellence with community championship and the expertise of the CAMFED Association of women leaders educated with CAMFED support. Working together, these interdependent parts of the organisation 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 programme that truly serves the needs of our clients, and multiplies the impact of donor investment, even and especially in times of crisis:



The CAMFED Association

The network of women leaders founded by former CAMFED clients, who organise 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 Operations¹

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



STRATEGIC REPORT: SUMMARY OF ACTIVITIES IN 2020

In 2020, we focused on safeguarding CAMFED clients, supporting their learning beyond the school gates, while supporting partner schools and communities to weather the global pandemic. At the same time, we laid the foundation for the next five years of accelerated ambition by refining, finalising and communicating our new strategic plan to staff, partners and donors, and raising the first significant proportion of the resources we need to fund our goal of supporting five million girls in school by 2025. This is how we continued to deliver against CAMFED's core objectives.



"I know what it's like, the fear of not being able to continue your education. My three siblings and I lost my father, the breadwinner, at a young age. I could have dropped out of school, my only choice early marriage. Now, with coronavirus causing schools to close, this may be the fate of millions more girls. But we are not standing by helplessly. We are taking action."
Tisiyenji, CAMFED Association District Chair, Zambia

1. UNLOCKING NEW RESOURCES TO MULTIPLY EDUCATIONAL OPPORTUNITIES FOR GIRLS:

In March 2020, schools were temporarily closed due to the COVID-19 pandemic in all countries of operation, reopening in June (Tanzania), September (Zambia and Malawi), November (Zimbabwe) and January 2021 (Ghana), before closing again in Zambia, Zimbabwe and Malawi. During school closures, CAMFED mapped the location of each girl we support to their nearest CAMFED champion, including to members of the CAMFED Association, and undertook needs assessment surveys, both through socially distanced household visits and via phone calls and WhatsApp.

Crucial to our agility, and central to our model, is the ever-increasing level of support provided by CAMFED Association (CAMA) members, who ensure that girls have what they need to stay in school, learn and thrive. During the pandemic, CAMFED quickly adapted the work of our CAMFED Association Learner Guides (life skills mentors) in all countries of operation to provide community-based support and learning to CAMFED clients and their families. Learner Guides, in collaboration with local officials, took on additional responsibilities for safeguarding and collecting data, as well as coordinating the provision of vital care packages. Thousands of these young leaders are playing a critical role in supporting children's learning and social development, delivering life and learning skills, as well as coordinating extra-curricular study groups. During this crisis, they have been facilitating the introduction of innovative learning support, including through radio-based life skills and Q&A sessions, and interactive WhatsApp groups.

Holding positions of trust and respect in their communities, Learner Guides played an important role in disseminating reliable health guidance around COVID-19, gaining support from traditional leaders, for example, to proactively tackle myths about the virus in hard to reach communities. Their role and activism was leveraged as part of governments' COVID-19 response and back to school efforts.

In the face of the additional threats to girls' education and wellbeing caused by prolonged school closures, Learner Guides engaged extensively with parents, school and local authorities to secure the rights of those marginalised children most 'invisible' to local authorities, including girls at risk of, or suffering hunger, abuse and child marriages, and children affected by disability. Their outreach in remote rural communities has been deemed an "essential service" by governments. As a result, when schools reopened more than 97% of clients returned to school by the end of 2020 - 20% above national return rates in Malawi, for example.

In response to the pandemic, the *My Better World* multimedia series created by Impact(Ed) International with support from CAMFED, based around the themes of CAMFED's life skills curriculum, expanded to more African TV channels, and was adapted for radio to support national distance learning efforts during school closures, with a combined broadcast reach of more than 200 million children.

In 2020, CAMFED supported 461,289 girls in secondary school, through a combination of tailored, donor-funded bursaries to meet school-going costs, including fees, uniforms and sanitary wear (78,215); through initiatives led by CAMFED community Champions (142,984); and, importantly, through the direct philanthropy of members of our CAMFED Association (240,090) - a testament to the Multiplier Effect of girls' education.



2. UNLEASHING NEW POTENTIAL BY ENABLING YOUNG WOMEN TO LEAD CHANGE:

In spite of the challenges faced across the globe, we have continued to develop targeted programmes of support for girls at the point of leaving secondary school, at a time when young women face a lack of opportunity and resources, culminating in pressure to marry young, or migrate to urban centres for exploitative labour. Led and facilitated by young women in the CAMFED Association, our six-month Transition Programme provides mentorship, skills and resources, supporting young women to start businesses, seek employment, and access further education. The programme includes financial literacy, business planning and advice, reproductive health information, and leadership training. After the initial training, young women can gain access to further expert training in specialised skills, including in climate-smart agriculture delivered by Agriculture Guides. In October 2020, training sessions for 160 new CAMFED Association Agriculture Guides took place in eight rural districts across Zimbabwe. This marks a significant expansion of our 2019 UN Climate Action Award-winning programme, through which young women are reaching thousands of people, an example of educated women's leadership for climate resilience and mitigation.

We have also continued to develop funding mechanisms in response to the challenges faced by aspiring entrepreneurs. Established in all five countries where CAMFED works, the Transition Programme has already benefitted nearly 128,000 young women.

We actively worked with governments, civil society organisations and the private sector to expand opportunities for young women, including through vocational training, and by receiving technical support to grow their businesses.

In 2020, our CAMFED Association of women leaders educated with CAMFED support grew to 177,899 as more girls completed school. This structured peer support and leadership network, with its own Constitution and representatives elected from local to national level, is core to every aspect of CAMFED's programme and our ability to scale our impact without losing sight of those most vulnerable. On average, each member of the network is supporting three more girls in her community to go to school, multiplying the original investment in her education. Our evidence demonstrates that when young women's income increases, so does the proportion that they commit to philanthropic support to children in school.

3. IGNITING NEW ACTION BY EXTENDING OUR INFLUENCE AND IMPACT:

CAMFED worked with Ministries across our countries of operation to explore the potential for national integration of CAMFED's interventions into government school systems. This includes national adoption of targeted needs-based financing mechanisms to ensure the most marginalised children have the support they need to enrol and participate in school, as well as social support interventions like the Learner Guide Programme, which improve the learning environment for all children. The support provided by CAMFED Learner Guides to the most vulnerable children in their communities during the COVID-19 pandemic acted as an important proof point in widening these partnerships. Education ministries in Ghana, Tanzania, Malawi, Zambia and Zimbabwe have officially adopted CAMFED's Learner Guide Programme in schools, and expressed interest in exploring how the programme can be further scaled throughout the education system.

In September 2020, CAMFED was honoured with the Yidan Prize for Education Development, the world's largest education prize, and CAMFED's Co-Executives, Angeline Murimirwa and Lucy Lake, joined the newly formed Council of Luminaries, which gathers 16 leading educational researchers and innovators to foster collaboration and drive education progress globally. The Prize represents a profound endorsement of CAMFED's community-led model for girls' education, and comes at a critical time as CAMFED and its partners tackle the impact of the current crisis, which has left millions of girls vulnerable.

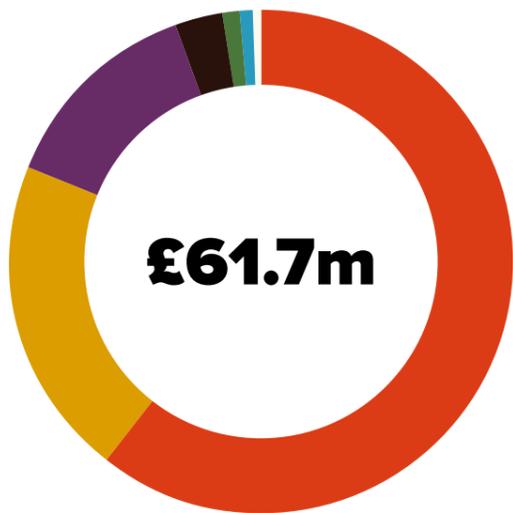
When New York Times Op-ed columnist and two-time Pulitzer Prize winner Nicholas Kristof nominated CAMFED as the Grand Prize winner of his Holiday Impact Prize, he galvanised a groundswell of support, reaching millions of followers with his message about the world-saving power of girls' education, resulting in thousands of generous new donors giving to CAMFED.

CAMFED Association leaders shared their expertise on supporting vulnerable children in the midst of a pandemic, appearing on local, national, and global platforms. This included podcasts and media interviews across the BBC, Forbes, NPR, and CNN, as well as webinars hosted by national partners like Ghana's National Board for Small Scale Industries (NBSSI) and global partners like the United Nations Girls' Education Initiative.



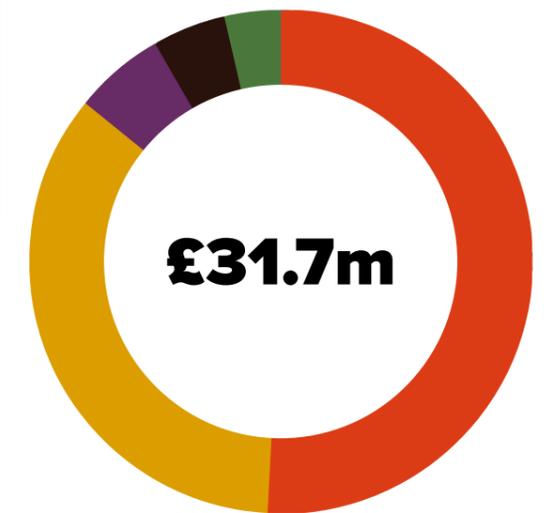
FINANCIAL OVERVIEW

How we raised funds for girls & young women 2020 Income*



- Trusts and foundations **£37.4m**
- Institutions (including governments) **£12.8m**
- Public donations **£8.2m**
- Corporate donations **£1.8m**
- Gifts in kind **£0.8m**
- Legacies **£0.4m**
- Other income **£0.3m**

How we invested funds for girls & young women 2020 Expenditure

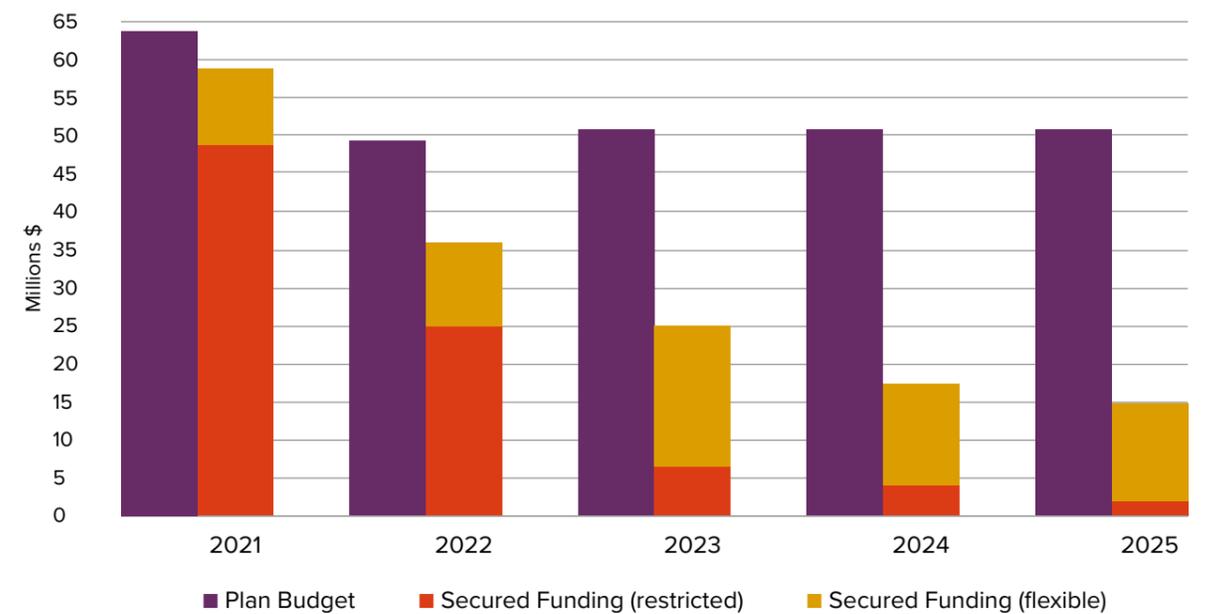


- Multiply girls' educational opportunities **£16.1m**
- Enable educated women to lead change **£11.1m**
- Research **£2.0m**
- Raise funds **£1.5m**
- Extend our influence and impact **£1.1m**

* This includes up-front leadership gifts allocated to CAMFED's new 5-year strategic plan, which requires funding of \$250M (see accompanying graphic)



Strategic Plan Funding



KEEPING GIRLS SAFE AND LEARNING -

AGILITY IN A GLOBAL CRISIS



“At the peak of COVID-19 pandemic, we worked with Teacher Mentors to visit girls at home, dividing them into groups for study circles. We provided them with sanitisers, masks, hand wash, buckets, and COVID-19 guidance. We also met with girls and their parents to advise them to avoid child marriage. Lastly, we did a radio advocacy campaign, having a programme on air that was guiding girls to continue studying even though schools are closed.”

Winnie, CAMFED Association member, Malawi

As the COVID-19 pandemic forced schools to close, and severely restricted movement across district and national boundaries, our grassroots leaders in the CAMFED Association, together with our CAMFED Community Champions, were quick to act, innovate, and extend their reach to help vulnerable girls and their families access food and hygiene supplies, while keeping girls safe and learning. CAMFED's Operations focused on the logistics to support this outreach, while safeguarding staff, investing in technology and mobile data packages, and working closely with donor partners to pivot and target spending to address the immediate humanitarian crisis. At the same time, we worked to strengthen systems and capacity and further build resilience across our teams and partner communities. Our decentralised, community-led model, the strength of our local and national government and donor partnerships, and the holistic nature of our Learner Guide Programme, provided a firm yet flexible foundation, enabling CAMFED to act with agility in this global crisis.



2020 tested our partner communities in profound ways, as the global health crisis triggered economic crises, exacerbated by climate shocks, deepening poverty and food insecurity. School closures, travel restrictions and lockdowns across our countries of operation threatened students' wellbeing and support structures, while many families already struggling to make ends meet lost their livelihoods. The pandemic laid bare the gaping gender and digital divide in marginalised rural communities.

We know from nearly three decades of our work that girls and young women are hardest hit in times of crisis, often stepping up as caregivers and to support their families with menial labour, as hunger and poverty drive increased risk of sexual exploitation, early pregnancy and child marriage. Schools in this context are safe spaces, on which many children rely for a regular meal, and for mentoring and support from teachers and peers. Without access to a classroom, children in marginalised communities, without electricity, TV, computers or mobile internet, are the first to be excluded from learning, falling even further behind their peers, at risk of never returning to the classroom.

In mitigating these dangers, CAMFED took its lead from the determination of the young women activists in our CAMFED Association, who have an intimate understanding of the perils out-of-school girls in their communities face, and — buoyed by the support, flexibility and trust from our donor partners — sprang into action to tackle the risks. What has emerged from this crisis is the need to 'Build Forward Better,' ensuring that the needs of those at the very margins are at the centre of a strategy of equity and renewal. This has been CAMFED's rallying cry for decades, and as the challenge of girls' and women's exclusion continues to grow across the continent, so will our movement for change.

"I found it difficult to wait to help her until after the COVID scare."

When the pandemic first struck and schools were forced to close in Zimbabwe, CAMFED Association member Faith was called by a child case worker to visit an orphaned girl who was going to marry a storekeeper rather than continue her education when schools reopened. The girl hoped that early marriage would solve her financial insecurity. In spite of COVID-19, and not being able to use public transport, Faith braved the long walk to the girl's foster home.

"I found it difficult to wait to help her until after the COVID scare because I was afraid I would find her having eloped already. After explaining to her that even though I faced many challenges, I kept on going to school studying hard and now I am at university — she was comforted that she was not the only one with challenges. I gave her counselling and advice on the effects of dropping from school, the importance of education and challenges she is likely to face if she drops out of school before sitting for her examinations. She promised to go to school till she finishes her. Her foster mother was really happy for the visit and she even asked for regular visits."

WOMEN LEADING COVID-19 ACTION

In 2020, we pivoted our programmes and investments to address the immediate needs of our clients, CAMFED Association members, and partner communities. Described in more detail in the Programmes section below, here is a summary of the action we took, and the needs we highlighted to our donor partners, as it became clear that the pandemic would have long-lasting consequences for girls' safety, wellbeing and learning — at a time when health, economic and climate crises all came together, hitting marginalised communities the hardest:

Safeguarding Children and Preventing Early Marriage and Early Pregnancy

- Connecting directly with at-risk children and their families through CAMFED Association members and community champions
- Mentoring girls one-on-one and offering ongoing peer support
- Addressing child protection and safeguarding on local radio
- Delivering *My Better World* life skills and wellbeing sessions in small groups, via WhatsApp, via local radio shows

Providing Tailored Learning Support in Collaboration with Teachers

- Delivering of printed study packs to homes of children without connectivity
- Conducting small, socially distanced study groups
- Providing learning support via WhatsApp groups, including by sharing short explainer videos
- Delivering curricula via local radio
- Providing one-on-one support
- Planning and delivering catch-up classes as schools reopened

Disseminating Vital Health Information and Hygiene Products

- Conducting public information campaigns to dispel myths about COVID-19 via posters, radio, community meetings, tannoy systems and social media
- Translating official health guidelines and advice into local languages
- Sewing and donating face masks
- Making and donating soap and sanitiser
- Setting up community handwashing stations

Providing Food, Basic Supplies and Climate-Smart Methods to Address Hunger

- Donating emergency food and supply parcels to vulnerable families
- Collaborating with local authorities to connect families to services and prevent child labour, so children can continue to focus on their studies
- Launching the Climate-Smart Agriculture Guide programme to help nourish communities, build resilience to climate shocks, develop local economies and keep girls in school

Providing Technology and Connectivity, Strengthening Systems and Capacity

- Equipping CAMFED district staff, champions and CAMFED Association members with the mobile technology and airtime to stay connected, monitor and support clients
- Moving operations, trainings and meetings online
- Extending digital capacity across teams for maximum agility

Pivoting Businesses to Maintain Income Streams and Supply Communities with Necessities

- Supporting CAMFED Association entrepreneurs whose business are affected by the crisis with loan repayment breaks and grants
- Providing equipment and training to pivot businesses to provide vital food and hygiene supplies to communities
- Creating eLearning materials to support young women to grow their businesses



“[In Mfantseman district] we reached out to about 2,000 people weekly through the use of radio, WhatsApp, posters and village meetings. With this we can confidently say we were able to bust the myths about the virus and also increase our visibility as an Association of women leaders.”

- Mercy, CAMFED Association member, Ghana



OUR PROGRAMMES



UNLOCK NEW RESOURCES: MULTIPLY GIRLS' EDUCATIONAL OPPORTUNITIES

Girls' education is heralded as one of the greatest opportunities of our time to tackle the biggest global challenges: the route to gender equality, social justice, economic development and climate action. Yet even before the COVID-19 pandemic, 52 million² girls in sub-Saharan Africa were out of school, in a region where the gender gap in education remains the most pronounced. We know that girls' exclusion from school leads to their future exclusion from every other public sphere, and that girls' education is the starting point for wider social and institutional change, brought about by women's leadership. The global COVID-19 pandemic has resulted in prolonged and repeated school closures across our countries of operation - Ghana, Malawi, Tanzania, Zambia and Zimbabwe - with desperate social and economic consequences threatening to turn back the clock on girls and young women's educational gains. UNESCO estimates that an additional 11 million girls might not go back to school after this global health and economic crisis.³

CAMFED's work focuses on the problem of girls' exclusion from quality education, particularly at secondary level, where — even before the pandemic exacerbated structural inequalities - improvements to equitable access had been less marked, presenting significant challenges to achieving Sustainable Development Goal 4 (ensure inclusive and equitable quality education and lifelong learning opportunities), which underpins all of the United Nations' global goals.



Secondary school completion rates vary significantly within the countries where CAMFED works, based on wealth, location and gender. In Zambia, for example, completion rates range from 15% for the poorest, rural girls to 89% for the richest urban boys. In Ghana the same range stretches between 25% and 84%.⁷ This belies an often obscured problem of exclusion; many children never make it into 'dropout' or 'out-of-school' statistics but have highly erratic attendance which severely undermines their opportunity to learn. Low learning outcomes are in turn themselves a barrier to retention and progression in school.

CAMFED serves girls and young women in impoverished districts in rural sub-Saharan Africa, tackling the pressing and interlinked challenges of poverty, gender, and context that limit their education and opportunity. Poverty is the greatest barrier to education that girls face. With many households surviving on less than \$1.25 per day, a lack of funds for both direct and indirect school-going costs creates the constant threat of girls' expulsion, or prevents their access entirely. Other poverty-related issues — such as hunger, lack of resources to buy sanitary wear, school uniforms and school supplies — can also make it difficult for girls to attend school regularly, learn while they are there, and study effectively at home. Poverty is also a key driver of practices like early marriage — both a cause and effect of girls' exclusion from school — with girls facing pressure to get married to bring in more resources to their families, either through the 'bride price' or through simply reducing the number of mouths to feed. In Malawi, for example, 42% of girls are married before the age of 18, and nearly one in ten girls is married before the age of 15.⁸

All of these issues have become more pressing during the global pandemic, with poverty rates increasing as economies suffer from the fallout of regional and global lockdowns. They are further compounded for girls living in remote rural areas, where secondary schools are more widely distributed. This means that girls face long, tiring walks to and from school, or are forced to seek accommodation away from home with relatives or villagers close to the school, leaving them vulnerable to abuse, including sexual abuse, further impacting school retention of marginalised girls. And while schools were closed, these remote areas lacked the access to the technology and infrastructure required to access online learning and digital resources provided by Ministries of Education.

In addition, the lack of resourcing of government schools in rural areas severely compromises the quality of education they can provide, and their ability to respond to children's learning and social needs in a crisis. An academic curriculum that lacks relevance to rural young people's reality, coupled with outdated pedagogy, serves to undermine girls' participation and self-esteem. The global pandemic laid bare the critical importance of nurturing academic self-esteem, and of learning content that builds students' confidence and wellbeing, helping them to remain focused, hopeful and resilient during a time when compounding circumstances placed acute pressure on girls to drop out of secondary school. When low-income families perceive education to be inaccessible or of low quality, they are less willing to sacrifice their limited resources to keep their children in school⁹—a rational response which nevertheless perpetuates a cycle of exclusion.



In sub-Saharan Africa, girls' enrolment in lower secondary school (as measured by Gross Enrolment Ratio - GER) improved from 27% in 2000 to 48% in 2018, but still remained well below the 2018 rate achieved for boys (54%) and the rate for girls at lower secondary school globally (84%). Now the pandemic threatens to roll back gains made over the past decade⁴.



Even before the pandemic, sub-Saharan Africa had the highest rate of out-of-school children for all age groups; 97.5 million children, over 38% of the world's out-of-school children. Girls are more likely to be excluded from education than boys, with 52 million girls out of school compared to 45.5 million boys⁵.



Girls from poor, rural families are seven times less likely than non-poor urban boys to complete school, and less than 1 in 20 of these girls is on track to complete secondary school⁶.

Faith, CAMFED Scholar, Malawi

“For the first time to get the full uniform, everything new, and the bulk of exercise books, felt like a dream. I have people around who support me like the Mother Support Group and above all CAMFED, which I don't take for granted.”

Faith faced a future of hardship and uncertainty after the death of her father. She and her mother had to find work like harvesting other people's maize in order to survive. Faith knew education was the only way forward, but the family simply could not afford the costs of secondary school. Noting her situation, the local Mother Support Group rallied to cover fees and uniform, later referring her for CAMFED support. With Faith's bursary came safe accommodation so she no longer faced a two hour walk to and from school. She soon became one of the top students. Faith looks forward to joining the CAMFED Association and pursuing her dream of becoming a journalist.



CAMFED'S MULTIDIMENSIONAL APPROACH

CAMFED partners with 6,787 schools, communities and education authorities across 162 rural (and some peri-urban) districts to tackle the multiple barriers to marginalised girls' school access, retention, progression, completion, and transition. Our grassroots-led approach sees communities take responsibility for the welfare and success of their most vulnerable girls, matching international donor contributions with resources generated locally, ensuring that girls have the necessary wraparound support to attend and thrive in school. This approach proved vital during the COVID-19 pandemic, as trusted CAMFED Association members and CAMFED community champions pivoted their focus to ensure that clients and their families were connected to services, and had the additional support required to keep girls safe and learning.

CAMFED supports girls' material, financial, and psychosocial needs in order to overcome the poverty-related barriers to education. At secondary level this includes payment of school going costs, provision of uniforms, shoes, stationery and sanitary wear, and could mean the provision of a bicycle or safe boarding accommodation to reduce the distance between home and school. It includes guidance and counselling support in every partner school by trained Teacher Mentors and CAMFED Association members, in order to address the

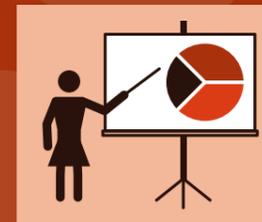
many psychosocial challenges that frequently lead to school drop-out. These include chronic hunger, the death and illness of close family members, and the pressure to seek perceived financial security through early marriage or exploitative work.

At primary level, grants enable partner schools to provide targeted support to vulnerable children. We work with schools to improve learning environments, and we provide training and start-up grants for Parent Support Groups, for example, who prepare school meals, rally more resources in support of vulnerable children, and work to improve school facilities.

CAMFED partners with schools and government ministries to develop and uphold robust child protection and safeguarding policies to ensure school is a safe place for girls to learn. Teacher Mentors and CAMFED Association members also spearhead initiatives and curricula designed to improve girls' confidence and academic success, as well as setting up girls' clubs to give girls a platform for public speaking, debate and activism in schools, and study circles where students can access peer support in subjects they are struggling with.



MULTIPLYING GIRLS' EDUCATIONAL OPPORTUNITIES IN 2020:



3,698,764
students benefitted from an improved learning environment in 6,787 partner schools



169,220
students were supported to go to primary school through donor funds



78,215
girls were supported with secondary school bursaries through donor funds



308,054
CAMFED Champions were active in our partner communities in 2020



13,424
Teacher Mentors had been trained by CAMFED by the end of 2020

PARTNERSHIPS IN A PANDEMIC - CARE, COMMUNITY AND CONNECTIVITY



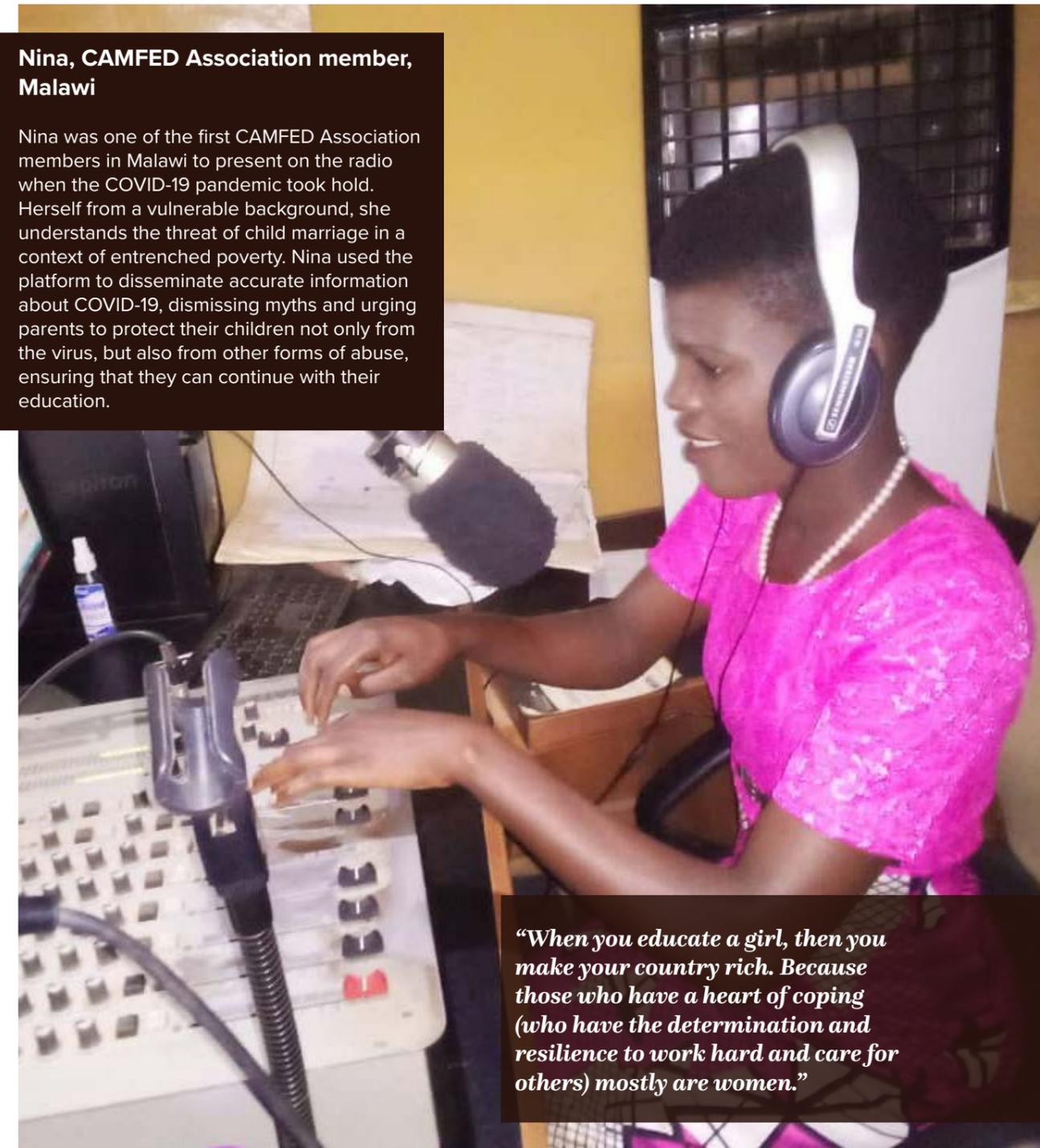
These partnerships have been instrumental to our agility during the pandemic, which has revealed, globally, the existential value of care, community and connectivity. We worked with government Ministries to bring CAMFED's *My Better World* life skills and wellbeing curriculum to radio, for example. We combined the expertise of government officials from health and social services with that of our leaders in the CAMFED Association, together hosting call-in radio programmes to inform and support learners and their families, underscoring the need for child protection, and for students to have the time to focus on their studies while schools were closed, in a context where children are often required to work in the fields or do menial labour in order to help feed their families.

“Our young leaders are reaching out to parents, students and each other. They are identifying vulnerable families and collaborating with local services and other partners to get basic necessities to families and protect children, as well as supporting learning in collaboration with teachers, in a context where access to technology is extremely limited, and online learning not an option.”

- Angeline Murimirwa, CAMFED Executive Director - Africa, May 2020

Nina, CAMFED Association member, Malawi

Nina was one of the first CAMFED Association members in Malawi to present on the radio when the COVID-19 pandemic took hold. Herself from a vulnerable background, she understands the threat of child marriage in a context of entrenched poverty. Nina used the platform to disseminate accurate information about COVID-19, dismissing myths and urging parents to protect their children not only from the virus, but also from other forms of abuse, ensuring that they can continue with their education.



“When you educate a girl, then you make your country rich. Because those who have a heart of coping (who have the determination and resilience to work hard and care for others) mostly are women.”

BRIDGING THE DIGITAL DIVIDE

CAMFED-trained Teacher Mentors joined forces with CAMFED Association members to reach children without connectivity or access to radio, by printing and distributing educational resources to bridge the digital divide, and using empty classrooms and outdoor spaces at schools to hold socially-distanced learning and study sessions with students in small groups.

Gaudencia, Teacher Mentor, Tanzania

When school closures were announced, Teacher Mentor Gaudencia wasted no time in mapping out contact details for the 63 at-risk children under her care. She established regular contact with the families to communicate the importance of safeguarding children, supporting them to learn and eventually return to school. Gaudencia managed to visit more than ten of her students at home, where it was responsible to do so, to offer additional support. She disseminated essential information, encouraging rural families to continue to practice regular hand washing or sanitising. Observing that girls were often called upon to shoulder the burden of farm work and household chores, she advocated for them to be given time to study.



“I utilise the available school resources like revision past papers, review test papers and books from the library, and distribute them to students in Forms 3 and 4 to ensure they don’t stay low academically.”



“As a trained Early Childhood Development (ECD) teacher and facilitator, I noticed the learning gap in rural areas during this COVID period and the time when schools are closed. In town settings learners are able to do e-learning and have access to online resources. To bridge the gap I volunteered to work with children in my community. I have eight learners who I teach in two groups to ensure that we observe the guidance and protocols provided by the Ministry of Health and the World Health Organisation (WHO). I organised with the Mother Support Group so that we can make learning materials. I also help with liquid soap for my learners to be able to wash their hands frequently as required to stop the spread of the virus.”

- Angeline, CAMFED Association member and educator, Zimbabwe

COVID-SAFE SCHOOLS AND “BUILDING FORWARD BETTER”

Through its partnership with schools, district and national education authorities, and education networks, CAMFED has been feeding into plans for safely reopening schools, advocating for the need to prioritise the most marginalised, including children with disabilities, and to invest in a structured transformation of the education system, to ensure that those without electricity and connectivity are not left even further behind. We provided grants for schools to improve their water, sanitation and hygiene facilities, and collaborated on the limited and phased return of students, in particular exam classes, after the first lockdown, ensuring students had the support they needed to get to and safely take their exams.



THE LEARNER GUIDE PROGRAMME: IMPROVING CHILDREN'S LEARNING AND WELLBEING

At the heart of CAMFED's response to the COVID-19 pandemic are our Learner Guides - young women school graduates using their intimate experience of poverty and exclusion to provide the mentoring, social and life skills support vulnerable girls need to stay in school, learn and thrive. Trained Learner Guides typically volunteer for an 18-month period, delivering CAMFED's *My Better World* life skills and wellbeing curriculum, developed with young

people in Africa, supporting vulnerable children within the government school system, as well as in their local communities. Respected and trusted as educators and entrepreneurs, Learner Guides are unrivalled ambassadors for the life changing power of education, gaining the support from community members, school and district officials, as well as powerful and influential traditional leaders as they multiply the returns of their own education for the benefit of their communities.



“Driven by the scars of poverty, the CAMFED Association is rich in experience and thus works to ensure the next generation is safe from the challenges we faced. It is a lifeline of our communities and a weapon against poverty in our nation and Africa as a whole.”

- Patience, Learner Guide, Zimbabwe

CAMFED's surveys have consistently found that the second highest cause of school dropout for marginalised girls – after poverty – is linked to low academic self-esteem. Our Learner Guide Programme, active in all our countries of operation, was designed with — and is led by — educated young women, dedicated to improving education outcomes for the most marginalised children in their communities. Learner Guides deliver the *My Better World* curriculum in weekly sessions as part of the school timetable, providing support to 40-50 children. The curriculum is designed to improve students' confidence, resilience, self-reflection, and autonomy, as well as their critical thinking and problem-solving skills, and encourages children to become more aware of their rights, responsibilities, and values. It is tailored to local needs, including life skills, sexual and reproductive health, literacy and study skills.

Learner Guides are tuned into the needs and social challenges of children in their communities, and possess the tools and resources to support children academically as well as socially. Beyond the classroom, they provide a bridge between schools, families and local authorities. They are 'big sisters' to vulnerable girls, and conveners of local support networks, trained to identify girls at risk of drop-out, and bring 'invisible' children to the attention of local authorities for additional support. Learner Guides go above and beyond to protect girls from early marriage and bring them back to school, for example, deploying their expertise and personal insights, where others may lack the time or resources to persevere.

As a Learner Guide I am...

- ...a “big sister,” friend, mentor, and relatable role model for vulnerable girls - my success and status show girls the possibilities for the future if they stay in school and concentrate on their studies.
- ...a “first responder,” noticing if a girl's attendance becomes erratic, and following up with children displaying early warning signs before they drop out of school.
- ...a support for girls outside of school if they do drop out, working with other stakeholders to keep them connected to education, and offer a route back to school or other training opportunities.
- ...a voice for “invisible” children, who might never have made it into the school system in the first place, working with others to help them overcome the challenges that keep them out of school.
- ...a convener, galvanising my community to help children tackle all the barriers, not just the financial ones, that are limiting their access to — or progress in — school; whether they're facing hunger, pressure to work, or child marriage.



Learner Guides also run advocacy sessions in their villages, using role play with other community members to illustrate child protection cases, such as physical, emotional and sexual abuse, including child marriage. The performances help the audience recognise abuse, its damaging impact, and how to tackle it. Learner Guides are closely connected to school and local authorities, and have child abuse reporting systems, procedures and mechanisms in place. They join forces with CAMFED district officers, teachers, traditional leaders, social workers and the police to protect child rights, and get to the bottom of abuse cases.

In return for their commitment, CAMFED supports young women to access interest-free loans — through our partnership with Kiva — so they can start or grow local businesses, recognising that they are paying ‘social interest’ as role models and peer educators. Learner Guides can achieve a vocational (BTEC) qualification, which serves as a stepping stone to formal teacher training, and as a differentiator for future employers. This in turn builds young women’s own confidence, status and respect in their community, transforming

prospects for young people in rural areas, and building better nations through compassionate, collaborative and participatory citizenship. Learner Guides have been at the front line of the COVID-19 activism and were lauded by governments as an essential service during the crisis. When schools started to close in the face of the global pandemic, our long-established reporting systems, structures and connections meant that CAMFED could support Learner Guides to quickly pivot their outreach to students at home, acutely aware of the additional threats to girls’ wellbeing as families lost their livelihoods and faced increasing food insecurity. Together we identified families in need, and worked with donor partners to pivot funding to supply the basics. We looked at new and innovative ways for Learner Guides to deliver the *My Better World* curriculum, and keep families engaged around the welfare of their children, while supporting girls to stay safe and hopeful.



4,020

Learner Guides were active in Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2020



379,074

students were reached by Learner Guides in **2,474** partner schools/communities in 2020



1,427

additional Learner Guides were trained in 2020, with **10,806** trained to date

“I want to thank the CAMFED Association members for helping me with the small WhatsApp study group. It is now easier for me to study.”



Addlight, Secondary Scholar, supported by Learner Guides Michelle and Chreanagy, Zimbabwe

Addlight was identified as vulnerable to school dropout by members of the CAMFED Association, Michelle and Chreanagy. They raised Addlight’s challenges with the Community Development Committee, who selected her to receive a holistic package of support from CAMFED. As trained Learner Guides, Michelle and Chreanagy are able to provide a vital link between school and home, and have been providing additional support for students like Addlight during the COVID-19 pandemic and associated school closures. Michelle says: “I’ve been building friendships with other girls where we share our life stories and we motivate each other to work hard for a brighter future.”



Buhle, Learner Guide, Zimbabwe

Buhle was one of the many Learner Guides who took speedy action during school closures, as well as reporting back to CAMFED's national offices on the challenges faced in her community: teachers who lacked funding for mobile phone data bundles to support study groups longer-term via WhatsApp, children who faced hunger, did not have the money for stationery or face masks, or had to miss sessions due to household chores. Of the hungry learners she says, "I included them in my Thursday 'Sista2sista' session so that they would have refreshments for the day."

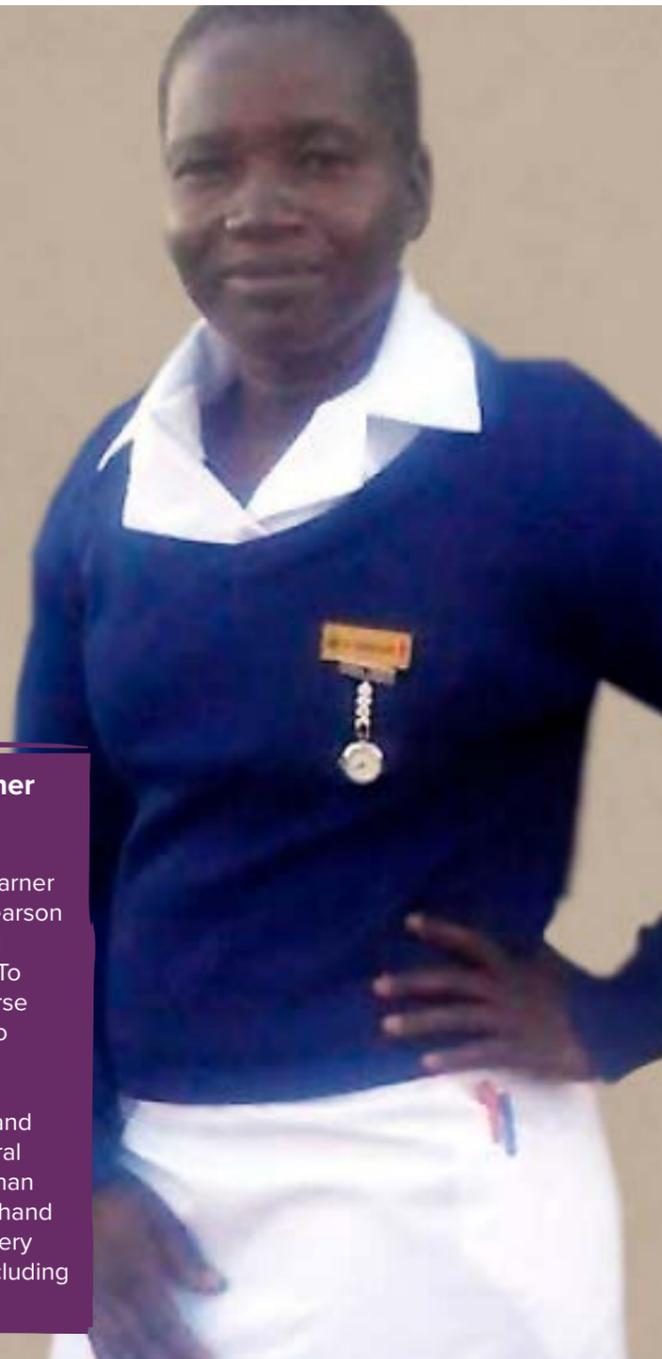
"We are targeting the most vulnerable learners in our community who cannot afford to pay for extra lessons"

"When the COVID-19 lockdown started, I consulted the Headman Mali to ask for assistance in mobilising learners for a study group in my community. He advised that I write a note and display it at the borehole (well) where most people meet. I also notified Pastor Moyo to announce (my study group) in a local church group. The turnout was impeccable, as parents came in numbers. Some parents wanted me to put a charge on the lessons, as they were seeing improvements in their children. However, I stressed that it was for free, as we are targeting the most vulnerable learners in our community who cannot afford to pay for extra lessons.

Members in my community were motivated by this act. One lady who had studied Animal Science but was still job hunting attended one of our classes and was inspired to form a study group for Grade 7 learners in her village, tutoring all subjects, including Maths and English. We shared ideas, for example using outdated calendars for charts since we did not have manila. We also formed a group for learners on WhatsApp, and mobilised teachers. Our groups included 23 qualified teachers and 118 learners, who were taught how to tackle exam questions, as well as various subjects, including Maths.

This has shown me how role modelling is important to our communities. We have a lot of people who are committed to building our communities with us, but if we become the candle, they follow the light and our communities are changed for the better. As CAMFED Association members, it is our mandate to be role models to our communities; young people need to learn from us, then they will have a lot to offer."

“I love the Learner Guide Program because I so much wanted to work with school children and help them to be focused on their school work so that they can better their future, and when I got the opportunity, I joined the programme happily.”



Otilia, CAMFED Association Learner Guide and Nurse Aid, Zimbabwe

Otilia took the opportunity to train as a Learner Guide in 2015. This led to her earning a Pearson SRF BTEC Level 3 Advanced Diploma, and pursuing her dream of becoming a nurse. To gain experience Otilia volunteers as a Nurse Aide at her local clinic, using her training to assist with tasks like dressing wounds and dispensing medicines. At the start of the pandemic she did not hesitate to step up and offer further support to members of her rural community. Otilia has encouraged more than 50 homeowners to install a “tippy tap” for hand washing. Through proceeds from her grocery business, she helps the less privileged, including by donating face masks and soap.

“My family’s respect for me has increased a lot. They now get some of their basic needs from the financial support I provide. My stepfather, when he saw my progress and the support I bring to the family, actually apologised to me and said if he had known my potential, he would have supported me more in my education. I was selected as the Chairperson of my family because of the success I have had.”



Doris, Learner Guide Core Trainer, Tanzania

Doris once lacked the support she needed to go to secondary school — her stepfather did not intend to spend the meagre family resources on his stepdaughter’s education. When CAMFED stepped in Doris was able to excel, especially in maths and science. She joined the CAMFED Association and trained as a Learner Guide. In this role Doris saw up-close the difficulties of vulnerable girls attending her life skills sessions. She helped many personally, including taking a girl into her own home and buying school entitlements. Doris now runs a successful condiments business. By offering delivery services, her enterprise has proved sustainable during the COVID-19 pandemic. She has progressed to training other young women as Learner Guides and entrepreneurs. Together, they are building a better nation.

INNOVATION IN A CRISIS: CAMFED'S *MY BETTER WORLD* CURRICULUM HITS THE AIRWAVES

As schools closed to prevent the spread of COVID-19, CAMFED explored with Learner Guides, government and implementation partners new ways to reach our clients, alongside many more children forced to stay at home, with our *My Better World* life skills sessions. We worked with local radio stations to secure regular slots for Learner Guides to deliver their sessions, partnering with government officials to address particular themes in greater detail, including health and child protection, as well as answering questions submitted by listeners. Learner Guide-led radio broadcasts reached nearly 500,000 people across Malawi, Tanzania, Ghana, Zimbabwe and Zambia.

- In Ghana, Learner Guides coordinated the continuation of *My Better World* sessions for out-of-school students via radio broadcasts and smartphones, reaching up to 15,000 girls and boys through dedicated WhatsApp groups. Learner Guides would post a topic and facilitate discussions, often in the evening when girls had more time. They also supported health officials by travelling with speaker systems to share important information about the virus with villagers without access to radios or electricity.
- In Malawi, Learner Guides joined education and information officers on radio panel discussions on how Coronavirus is affecting students. They addressed issues of hunger and pressure to enter into child marriage, and suggested concrete actions communities could take in response.
- In Tanzania, Learner Guides delivered *My Better World* sessions via five radio platforms, across our operational regions. They joined forces with government officials on phone-in programmes, addressing child protection and parenting during the crisis, as well as providing direct learning support for children without access to radios/online learning.
- In Zambia, local radio partnerships allowed Learner Guides to underscore the risks of early marriage, and the importance of supporting students to continue learning during the COVID-19 crisis. Young women also used radio interviews as an opportunity to share verified information about the virus, including the importance of following national hygiene guidelines. Learner Guides also led socially distanced group sessions.
- In Zimbabwe, *My Better World* sessions continued in small, socially distanced groups, using safe outdoor spaces or classrooms, and Learner Guides facilitated study sessions by relaying questions and answers between teachers and students using WhatsApp groups, and sharing explanatory videos via projectors.

MY BETTER WORLD TV AND RADIO SERIES REACHES UP TO 140 MILLION

CAMFED supported the development of a multimedia series, created by Impact(Ed) International, and based around the themes of our *My Better World* curriculum. Working with young people and educators in five African countries, Impact(Ed) produced 55 short episodes, combining animation with documentary footage, following the adventures of six African teenagers as they face scenarios and make decisions relating to their education, family relationships and friendships. Each episode highlights a 'power' addressed in the curriculum (e.g. resilience, creativity, empathy), as well as the power of peer support - something that lies at the heart of CAMFED's work to support girls and young women to overcome the obstacles they face. The documentary footage includes, among other young people, CAMFED Learner Guides, young women in the CAMFED Association, and girls supported through school by CAMFED, sharing their inspiring stories and future ambitions.

First launched on the leading free-to-air television network in Kenya in October 2019, the series quickly became the most-watched children's show during its first run, averaging 1.7 million viewers a week. Since then, demand for the series has rocketed, and Impact(Ed) has distributed the series on TV in Nigeria and Ghana (September 2020), Malawi (January 2021) and Zambia (March 2021).



In Kenya, it was broadcast every weekday during COVID-19-related school closures, as part of the government's distance-learning effort, and at the end of 2020 the Swahili version was launched on a second TV channel (KBC), endorsed by the Kenyan Institute for Curriculum Development. The series has now reached viewers in five countries on nine television networks and in three languages, to a broadcast reach of over 140 million.

A radio adaptation was developed in English, Hausa, Somali and Swahili to respond to distance learning challenges amid the COVID-19 crisis. By July 2020, it had been rolled out to community radio stations in northern Kenya, and Impact(Ed) International made the episodes freely available to support national educational radio programming in Ghana, Kenya and Nigeria, helping to keep out-of-school learners engaged. CAMFED worked closely with the Ministry of General Education in Zambia to adapt the series to air through the Education Broadcasting Service, as well as on local radio stations, expected to reach tens of thousands more children in 2021, and covering topics seldom addressed in media for youth, including menstrual hygiene and child marriage. The radio reach across all stations has been upwards of 76 million.



"On the radio we reminded students that they should stay safe at home and continue studying, knowing that they will go back to school, and it's important that they retain their knowledge. We also deliver our My Better World life skills sessions on the radio. I am happy to continue doing this, even though the schools have re-opened in Tanzania. We still need other young people — those not in CAMFED partner schools — to get this knowledge."

- Doris, Learner Guide, Tanzania

ADAPTING THE LEARNER GUIDE MODEL TO PRIMARY EDUCATION IN MALAWI

In Malawi, where primary school is made up of eight grades, CAMFED has adapted its *My Better World* life skills and wellbeing curriculum to target adolescent girls in upper primary school (Standards 5-8). Under the project “Empowering girls and women through education: a multidimensional approach,” supported by the UK Foreign, Commonwealth and Development Office (FCDO) under its bilateral education programme in Malawi, we are working to improve the attendance, retention and learning outcomes for girls across 675 schools in five districts, enabling them to successfully transition to secondary school.

The project provides continual material support for girls to progress through and complete upper primary school. It is supporting a cohort of trained Learner Guides, who are delivering regular life skills and wellbeing sessions, supporting girls socially, helping them to build their confidence, and offering learning support. In addition, CAMFED provides monitoring and evaluation, as well as ongoing capacity-building for school and district stakeholders, so they can effectively target support to the most vulnerable students and improve child protection.



UNLEASH NEW POTENTIAL: ENABLE EDUCATED YOUNG WOMEN TO LEAD CHANGE



“Sometimes you don’t have to tell people that you need to educate your girls. Sometimes you don’t have to tell people that you need to send your children to school. You just need to be there and show them the product of education. The moment that people start seeing what education can do, the more they believe that once you educate your child, you have equipped them for a lifetime. This results from the work that I and most young women in the CAMFED Association have been doing — people now believe in the power of education; people now believe in the ways we are operating.”

Esnath Divasoni, CAMFED Association member, Zimbabwe



THE CAMFED ASSOCIATION (CAMA)

A powerful movement of **177,899** young women leaders, and counting

CAMFED’s interventions continue to have a demonstrable impact on girls’ school enrolment, retention and attainment, as well as on the delay in the average age of marriage, and their increased control over resources. The results are visible in the young women who have joined the CAMFED Association, the network of women leaders educated with CAMFED support. It is Africa’s largest and fastest-growing network of young women leaders who are capitalising on their own education to support many more girls through school.

Many CAMFED Association members are the first in their communities to reach their level of education. As teachers, nurses, doctors, sustainable agriculture experts, social entrepreneurs, and philanthropists in their own right, they are invaluable role models in their communities, shifting gender norms by taking up leadership positions on the local, national and international stage, and working collaboratively with men and women, boys and girls to create a better world for everyone.

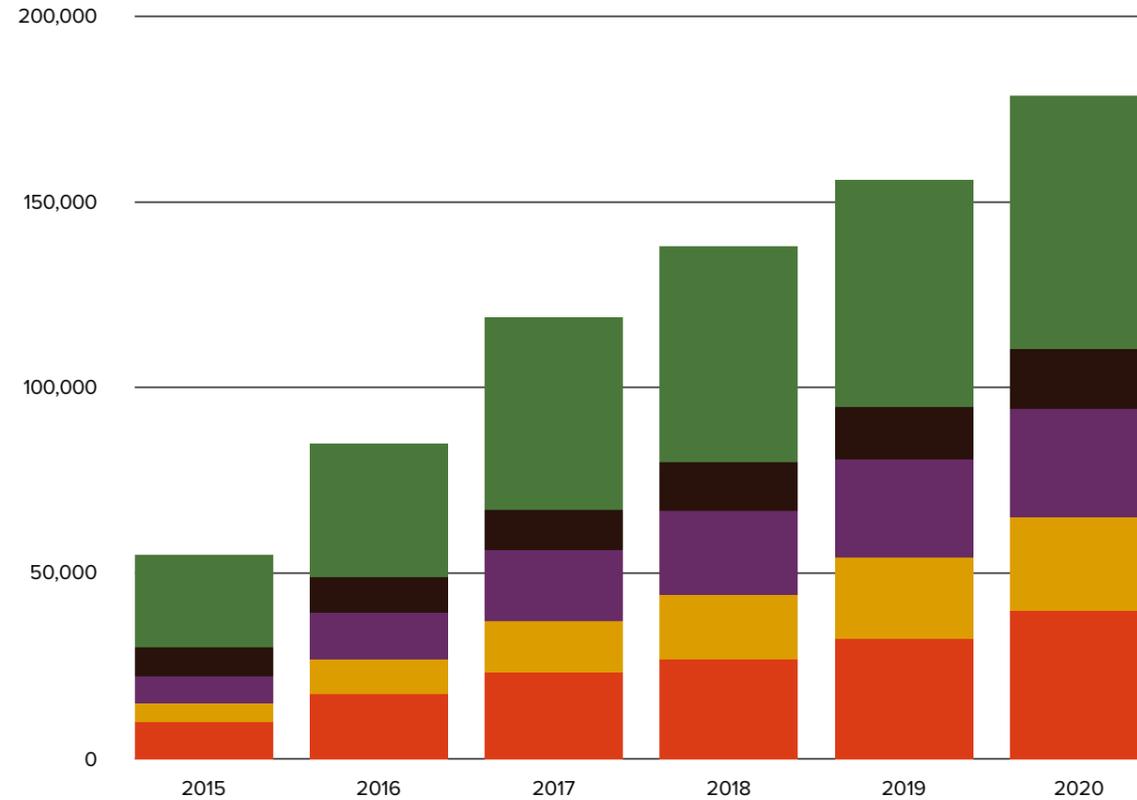
The CAMFED Association is a democratic network, with its own Constitution and representatives elected from district to national level, serving three-year terms. The most recent elections took place in late 2020 and early

2021, and in most countries were monitored in partnership with the national electoral commission. Representing more than a renewal of leadership, these elections are an important moment for young women to have their voices heard, and an essential part of a robust model of good governance. For those elected into leadership, this provides an opportunity to learn, develop, lead, and be an ambassador for the network. Each country’s CAMFED Association national chairperson joins the national CAMFED Board, bringing the collective expertise of the network to the decision-making table.

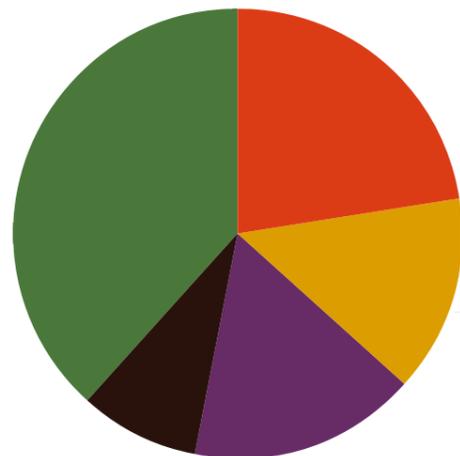
Having themselves experienced extreme hardship and exclusion, CAMFED Association members are perfectly placed to identify and collectively address the issues their communities face. Every day, most especially in a crisis, they are on the frontline, deploying their expertise and partnerships to galvanise community support around the most vulnerable.

Each member of the Association, on average, supports another three girls to go to school with her own resources. With a membership of nearly 178,000, and growing year-on-year as more girls complete secondary school and join, the power of this leadership network multiplies exponentially the initial investment in girls’ education.

CAMFED Association - Network Growth



CAMFED Association - Distribution by Country



Ghana: **40,072**
 Malawi: **25,199**
 Tanzania: **29,320**
 Zambia: **15,271**
 Zimbabwe: **68,037**

“My team and I are currently supporting 30 children in a village in Cape Coast in the Central Region of Ghana by supporting them with free learning clinics, stationery, as well as mentorship and programmes to cushion them to have a better future.”



Kate, CAMFED Association Social Entrepreneur, Ghana

Kate is studying for a degree in Public Relations at the Ghana Institute of Journalism and, alongside her studies, has already founded her own social enterprise. The Mobile Library Project aims to build young people's excitement and engagement around literacy. Her outreach benefits the most marginalised children, including those from under-resourced, rural communities, those not in mainstream schools, and those in hospital. Since starting in 2018, with the contribution of volunteers and supporters, the organisation has reached more than 600 children in 5 communities of Ghana's Central Region. In 2020, Kate won the award for 'Best Humanitarian' in the Child Education category at the Ghana Humanitarian Awards.

Judith, CAMFED Association member, Zimbabwe

"I know what it means to be scared, alone and vulnerable. So I have never stopped fighting for justice for girls and women facing gender based violence. I used to be unable to control my emotions, especially when I discovered instances of abuse. My training as a CAMFED Learner Guide (supporting vulnerable children to learn and thrive in school) and a CAMFED Transition Guide (supporting young women into independence and leadership) has helped me to channel my passion into collective activism for children.

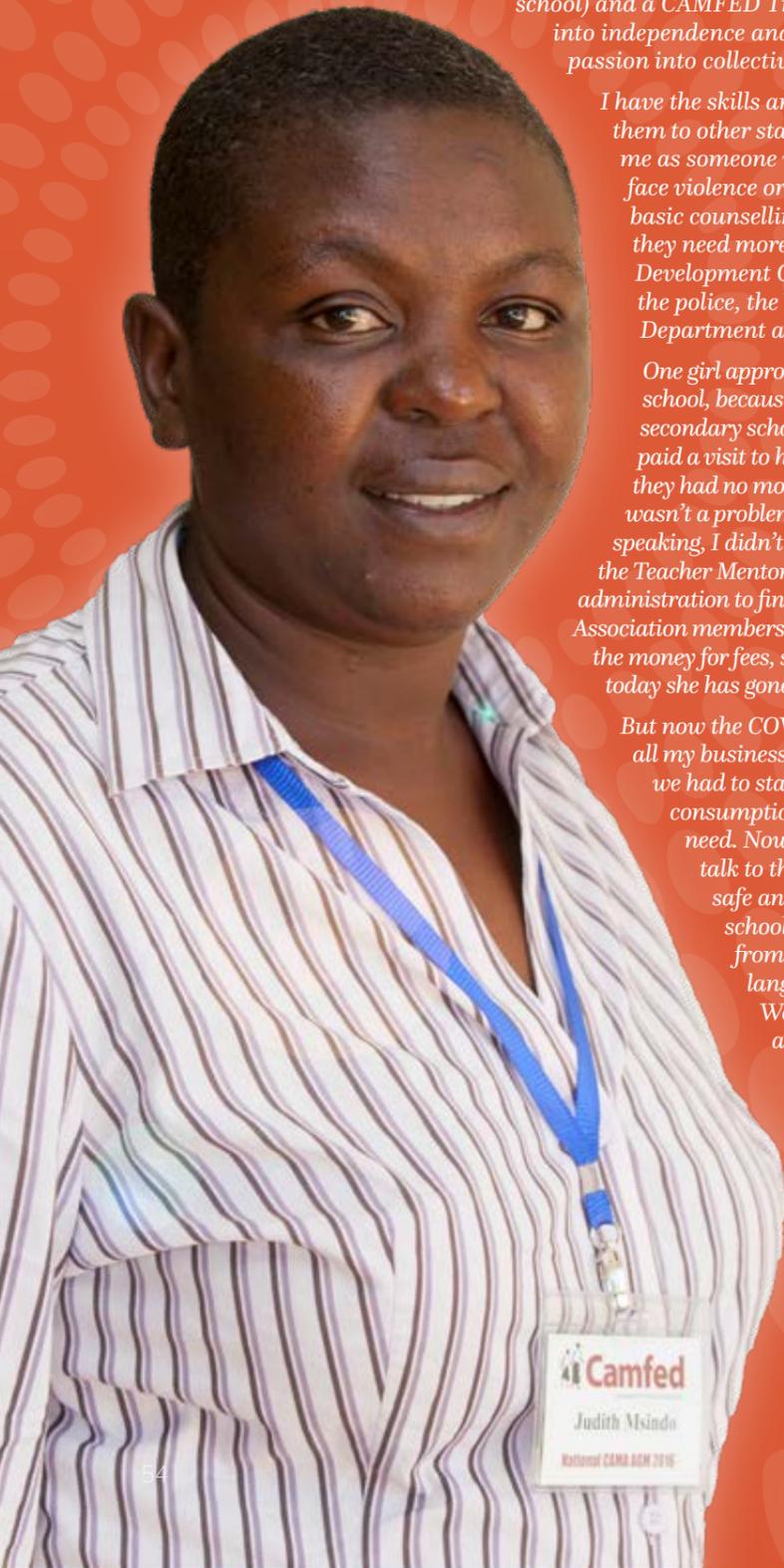
I have the skills and networks to help many learners by referring them to other stakeholders. People in my community regard me as someone who can give constructive advice when they face violence or abuse. When they reach me, if the issue needs basic counselling, I give them advice directly; but when they need more support, I refer them to the Community Development Committee and other stakeholders, including the police, the Victim Friendly Unit, the Social Welfare Department and the Ministry of Health.

One girl approached me when she dropped out after primary school, because she had no family support to continue to secondary school. This flashed back my own experience, so I paid a visit to her family and negotiated with them. They said they had no money for school fees and uniforms. I told them this wasn't a problem, and that I would provide everything. Truly speaking, I didn't have any money at that time, so I approached the Teacher Mentor, who then negotiated with the school administration to find her a place. I liaised with other CAMFED Association members and Mother Support Groups. Together we raised the money for fees, stationery and uniforms. The girl enrolled and today she has gone on to study electrical engineering.

But now the COVID-19 pandemic has hit. I was forced to close all my businesses during the first three weeks of the crisis; we had to start using the food in the shop for our own consumption, and also to help children who are in dire need. Now our job as CAMFED Association members is to talk to the children and their families, to keep children safe and learning, and ensure that they return when schools reopen. We are handing out printed materials from the Ministry of Health, written in local languages, to provide accurate health information. We are providing face masks from the Ministry, and ones that are hand-sewn by CAMFED Association members. We provide packs of learning materials to students, keeping them occupied, hoping that when the schools reopen they won't be left behind.

We are clearing myths, as some of the children were hopeless, thinking that the disease is killing almost everyone. If we let them think that, especially the girls, they can fall prey to abuse, believing they need to have children before it is too late. That is so painful to hear. We all have a role to play to ensure that girls don't lose their future."

(June 2020)



THE TRANSITION PROGRAMME: SUPPORTING WOMEN INTO INDEPENDENCE AND LEADERSHIP

In spite of the disruption caused by the pandemic, CAMFED has continued to expand its Transition Programme, addressing the vulnerability of young women in the critical transition period after school, when poverty, gender and context continue to conspire against women seeking to become financially secure and independent.

The systemic issues of poverty and gender inequality that can keep girls from accessing school, or learning when they get there, continue to create significant financial and social barriers after they graduate. The young women we support typically graduate into low income communities which depend on subsistence agriculture and are characterised by a lack of quality employment - a precarious situation exacerbated by the COVID-19 pandemic. Young women in this context lack the capital, connections, and assets to create their own employment through entrepreneurship. There are few local women leaders to act as role models and mentors to help younger generations to define and pursue aspirations of economic independence and leadership. This means that urban migration or early marriage – both of which leave women extremely vulnerable to abuse and exploitation – are often their only perceived options.

CAMFED's post-school Transition Programme therefore offers the vital support to enable young women to capitalise on their education, and live safe and fulfilling lives. The programme brings the concept of the young woman 'Guide' out of the classroom into the community. It was first introduced in Zimbabwe and Tanzania in 2016, then expanded to Ghana, Malawi, and Zambia in

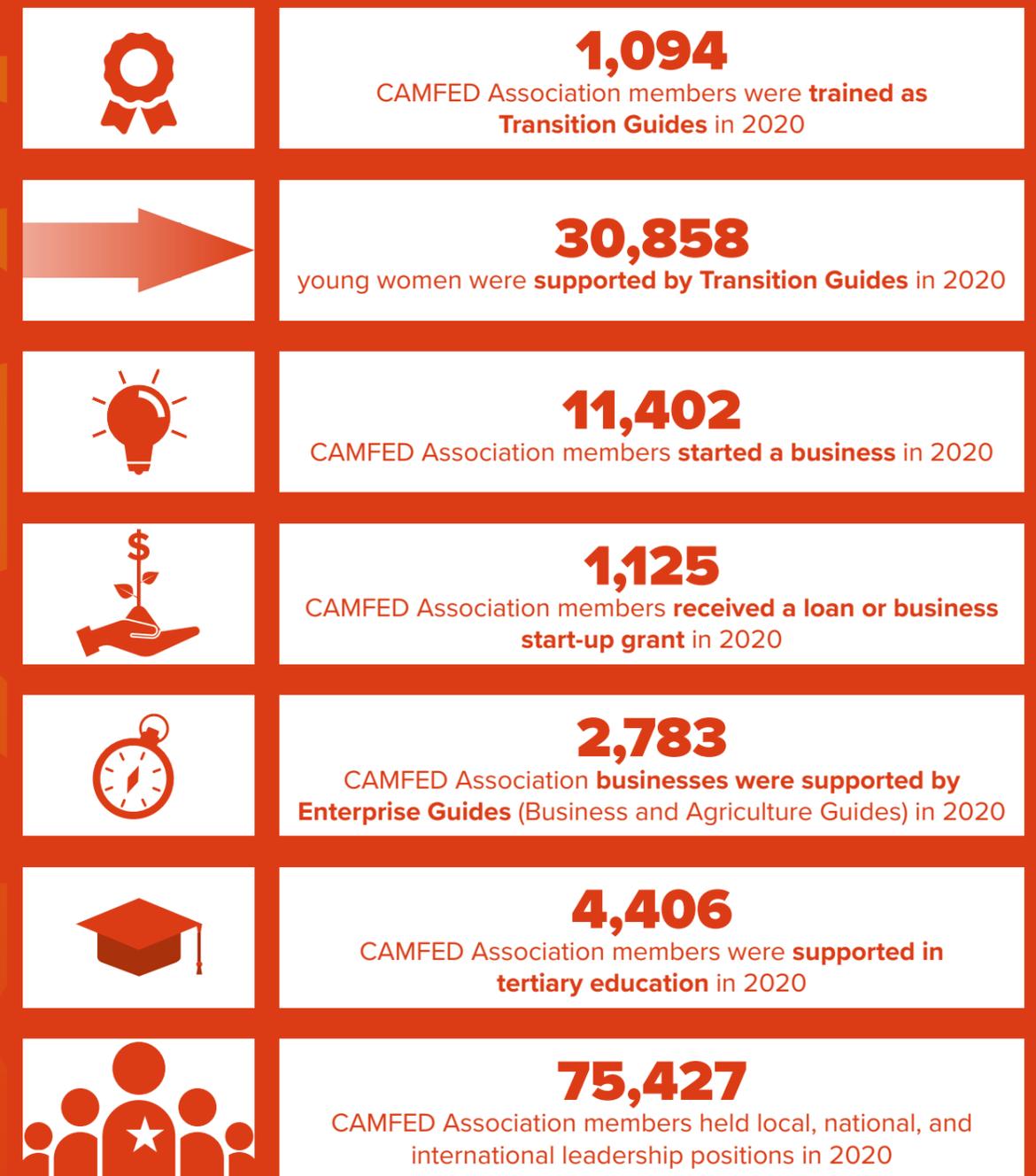
2018. CAMFED has continued to invest in refining and developing this programme with young women in the CAMFED Association, who possess the expertise, insights and connections in areas such as climate-smart agriculture, business, and health.

As Core Trainers, these experts train other CAMFED Association members as 'Transition Guides,' or peer educators. Transition Guides support girls over a six to 12-month period as they approach the end of lower secondary school, helping them transition safely to higher secondary education, vocational training, tertiary education, entrepreneurship, or employment. They deliver sessions in small groups, connecting young women to their peers, while helping each other to improve their health and wellbeing, and make important life decisions. The Transition course is designed around practical learning, including financial literacy, introductory business skills, as well as sexual and reproductive health knowledge, women's rights, and leadership skills.

Young women on the Transition Programme join together to set up group businesses, for example, with 'practice grants' designed to help them gain the experience they need, and to learn what works, as they run small enterprises together. Those young women who choose to pursue enterprise can gain access to seed financing grants and further in-depth support from experts in the CAMFED Association – Business Guides or climate-smart Agriculture Guides, for example.

To date, Transition Guides have reached nearly 128,000 young women school leavers. We are working to offer the Transition Programme to all girls completing school with CAMFED's support, and have launched and expanded a number of partnerships that provide additional investment in young women's safe transition to secure livelihood. Like Learner Guides, Transition Guides can earn a vocational (BTEC) qualification to recognise their work, which in turn improves their own employment and higher education prospects.

ENABLING EDUCATED WOMEN TO LEAD CHANGE IN 2020:



“Education is so important. Through education, we interact with people of different cultures and learn a lot together.”



Mwandida, Transition Guide, Malawi

Mwandida grew up in Mulanje district in a large family which struggled to pay all her school-going costs. Despite financial pressure to get married, Mwandida continued to pursue her education and was identified for CAMFED support in 2012. After graduating from secondary school, she wanted to help other school leavers bridge the gap between school and secure employment, so trained as a CAMFED Transition Guide. Mwandida is passionate about issues such as early marriage and poverty, having faced the same challenges. She provides mentorship and business skills training to help young women overcome barriers to employment. Today Mwandida is a qualified teacher, and in the future aims to launch her own farm produce business to help support her family.

“Being a Transition Guide has boosted my confidence in working with communities, and I have also carried the qualities and skills I gained into tertiary education. I am unstoppable.”



Christine, Transition Guide, Zimbabwe

Christine joined the Transition skills training programme in 2017 and soon after became a Transition Guide, delivering life skills, business training, sexual and reproductive health, and counselling to recent school graduates in Rushinga district. Christine enjoys supporting other young women from similar marginalised backgrounds, and has developed her communication skills. The sessions she ran were so impactful, that the Head Teacher asked her to provide counselling to other girls at the school, so even more children could benefit. Her positive experience as a Transition Guide led her to apply for a teacher training course at Zintech College, where her application was successful. Now Christine is a confident leader, enjoying taking up responsibilities at college whilst she qualifies.

“I am working in my community to ensure that no child will get into early marriage, and I will continue until I see progress.”



Emelicious, Transition Guide, Zambia

Emelicious is a Transition Guide and CAMFED Association Chairperson for Chiengwe district, Zambia. During disruptions due to the COVID-19 pandemic, Emelicious kept in contact with her students by running regular study sessions in small groups. She organised revision sessions over the phone, and provided her learners with mobile sim cards so that they could stay connected and keep learning. Emelicious also stepped up to provide COVID-19 information to her community, alongside fellow CAMFED Association members, on a local radio station. As a Transition Guide, Emelicious advises girls on issues such as risks of early marriage, and helps them apply for further education and training to open up new opportunities and build a secure future for themselves.

VOCATIONAL QUALIFICATIONS FOR CAMFED ‘GUIDES’: A STEPPING STONE TO FURTHER EDUCATION AND EMPLOYMENT

In partnership with leading education company Pearson, CAMFED developed a bespoke vocational qualification, a Pearson SRF BTEC Level 3 Advanced Diploma, to assess and recognise the skills developed by young women who have trained as CAMFED Guides to support vulnerable children and young people.

Since the launch of the revised qualification in 2019, all CAMFED Guides — including Learner Guides, Transition Guides, Agriculture Guides and Business Guides — are now able to undertake this

qualification. Those achieving the BTEC are using the qualification as a stepping stone to tertiary level education. In addition, the qualification certifies the work-based competencies of Guides, boosting their employability and equipping them with transferable skills. In 2020, nearly 1,000 young women across Malawi, Tanzania, Zambia, and Zimbabwe enrolled in the BTEC programme, testifying to the enduring value of the BTEC to young women, even in this challenging year.

2020 saw the roll-out of the revised BTEC to Malawi and the first candidates enrol on the revised qualification in both Malawi and Zambia. CAMFED stakeholders, including district-level government officials and school-based Teacher Mentors, received training in the assessment and verification of the learning outcomes underpinning the BTEC curriculum, a key part of quality assurance. Young women then registered and received orientation in the aims and requirements of the programme. Assessment has taken place at district level, through observational, verbal, and written assessments, which demonstrate the Guides’ skills in community engagement, ICT, helping others to learn, health and life skills, professional behaviours and understanding of the CAMFED programme. The first certificates in Malawi and Zambia will be awarded in 2021, as well as to the latest cohorts of candidates in Tanzania and Zimbabwe.



329
CAMFED Association Guides earned a **Pearson SRF BTEC Level 3 Advanced Diploma** (vocational qualification) in 2020, bringing the cumulative total to **3,596**

BUSINESS AND ENTERPRISE SUPPORT

As part of its Transition Programme, CAMFED supports young women graduates interested in pursuing or growing their entrepreneurship with financial literacy and business training, grants, mentoring and support through the CAMFED Association. Young women experienced in business, and in navigating the challenges and barriers imposed by gender and economic disadvantage in their communities, are trained as Business Guides, delivering a structured programme of support to their peers. CAMFED also establishes linkages to business development services through our partnerships with local government, traditional authorities, private industry and financial service providers. These partners, in turn, can provide

additional technical support, advice, and new opportunities for women to start and grow businesses. This multifaceted support is vital in a context where women are often expected to provide unpaid agricultural labour. Through surveys, research, and learning opportunities — including peer dialogues, which moved online in 2020, allowing many more young women to participate via mobile phones — we listen and learn from CAMFED Association members running businesses, so that we can collectively support women to overcome the hurdles they face.

The pandemic has further laid bare the need to respond flexibly to women's needs — to address issues relating to loan repayments which can arise through health, economic, or climate crises; and to fortify young women's livelihoods to withstand the longer term impacts of a crisis. This includes support to diversify businesses to meet local demand for goods and services, including basic sanitation supplies, and to pivot businesses to the agricultural sector and food production to tackle looming food insecurity.

Enelesi, Tertiary Graduate, Malaw

“Through CAMFED’s investment I got a chance to go to Malawi University of Science and Technology (MUST) where I studied for a Bachelor of Science in Earth Sciences. I graduated last year with a distinction and currently I am working as an Associate Lecturer at the same university. I am multiplying the benefits of my education by mentoring three CAMFED Association members here at MUST, and one at Chancellor College, providing pastoral and academic advice, so that they can pass with flying colours as I did. I also provide airtime to two CAMFED Association members here at MUST so that they can easily access online studies during the COVID-19 pandemic. I do role modelling sessions at national, regional as well as community level, to provide insights from the engineering and science-related programmes offered at universities in Malawi, so that more young girls aspire to these programmes.”



MEET SOME OF OUR CAMFED ASSOCIATION BEEKEEPERS

“I have been famous since I started doing this business as many people know me now because of the business, and I earn some money for my own needs.” - Zubeda

“My advice is that girls should not be afraid to learn new skills or start a new business because it will help them become self-employed and employ others. Starting a new business or gaining new skills helps you gain experience and knowledge in business and life generally and will help you to become financially independent.” - Naima

“I always encourage CAMFED Association members to have confidence in their business and ask for support if they feel discouraged. I encourage them to take charge of their lives through their businesses. I always attend Association meetings and contribute to CAMFED Association monthly funding. I also have my friend whom I always share ideas with and do business together.” - Halima

Naima, Zubeda and Halima are members of the CAMFED Association in Kibiti district, Tanzania. Through CAMFED’s partnership with the Small Industries Development Organization (SIDO) and investment by the UK Foreign and Development Office (FCDO) through the Girls’ Education Challenge, these women received training in beekeeping, and honey processing and packaging, producing a high quality product and meeting local demand for honey. Further training in bookkeeping and marketing is enabling them to sell effectively, increase profits, and reach an even wider market. Now, with profits from their businesses, Naima, Zubeda and Halima are investing back into their community, passing on knowledge, and encouraging other young women to strike out in business.

THE CAMFED ASSOCIATION REVOLVING LOAN FUND

In 2020, we launched a CAMFED Association Revolving Fund facility to support Association members in Zambia and Malawi who require working capital for enterprises that they have set up, and which are in the growth phase. It provides working capital of between £1,000 and £5,000 to individuals or groups, interest free.

80% of the amount borrowed is repayable to the Revolving Fund Facility, while 20% is payable to the CAMFED Association philanthropy fund, which enables members to coordinate and scale their existing philanthropic support to keep vulnerable children in education, as well as providing a mechanism for other partners to come directly behind them in their work. Revolving Fund Facility recipients commit to donating a further 20% of the total loan value to the philanthropy fund from business profits after the working capital has been repaid, together with other 'social interest' activities.

One of the first recipients of the fund, Chilombo in Zambia, used her loan to set up another mobile banking stand in her community. She is now an agent for three banks, as well as rearing poultry for sale and hiring out two pool tables. As a Core Trainer of Learner Guides, Transition Guides, and an Early Childhood Education specialist, Chilombo is quick to recognise challenges for children in her community, and uses her business profits to help them purchase school essentials like books, shoes, and sanitary pads. The loan is helping to grow her community impact in other ways too. Chilombo says: *"I have a lot of customers who know me, including my fellow CAMFED Association sisters, and I can support them to deposit or withdraw money even if it is not a working day. I have expanded my businesses and now have eight employees, five women and three men."*



STRATEGIC PARTNERSHIPS CREATING EMPLOYMENT AND OPPORTUNITY

CAMFED's strategic partnership with the Mastercard Foundation in Ghana and Malawi aims to support girls to complete their secondary education, and make a successful transition to higher education, enterprise, or employment. The Mastercard Foundation Scholars Program at CAMFED supports girls' learning and personal development in school, and builds their confidence and skills to tackle life after school, while nurturing their potential for transformative leadership and community give-back. When the pandemic forced school closures across both countries, we worked together to pivot support to Scholars under the programme.

CAMFED's community infrastructure — including young women leaders, Teacher Mentors and other stakeholders — stepped into action to support young people while out of school, providing encouragement, health information and learning opportunities. Mastercard Foundation Scholars at secondary level in Malawi were provided with printed learning materials, essentials and mentoring whilst schools were closed due to the pandemic. 105 Teacher Mentors were supported to lead a monitoring exercise, and 210 mobile phones were distributed to help stakeholders download learning materials and contact Scholars. In Ghana, 320 young women paraeducators were recruited and trained to deliver the *My Better World* curriculum to students from 83 secondary schools — working remotely via radio sessions and WhatsApp when restrictions were in place — among other interventions.

Holistic Support for Starting and Scaling up Promising Enterprises in Ghana

In 2020, one innovation for the partnership was the formation of District Business Committees in 36 districts across Ghana, with members including local stakeholders from CAMFED and the National Board for Small Scale Industries. By the end of the year, the committees had selected 2,000 young women for tailored support under a business start-up scheme, and a further 1,080

young women who were already running viable businesses received mentoring, bespoke training, equipment and were linked to markets to help them scale up their enterprises.

Business Training and Mentoring in the Face of COVID-19: eLearning

An ambitious project to develop interactive eLearning content for young people's work-readiness skills, transitions to employment and business development also kicked off in Ghana in 2020, in partnership with the Mastercard Foundation as part of its COVID-19 Recovery and Resilience Program. It saw the purchase of assets including mobile tablets, routers with data bundles, and smart television sets for use at regional centres. The devices are being updated with content that was created and tested by members of the CAMFED Association themselves, and includes short business masterclasses, as well as inspirational video interviews with young women who are overcoming challenges and succeeding in their chosen pathways.

New Pathways through Technical and Vocational Education and Training

With other partners including the Commission for Technical, Vocational Education and Training, CAMFED and the Mastercard Foundation strengthened efforts to support young women to enter non-traditional employment areas. They are being linked to Technical and Vocational Education and Training opportunities in areas such as consumer electronics, welding and fabrication and block-moulding. The formation of new partnerships in 2020, including one with the Ghana Atomic Energy Commission, will ensure more young women go on to secure dignified and fulfilling work.

THE MULTIPLIER EFFECT: YOUNG WOMEN'S PHILANTHROPY THROUGH THE CAMFED ASSOCIATION

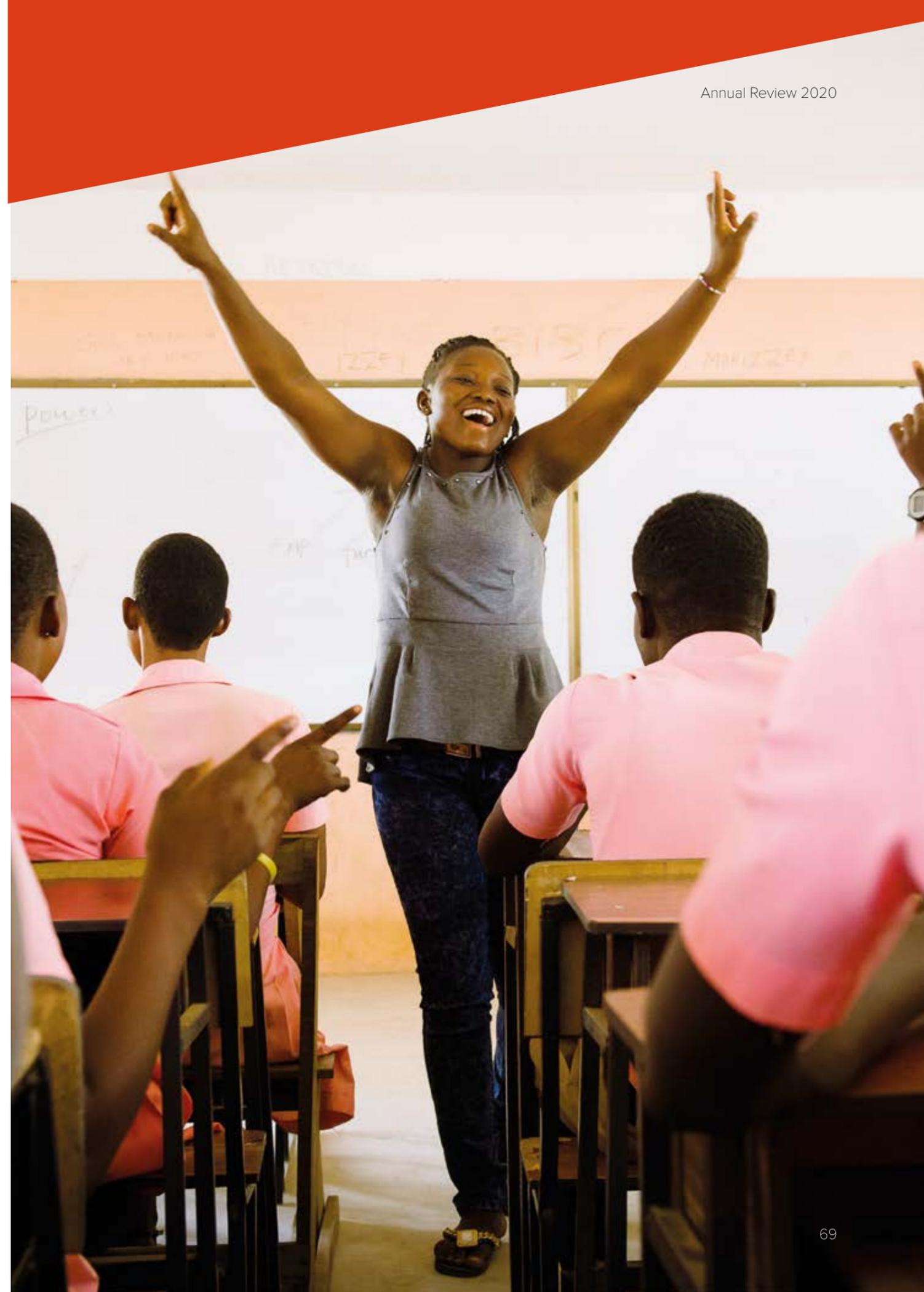
In the light of the grave threat to girls' education presented by the pandemic, 2020 brought out the sheer determination among our young women leaders in the CAMFED Association, who will stop at nothing to keep children safe from abuse, and ensure that no child is excluded from school due to poverty. In spite of the challenges posed to their own livelihoods by the pandemic, we celebrated young women's philanthropic leadership in 2020, as they established and grew social enterprises and projects to financially support the most vulnerable in their communities, several gaining national recognition for their philanthropy. Young women once themselves supported to go to school are multiplying the returns of the original investment in their education, each, on average, supporting another three girls to go to school with her own resources.

In 2020 we continued to support CAMFED Association members to structure and pool their philanthropy. Funds from donor partners investing directly in youth leadership are matching local philanthropy, allowing CAMFED Association members to coordinate their collective activism, identifying and supporting those children in greatest need, a need exacerbated by the pandemic.

The children supported through the funds of graduates in the CAMFED Association are often 'invisible' to local authorities because of their status - they may be heading up households because their parents have passed away; they may be unable to afford to live close enough to the schools they attend; or they may be the victims of abuse, including child marriage. CAMFED Association members combine their local knowledge with lived experience, reaching out to those girls and boys who have fallen through other safety nets. Local philanthropy funds are active in all countries of operation. The Association's spirit of 'paying it forward' did not waver during the pandemic, with young women stepping up to donate essentials, including food, face masks, soap and Veronica buckets (buckets with a fixed tap for handwashing), to vulnerable children and their families.



"It is in my blood to support and serve my community through all means I can and in all circumstances."
- Eliza Chikoti, CAMFED Association member, Malawi



CHILDREN SUPPORTED THROUGH CAMFED ASSOCIATION PHILANTHROPY IN 2020:

CHILDREN SUPPORTED BY CAMFED COMMUNITY CHAMPIONS IN 2020:

488,850
students
were supported to go to
primary school by
CAMFED Association members
(282,277 girls / 206,573 boys)

409,576
students
were supported to go to
secondary school by
CAMFED Association members
(240,090 girls / 169,486 boys)

120,593
students
were supported to go to
primary school by
CAMFED Champions
(75,288 girls / 45,305 boys)

253,005
students
were supported to go to
secondary school by
CAMFED Champions
(142,984 girls / 110,021 boys)



A FEW EXAMPLES OF CAMFED ASSOCIATION PHILANTHROPY

DURING 2020:

CAMFED Association members in **Ghana** made headlines after raising GHC 10,000, which they donated to the Korle-Bu Teaching Hospital's Oncology Department. Their action was mobilised by Association member Bervelyn, who works as a broadcast journalist and had filed a television report on childhood cancers and the high cost of chemotherapy.

CAMFED Association members across our countries of operation donated soap and introduced innovations at hand washing points. Clarah, the National Chair of the CAMFED Association in **Zimbabwe**, helped her community members in Chikomba West to come up with a handwashing mechanism which enables people not to touch the water vessel, as a way to curb the spread of the coronavirus.

Through the CAMFED Association's philanthropy fund in **Ghana**, 428 girls and 313 boys received school-going items in 32 schools in the Sissala East, Wa West and Lambussie districts in the Upper West Region, for example. The students were supported with exercise and notebooks, pens and mathematical sets to help them stay in school.

As soon as the pandemic struck, the CAMFED Association National Committee in **Zimbabwe** agreed to allocate all the money in its philanthropy fund to purchase food and sanitary supplies for children in need. They made information posters about COVID-19, printed revision guides and past exam papers and distributed them to over 4,000 children. They also joined up with the Ministry of Education in mask-making initiatives, passing on sewing skills from cluster to cluster. Young women donated liquid soap for use at their community borehole (well), so that everyone fetching water could wash their hands before handling the water source. They joined forces with traditional leaders to educate community members about the virus.

In **Tanzania**, young women in soap-making and tailoring businesses became an important asset to rural communities, as they increased production of soaps for handwashing, and started sewing face masks. In Kibiti, Tanzania, young women tailors organised themselves to produce hundreds of face masks to donate to vulnerable community members. They also printed and distributed revision materials to vulnerable students.

In Lusaka, **Zambia**, CAMFED Association members delivered food hampers to an orphanage facing significant shortages due to the coronavirus crisis.

In Kasama, Zambia, CAMFED Association learned to sew face masks, and sourced the ingredients to make and donate hand sanitiser.

In Chikwawa, **Malawi**, CAMFED Association District Chairperson Zepha led on the distribution of face masks to traditional leaders (village heads). Together with other members she provided details on virus prevention measures to the village authorities, who shared the information within their communities.

The CAMFED Association Cluster in Chikole, **Malawi**, clubbed together to provide soap, buckets, and face masks to community members who could not afford to buy them, while raising COVID-19 awareness in their communities, including through social media to fellow youths, and volunteering in local health centres.



“Support from the CAMFED Association encouraged me, because I know there are people who can assist me. I am motivated to stay in school and want to help others when I finish.”

Chifunino, Primary Student, Malawi

Chifunino comes from a large family in Nsanje district, Malawi. Her father works hard, farming maize, but struggles to provide for them all. In Malawi, over half the population live on less than \$1.90 per day, with poverty particularly acute in rural areas. The family was affected by Cyclone Idai which hit Malawi in 2019, when the roof was torn off the family home. With few resources available, Chifunino was forced to borrow books and pens from friends, until the CAMFED Association stepped in to support her. Members provided her with pens, exercise books and other necessities, as well as encouragement and mentoring. Now Chifunino is excited for the future and aims to become a teacher.



“For me, completing school was everything, because that meant that I was a step closer to what I really wanted to be: a leader, serving my community... If you are discouraged or need help, you know that a CAMFED Association member is close by and can help you. I feel there is something binding us — in a family it’s blood, but for CAMFED Association members there is something greater.”



Cindy, CAMFED Association Entrepreneur, Ghana

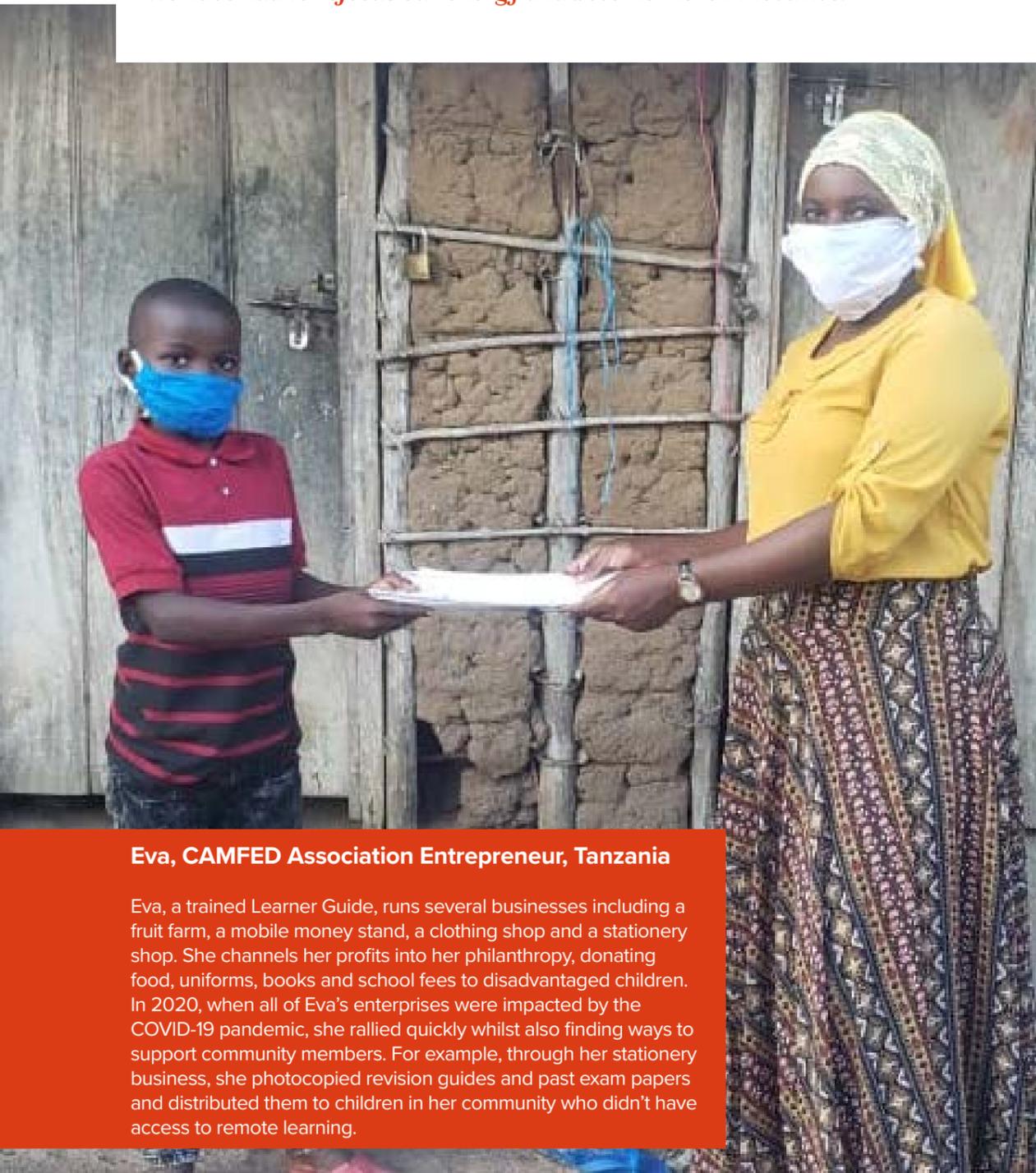
Following her successful application to the Mastercard Foundation Scholars Entrepreneurship Fund (as part of CAMFED’s Transition Programme) Cindy founded an agribusiness, which she runs while studying for her degree in Medicine. Her first harvest in 2020 was a milestone in her work to ensure fresh vegetables are readily available to her community, and to promote healthy eating. With her profits, Cindy is working to help disadvantaged children access school textbooks and fund surgery and treatments for patients in need.



Lisa, Secondary Student, Zimbabwe

“I got support from CAMA (CAMFED Association) members in the form of stationery, uniforms and sanitary pads. I am grateful for the support. Education is my stepping stone, and the master key to my door of a better future. With education, I’m empowered to face all life situations without fear or panic. I’m able to stand for my rights and make strong and sound decisions for my future. Being an educated girl in the community, I bring a change and give positive drive towards the development of girls in the community and the nation.”

“We see reduced customers in our business and with school closing, we also have less physical contact as CAMA (CAMFED Association members) and with students. We have had to refocus our energy and become more innovative.”



Eva, CAMFED Association Entrepreneur, Tanzania

Eva, a trained Learner Guide, runs several businesses including a fruit farm, a mobile money stand, a clothing shop and a stationery shop. She channels her profits into her philanthropy, donating food, uniforms, books and school fees to disadvantaged children. In 2020, when all of Eva’s enterprises were impacted by the COVID-19 pandemic, she rallied quickly whilst also finding ways to support community members. For example, through her stationery business, she photocopied revision guides and past exam papers and distributed them to children in her community who didn’t have access to remote learning.



Three CAMFED Association Members Recognised with Humanitarian Awards in Ghana

In October 2020, Kate Wodenya Amenyikor, Jennifer De-Graft Ninson and Angelina Anita Ama Annobi, all Mastercard Foundation Scholars at CAMFED Ghana, were recognised for their activism in promoting quality, equitable education at the Humanitarian Awards Ghana. At the awards ceremony, Kate accepted the award for Best Humanitarian in the Child Education category while Jennifer and Angelina won certificates of recognition in the SDG 4 Advocate of the Year and Child Education categories respectively.

GIRLS' EDUCATION AND CLIMATE ACTION: THE FUTURE OF SUSTAINABLE GROWTH

Investing in girls' education is one of the most powerful ways to tackle the climate emergency. It leads to improved adaptation and resilience in the world's poorest communities and unlocks educated women's leadership for reduced carbon emissions. There are two main "levers" by which girls' education positively impacts climate change: resilience and mitigation. Adaptation and resilience is the first consideration in parts of the world in extreme poverty, such as areas of sub-Saharan Africa, where the effects of climate change are being felt the most by communities least responsible for emissions.¹⁰

Quality education and support to transition to climate-smart livelihoods equips girls with the skills and resources they need to sustain themselves and their families in the face of climate change. These skills enable women to adapt to the changing context, to build climate-smart livelihoods, to sustainably intensify smallholder farming and to respond to climate shocks. Developing nations with higher levels of female education suffer less loss of life, injury and displacement due to weather disasters.¹¹ Focusing on girls and women also increases the impact of

initiatives for climate resilience as women are major producers of food and re-invest the majority of their incomes to support their families and communities.

Women's leadership is associated with positive environmental action and reduced carbon emissions. By educating girls we are investing in effective, diverse leadership to shape climate change problem identification and policy solutions.¹² Educated women are better equipped to champion climate-smart technologies at community level; engage in national and international leadership for sustainable futures, and make personal choices that reduce carbon emissions.¹³

Without urgent action, climate change threatens to reverse decades of progress for girls' education. The effects of climate change are already being felt in poor communities worldwide, manifesting as more extreme and unpredictable weather such as floods, droughts, and cyclones. As well as tragic loss of life, this reduces smallholder yields and causes increased poverty and food insecurity; further aggravated by the interrupted food supply chain due to COVID-19 restrictions. This in turn is exacerbating entrenched gender inequalities as girls are the first to be withdrawn from school in a context of crisis, with early marriage and gender-based violence increasing as a result. There is thus an urgent need for solutions that tackle climate change in tandem with promoting girls' education.

CAMFED is building climate change resilience and mitigation by supporting girls to go to school, learn and succeed; equipping girls to transition from school to climate-smart livelihoods; and unlocking women's leadership for more resilient communities through the CAMFED Association.



"I plan to train farmers to adopt sustainable agriculture practices and improve resilience to climate change. I hope to get involved with the work of my colleagues in the CAMFED Association and our community partners at the climate-smart demonstration farm in Chinsali. I would like to be able to demonstrate aquaponics there, and train others to improve sustainable food production for their own communities through this system. My dream is that this low-cost innovation will bring sustainable food systems to villages as well as cities in Zambia, even places with little space or soil."

Dorcas, CAMFED Association member, Zambia, currently completing her degree focusing on sustainable agriculture at EARTH University.

THE AGRICULTURE GUIDE PROGRAMME

CAMFED's Agriculture Guide Programme is an example of educated women's leadership for climate resilience and mitigation. Led by young women who have completed school with CAMFED support, Agriculture Guides draw upon foundational and cognitive skills achieved through their secondary education; skills for creativity, problem-solving and leadership cultivated through CAMFED's school-based Learner Guide Programme; and "green economy" technical expertise. They train smallholders in sustainable farming techniques to adapt to climate change and improve yields. They work with schools, government and community groups to provide nourishing school meals, protect trees and biodiversity, construct cleaner cook stoves, and reduce waste. Outcomes from CAMFED's pilot, reaching 8,500+ people, included:



"I am proud to be an Agriculture Guide. This will help me to improve the food security in my family, in my community, and in the schools surrounding."

Elizabeth, CAMFED Association member and newly-trained Agriculture Guide, Zimbabwe

Higher farming yields and incomes:

Participants have overcome the effects of climate change and the 25% resource and productivity gap that female farmers face compared to male farmers to achieve significant yield improvements, up to 3X baseline. At scale, higher yields from the same farmland can avoid further land clearances and deforestation, supporting carbon sequestration.

More girls in school:

On average, each CAMFED Association member supports 3 more girls to go to school from her own resources.

Better nutrition:

Young women operating as Agriculture Guides are supporting school feeding projects to improve children's nutrition.

New paid jobs:

Each Agriculture Guide created an average of 4 paid jobs in agriculture. This is vital in a context where climate resilience is intrinsically linked to productive livelihoods.

Community land in women's hands:

Senior Chief Nkula of Chinsali, Zambia was so impressed by CAMFED Association leadership for climate-smart agriculture that he awarded 304 hectares of land for a climate-smart demonstration farm. More traditional leaders have been inspired to follow suit; providing security of land access to the women who so often lack this asset.

Women's leadership in response to climate disasters:

When Cyclone Idai hit southern Africa, women leaders of the CAMFED Association mobilised emergency relief to help those affected.

Community uptake of innovative and Indigenous technologies to reduce carbon emissions; such as cleaner cook stoves constructed from local resources.

Partnerships for replication and scale:

We work collaboratively with government authorities to embed support for climate-smart, women-led agricultural enterprises. As we scale, we are taking a mixed-method, participatory approach to advance our learning, tracking our impact for improved climate resilience in rural Africa and measuring carbon mitigation.

"I would like you to use this land to sustain and support girls and youth. It has a perennial stream where young women can do fish farming and grow crops all year round. You can build a training centre for young women and all the youth to learn agriculture and other skills."

- Senior Chief Nkula upon gifting the land



Senior Chief Nkula Launches CAMFED's Climate-smart Demonstration Farm in Chinsali, Zambia

In the summer of 2020, CAMFED launched its first large-scale climate-smart demonstration farm on two plots of land gifted to young women leaders by Senior Chief Nkula. Community stakeholders have helped to establish a Resource Team for the farm, whilst government departments and learning institutions assisted with preparatory steps including soil testing and irrigation systems. The initial priority is to facilitate the training of 40 CAMFED Association Agriculture Guides, who will in turn cascade their knowledge to hundreds more rural residents, mostly young women. The Guides will be able to teach beekeeping, crop farming, poultry farming, and fish farming amongst other specialist areas. By showcasing innovative and Indigenous techniques, and by developing sustainable water management and solar power systems, CAMFED's vision is to build a regional hub of best practice in climate-smart agriculture.

In October 2020, a combination of virtual and hands-on training sessions for 160 new CAMFED Association Agriculture Guides took place in eight rural districts across Zimbabwe. This marks a significant expansion of our 2019 UN Climate Action Award-winning Agriculture Guide Program, through which young women are reaching thousands of people — mainly women — in our partner communities with techniques, information, and affordable technologies for climate-smart agriculture. During the training sessions, CAMFED Core Trainers and other established agriculture experts stepped up to share techniques such as drip irrigation (which recycles used plastic bottles), as well as mulching, tree planting, and agroforestry. These methods can make all the difference to farmers facing ever greater climate-related challenges, including droughts. Mulching helps to prevent water evaporating from the soil, whilst planting trees with long roots helps to draw water up towards staple crops.

Eager to begin their outreach, CAMFED's newly-trained Agriculture Guides lost no time in demonstrating their commitment. In Kwekwe, Zimbabwe, the young women donated 20 fruit trees to a local high school, and in Beitbridge they started carrying out verification visits to identify beneficiaries of food support via the CAMFED Association Philanthropy Fund.

As CAMFED Association members, these young activists are already known and trusted for their expertise in supporting the most marginalised children. As the COVID-19 crisis heightened challenges in our partner communities — including hunger resulting from lost household income — the role of our Agriculture Guides in improving food security is key to ensuring families thrive and children remain in education.



CAMFED featured in BBC Podcast '39 Ways to Save the Planet'

"A classroom full of girls can help save the world." - Tom Heap, BBC radio broadcaster

As part of a new series, developed with the Royal Geographical Society, BBC Radio 4 is exploring 39 ways in which people around the globe are taking pioneering action on climate change. In the episode 'Educating and Empowering Girls', broadcaster Tom Heap speaks to Fiona Mavhinga, CAMFED's Executive Advisor working on strategic development with the CAMFED Association of women

leaders, and Esnath Divasoni, a Core Trainer of CAMFED climate-smart Agriculture Guides, and sustainable protein entrepreneur in Zimbabwe. Both women were supported in their education by CAMFED. Now, living proof of the power of education, they underscore the active benefits of supporting girls through school — from agency, independence, health and earning power to practical and policy leadership on climate issues. The podcast was recorded in 2020 and is available at bbc.co.uk/sounds/play/m000qy09.

"We support women to embark on climate smart agricultural practices, and they go back to work with their communities to improve on food security, to improve on climate action as well."

- Fiona Mavhinga, founding member and Executive Advisor, CAMFED Association



"I plan on training around 200 farmers [to start climate-smart insect protein businesses]. It's basically my way of giving back to the community that chose me a long time ago to benefit in terms of education. If they did not support me, I wouldn't have been able to develop these inspiring ideas."

- Esnath Divasoni, CAMFED Association member, Zimbabwe

“If a woman is gaining ground in education, she is also gaining ground in fighting climate change, and gaining ground in fighting gender inequality.”



Forget, CAMFED Association Member and Climate-smart Entrepreneur, Zimbabwe

Forget, a CAMFED Association member and entrepreneur in Zimbabwe, demonstrates why girls' education is a leading way to save the planet. Forget received support to go to secondary school and then to study at EARTH University in Costa Rica. Now, she is focused on helping communities, particularly women, build resilience to climate change. With other members of the CAMFED Association, she is supporting more girls to go to school, training more graduates in sustainable business and climate-smart farming, and empowering more communities to fund their children's education. Forget also runs a socially-minded and environmentally-responsible enterprise producing natural, dried foods — the drying process, which she teaches to others, helps to improve food security, and prevent waste.



EXTEND OUR INFLUENCE AND IMPACT

NATIONAL PARTNERSHIPS AND ADVOCACY

CAMFED worked closely with government Ministries to mitigate the effects of the pandemic, address barriers to girls' return to school, share best practice, shape policy, and ensure that commitments to support girls' education continue to be met at all levels. We are continuing to work with government partners to take forward the adaptation of CAMFED programmes for national adoption and roll-out.

CAMFED participated in the design of all the five countries' Ministry of Education COVID-19 Education Response Plans, including plans for reopening schools, underlining the need for additional psychosocial support for returning students and clear, concise information for both parents and students. We continued to build and leverage key relationships to influence policy and practice, taking advantage of the current window of opportunity to 'lock' innovations and adaptations resulting from the pandemic for the long term. For example, we supported the adaptation of the *My Better World* multimedia series for national radio broadcasting as part of the government's distance learning provision in Zambia. In Zimbabwe, self-study guides have been adopted for use across secondary schools. In Tanzania, we received approval from District Education Officers in various districts for Learner Guides to deliver weekly *My Better World* life

skills on local radio. In Zambia, CAMFED was selected to partner with UNICEF on the delivery of the Education in Emergencies programme funded by the Global Partnership for Education as a response to the COVID crisis in the Northern province, while in Ghana we are actively participating in the Girls' Education Network (GEN)'s 'Back to School' campaign.

Throughout multiple forums with governments and policymakers, we have continued to reinforce the value of considering equity in all decisions, stressing the need for response mechanisms that are sensitive to the additional barriers to education presented by gender and economic disadvantage. We have been underscoring the inherent returns of scaling up promising interventions, including our Learner Guide Programme and the home-grown school meal programmes delivered by Parent Support Groups in CAMFED partner communities. We continue to draw on the front line, long-term, and intimate experiences and expertise of CAMFED Association members, and the findings from our research and evaluations, to inform our input to national strategies, including the delivery of entrepreneurship opportunities for women from marginalised backgrounds.

CAMFED Malawi joined the NGO Board of Malawi and the Ministry of Population Planning and Social Welfare to review the COVID-19 Response Plan, with the aim of ensuring that the most vulnerable are not left behind in the provision of basic services like PPE, social cash transfers, child protection and mental health and psychosocial support. We participated in the 2020 Joint Sector Review on education reforms aimed at reversing learning losses caused by COVID-19, and building an inclusive, resilient, quality education system. Major national areas of reform include promotion of evidence-based policy and decision making, enhancing teacher welfare and development, institutionalising Open and Distance Learning, and improved access to secondary schools. We also joined the Secondary Education Technical Working Group, discussing interventions to achieve access and equity, quality and relevance, as well as management and governance, providing feedback on the National Education Sector Investment Plan (2020-2030). Our contributions focused on scaling solutions to the challenges vulnerable girls face at secondary level, including in the transition from primary school. We shared insights gleaned from innovations like the CAMFED Learner Guide Programme, and our widespread implementation of Study Circles, which are driving wider improvements in academic performance. CAMFED Malawi has also been assessing and building partnerships with universities and colleges to open up tertiary opportunities for secondary school graduates.

CAMFED Ghana was invited to provide input into the Ministry of Education proposal to the Global Partnership for Education/World Bank for funding to support the education sector in response to COVID-19, contributing proposals around support for girls' education, teacher mentoring, as well as child protection and safeguarding. Throughout the COVID crisis, CAMFED Association members in Ghana have been involved in COVID-19 information and outreach initiatives, organised in partnership with the National Commission for Civic Education, Ghana Health Service, Domestic Violence and Victim Support Unit and other stakeholders. CAMFED Ghana continued to work in close partnership with the Council for Technical, Vocational Education and Training (COTVET), the National Vocational Training Institute (NVTI) and the National Board for Small Scale Industries (NBSSI) to champion the participation of young women in the vocational and enterprise sectors, opening up new post-secondary school opportunities. In 2020, we established a new five-member committee, the District Business Committee (DBC), in 36 operational districts, including representation from the NBSSI, set up to assist in the smooth implementation of our entrepreneurship programmes.

CAMFED Zimbabwe participated in the Joint Sector Review meeting hosted by the Ministry of Primary and Secondary Education (MoPSE), bringing together over 120 delegates from government, civil society organisations, teacher organisations and development partners (UN agencies), feeding into the Education Sector Strategic Plan for 2021 to 2025. As part of the Education Cluster and Child Protection Working Groups, we helped to develop the Education Cluster COVID Response strategy, with a focus on alternative learning methods during COVID, Information, Education and Communication (IEC) materials to stop the spread of COVID, and back to school preparations. We joined Education Coordination Group meetings chaired by MoPSE, which continued virtually throughout the year, addressing preparations for examinations and school reopening strategies. During webinars hosted by the Graça Machel Trust, the Open Society Initiative for Southern Africa, the Education Coalition of Zimbabwe and UNICEF, and in Child Protection Working Group meetings, we shared experiences, practical examples and strategies to support vulnerable children to keep learning, and ensure that they can safely return when schools reopen.

CAMFED Tanzania provided further in-depth insight into our Learner Guide Programme to key members of our Real-time Scaling Lab initiative (more information below) in the Ministry of Education, Science, and Technology, the President's Office Regional Administration and Local Government, and representatives from the Institute of Adult Education, who convened to observe the Learner Guide Programme in action, and look at possible scenarios for scaling. Members agreed to integrate the Learner Guide Programme into the UWaWa, the government guidelines for collaboration between parents and teachers in Tanzanian schools. We are working together to expand the Learner Guide Programme as part of our wider approach to improve school attendance, retention and learning among the most marginalised children. Learner Guide activism in supporting students during COVID-19 was one of the focal points in CAMFED Tanzania's regular engagement on the 30-members Tanzania Education Network TEN/MET, which supports the government in improving the quality of education.

In October 2020, the Tanzanian government issued formal certificates of appreciation to recognise and acknowledge the work of Learner Guides in the education sector, at an event attended by a representative for the Minister for the President's Office – Regional Administration and Local Government (PO-RALG) and other key ministry officials, who reaffirmed their commitment to scaling the programme. The Hon. Loata Erasto Ole Sanare, representing the Minister from PO-RALGm said, "What the Learner Guides showed us, their testimonies demonstrate that it is possible. We have discussed with the Minister before coming here, and we agree this programme deserves scaling up and the government through PO-RALG is in full support."

CAMFED Zambia has secured the commitment of the Ministry of General Education (MoGE) to support the scale up of the Learner Guide Programme, The MoGE cited the benefits of the programme as improved academic performance, improved literacy levels, improved assertiveness and higher self-esteem among learners.

We engaged with district officials and the Ministry of Health, Community Development, Gender, Elderly and Children municipal to address Violence against Women and Children (VAWC). We shared lessons with the Ministry of General Education, like-minded NGOs, and line ministries on implementation of the school re-entry policy for girls who had become pregnant, with the aim of developing common practice in combating early marriages, and creating a roadmap for full enforcement of the policy. By the end of 2020, the MoGE Broadcasting Services (EBS) were finalising adaptation of the My Better World radio series (based on the TV multimedia series leaning on CAMFED's life skills curriculum) to be aired nationwide, benefiting thousands of students and their families.

Scaling the Learner Guide Programme

CAMFED worked with Ministries across our countries of operation to explore the potential for national integration of our interventions into government school systems. This includes national adoption of targeted needs-based financing mechanisms to ensure the most marginalised children have the support they need to enrol and participate in school, as well as social support interventions like the Learner Guide Programme, which improve the learning environment for all children. The support provided by CAMFED Learner Guides to the most vulnerable children in their communities during the COVID-19 pandemic acted as an important proof point in widening these partnerships.

Education ministries in Ghana, Tanzania, Malawi, Zambia and Zimbabwe have now officially adopted CAMFED's Learner Guide Programme in schools, and expressed interest in exploring how the programme can be further scaled throughout the education system.

"Part of the impacts of the Learner Guide Programme include the identification of children who are at risk of dropping out of school systems, and linking them to additional support from school officials and local authorities. This linkage is very important to students, their families, and the wider community, as a reduction of school dropouts is key to the development of the education sector. The government is currently making a thorough analysis of the scaling lab expertise so as to learn on how this model can benefit other districts outside CAMFED supported districts."
- **Dr. Leonard Akwilapo, Permanent Secretary for the Ministry of Education, Science and Technology, Tanzania**

In 2020, CAMFED continued to explore possibilities for adoption of the Learner Guide Programme by the Government of Tanzania through the Real-time Scaling Lab initiative. The Lab is conducted in collaboration with the Center for Universal Education at the Brookings Institution, with support from The ELMA Foundation (UK). The process brings together 31 stakeholders, ranging from director-level policy experts and decision-makers from diverse

ministries to frontline implementers. Meeting approximately quarterly, Lab members look at all aspects of the programme — from the *My Better World* curriculum facilitated by the Learner Guides to incentives provided to these volunteers.

Over the course of 2020 (outside of school closures and travel restrictions), Lab members deepened their understanding of the programme's value. They visited schools to observe Learner Guides leading classes of students, and joined discussions with students, teachers, and Learner Guides to gain additional insight. Government officials expressed their appreciation for how the programme creates new pathways of civic engagement for young people in their transition from school to the workforce, while improving quality and access to education for marginalised students, and mobilising community engagement. They noted that during COVID-19-related school closures Learner Guides supported students in many innovative ways, including delivery of life skills lessons over local radio, and the distribution of printed study materials.

The Tanzania Institute of Education formally approved Learner Guide resources for use in Tanzanian schools in April 2020, and future commitments include work with the Tanzania Commission for Universities to identify national accreditation pathways for Learner Guides.

In Ghana, CAMFED is working with partners to expand the curriculum delivered by young women Learner Guides to incorporate additional components focused on career planning and work-readiness, and is working to create an online modular version that is widely accessible. CAMFED is also working with the Ghana Education Service Guidance and Counselling Unit to explore the potential for national roll-out of the curriculum, and for integration of the young women's role with the Government of Ghana's National Service Scheme employment initiative.

In Zambia, the Permanent Secretary of the Ministry of General Education embraced the Learner Guide Programme and vowed to link hands with CAMFED so that it could reach all corners of the country. In the summer of 2020, he cemented this commitment with a letter outlining the benefits and impact of the programme to date, and committing to support its further scale-up.

CAMFED CO-EXECUTIVES HONoured WITH 2020 YIDAN PRIZE FOR EDUCATION DEVELOPMENT



“Education transformation is more important than ever. The outstanding achievements and commitment of this year’s laureates demonstrate that in a post-pandemic world, education continues to be of vital importance to solving future problems and creating positive change in individuals, communities and the environment. Innovative ideas and practices are key to driving progress in education to create a better world.”

Dr Charles Chen Yidan, Founder of Yidan Prize Foundation

On 23 September 2020, the Yidan Prize Foundation, a global philanthropic educational foundation inspiring future progress and change in education, named Angeline Murimirwa, CAMFED’s Executive Director - Africa, and Lucy Lake, CAMFED’s Chief Executive Officer, as 2020 laureates of the Yidan Prize for Education Development, the world’s largest prize in education.

Our Co-executives accepted the award on behalf of CAMFED, as the first team to be granted the Yidan Prize since its inception in 2017. The Prize represents a profound endorsement of CAMFED’s community-led model for girls’ education, and comes at a critical time as CAMFED and its partners tackle the impact of the current crisis, which has left millions of girls vulnerable. At the 2020 Yidan Prize Summit in December, Angeline and Lucy were invited to join the newly formed Council of Luminaries. The Council gathers 16 leading educational researchers and innovators to foster collaboration and drive education progress globally. CAMFED will use the prize money to scale up the Learner Guide Programme — a major step towards our goal of supporting five million girls in school in the next five years.

GLOBAL ACTIVISM AND INFLUENCE

By the beginning of April 2020, more than 100 countries had already initiated a full or partial lockdown¹⁴, and the world ‘went virtual’. As well as challenging all of us in unforeseen ways, the pandemic also opened up new opportunities for people from across the globe to convene digitally, and bring the expertise of young women from the remotest communities to the digital table. Without skipping a beat in our outreach and advocacy, we showcased the unstoppable determination of our CAMFED Association leaders, as together we worked tirelessly to keep girls safe and learning.



In her TED Talk released in early 2020, Angeline Murimirwa, CAMFED Executive Director - Africa, discussed the power of repaying loans through volunteering rather than money, paying “social interest.” This is the concept behind the Kiva loan facility CAMFED makes available to CAMFED Association members taking up positions as Learner Guides and Transition Guides, for example, who are supported to apply for loans to help grow rural businesses. The loans are distributed and repaid through CAMFED’s district and national offices, supported by CAMFED Association members whose roots extend deeply into rural, underserved communities. They can ensure that loans get to where they are most needed, and help peers manage repayments.

April 2020 saw the Skoll World Forum, the annual platform for influential social entrepreneurs and thought leaders, take place online. CAMFED Executive Advisor Barbara Chilangwa joined the very first virtual panel session, entitled ‘Partnering through political transition’, from her home in Zambia — bringing to the conversation her wealth of experience as a former secondary school teacher who rose through the ranks to the top Civil Service position of Permanent Secretary at the Ministry of Education. She explained our bottom-up approach, focusing on the grassroots leadership of young educated women, galvanising action at community and district level, whose expertise feeds into government policy: “The strength of CAMFED is this movement of young women who are role models in their communities, who are now sharing their experiences at district level, and also helping feed into policy statements that are being made by governments.”

In May, Annita Mashiri, a CAMFED Association member and head teacher from Zimbabwe, was named among the 2020 cohort of WISE Emerging Leaders. She is one of 19 young women and men from around the world to be accepted onto the prestigious programme, which recognises active engagement in delivering or designing education initiatives.

On World Environment Day in June, a new video by the United Nations, following on from CAMFED’s recognition with a UN Global Climate Change Award in 2019, shone a spotlight on the leadership of young African women in the CAMFED Association, who deploy both Indigenous and innovative techniques to protect the environment and support their communities with climate-smart farming expertise.

In June, CAMFED’s Portia Adomah Kuffuor joined a panel discussion organised by the makers of the film ‘2040’, on the topic of regenerative agriculture. It followed the launch of the film in the United States, and is part of a series of talks on solutions for our planet that feature in the film. At the centre is the unrivalled combination of educating girls and empowering women.

provided a narrative thread between these three key solutions, which are embodied in CAMFED's programmes, spearheaded by educated African women.

In September, CAMFED Ghana and the National Board for Small Scale Industries (NBSSI) hosted a virtual dialog as part of work to support young women entrepreneurs during and beyond COVID-19. In the session, members of the CAMFED Association shared their experiences and advice for other young women aiming to sustain businesses during a time of disruption.

Between October 12 and 17, the United Nations Girls' Education Initiative (UNGEI) hosted its 20th anniversary 'Educate for Equality' Forum, building on the momentum around the 25th anniversary of the Beijing Declaration and Platform for Action. CAMFED — a founding member and partner of UNGEI — contributed to three live sessions at the virtual Forum, represented by experts in the CAMFED Association, who embody the transformative power of girls' education:

Angeline Murimirwa, CAMFED Executive Director - Africa, spoke to Economic Justice and Rights; CAMFED Association member Forget Shareka from Zimbabwe lent her expertise to the topic of Feminist Action for Climate Justice; while Charity Mulenga and Alice Saisha, leaders in the CAMFED Association in Zambia, joined a live Q&A after an online screening of CAMFED's documentary, Pathways, discussing the key role of female role models and mentors in ending child marriage.



In November, Africa Youth Day marked the beginning of Africa Youth Month, under the theme 'Youth Voices, Actions, Engagement: Building A Better Africa.' To contribute to the conversation and exemplify urgent action, Zimbabwean-born Varaidzo (Vee) Kativhu, award-winning education content creator and social mobility ambassador, met with CAMFED Association leaders Linda Bhebhe and Natasha Mabuza for an inspiring virtual conversation. They discussed mentorship, leadership, and the importance of role models in helping girls in marginalised communities gain confidence, feel supported, stay in school, set goals, and gain the skill sets to achieve them. The discussion, broadcast across social media, garnered nearly 7,000 views across Vee's and CAMFED's video channels.

That same month, CAMFED Ghana hosted its Annual Mastercard Foundation Scholars Program Research and Learning Summit around the theme 'Implications of COVID-19 on education: Addressing the impact on girls.' The distinguished panel comprised representatives of the Ghana Education Service (GES), Innovations for Poverty Action (IPA), a parent, and crucially, two Senior High School students. The panel and a small audience gathered in person, with a much larger cohort joining the session virtually. In addition to panellists providing their insights and recommendations, the summit also highlighted new research. Presentations illustrated findings from surveys conducted since the COVID-19 crisis began about the pandemic's impact on learning and the wider education sector.

YOUNG WOMEN'S COVID-19 ACTIVISM IN THE GLOBAL MEDIA

The expertise of our young women leaders, who had wasted no time in rolling out home-grown, contextually relevant support for girls in their communities, was in high demand with global media as the pandemic took hold. In May, the COVID activism of CAMFED Association members in Zambia featured in **Metro**, the UK's highest circulation print newspaper, focusing on young women fighting myths associated with the virus, and keeping girls safe and learning. In June, CAMFED Association members Lynette from Zimbabwe, Pearl from Ghana and Tisiyenji from Zambia spoke on the **BBC World Service** about their COVID-19 activism, including the installation of more handwashing facilities, outreach on local radio and provision of reliable health information. The following month, Eliza from Malawi talked to **National Public Radio (NPR)** about young women's critical role as mentors and role models, and how, during the pandemic, their support and advice has helped vulnerable girls reverse decisions with potentially life-threatening consequences, like dropping out of school to enter into early marriage. Her insights were echoed by 17-year old student Fanny, also

from Malawi, who spoke on the **OnSpec podcast** about the pressures girls faced whilst schools were closed, and how her CAMFED community is helping to address them. In rural districts where a move to digital learning was simply not possible, young women were quick to step in with support for out-of-school children. In an interview for **Forbes**, Patience from Zimbabwe highlighted her work with other CAMFED Association members to download and share learning materials. In November, she also contributed to a **CNN** piece featuring Fiona Mavhinga, on the urgent need for digital transformation in sub-Saharan Africa. At the end of that month, the generosity unlocked by the op-ed column of two-time Pulitzer Prize winner **Nicholas Kristof in the New York Times**, which featured CAMFED as the grand prize winner of his Holiday Impact Prize, could be seen in a groundswell of support and donations. Nick's wide-ranging video interview with Angeline Murimirwa, CAMFED Executive Director - Africa, covered the context of COVID-19 and the urgency of supporting marginalised girls to stay in school.



RESEARCH AND DEVELOPMENT

The COVID-19 pandemic led not only to school closure, but also to restrictions on travelling for research, monitoring and evaluation. CAMFED quickly adapted its programmes, including capacity and skills training, to be carried out virtually. Our training surveys to collect baseline data and formative assessments of training delivery were also carried out online, using Google forms and CAMFED's mobile phone based Open Data Kit (ODK) app, which links directly to our cloud-based programme database. Other surveys that would normally be carried out face-to-face were adapted to be carried out over the phone - for example an endline survey on an early Childhood Development (ECD) training project for educators in rural Zimbabwe and Zambia.

OUT-OF-SCHOOL MONITORING AND MITIGATION

With schools closed, CAMFED pivoted its approach to monitoring clients at home, in order to learn more about their context and ability to study at home, as well as to identify students in need of additional support. Learner Guides, CAMFED Association members, Teacher Mentors and district officials used their connections and resourcefulness to contact 21,000 clients — reaching students over the phone where possible, and visiting others in their homes. Monitoring revealed that students had a good understanding about preventing the spread of coronavirus. The majority of students were studying at home. However, they reported poor access to learning materials, as well as being time-poor (60% of clients surveyed in Ghana, for example, were expected to work in their family business at home). Lack of food was reported as a big issue, especially in Malawi and in Zimbabwe (where 56% of clients in Zimbabwe reported hunger). Many students reported that their parents were not able to work due to the pandemic, and households struggled to meet basic needs. In Malawi and Tanzania, 88% and 63% of clients respectively reported a shortage of hygiene and sanitary products. As a result, food hampers, Personal Protective Equipment (PPE) and sanitary wear were included in support packages. Monitoring also recorded that 32%-60% of students, depending on the country, owned a radio. As a result of these findings, radio lessons and *My Better World* sessions were organised with local radio stations, reaching around 30,000 clients in Tanzania and Zambia alone. CAMFED Learner Guides organised outdoor life skills sessions. When schools reopened, monitoring of clients showed high re-enrolment rates, with 99% of clients in Tanzania and Ghana, 98% in Zambia¹⁵, 97% in Malawi¹⁶ and 94% in Zimbabwe returned to school by the end of 2020..

RESEARCH PIECES

In 2020, CAMFED Ghana conducted a Rapid Market Assessment (RMA), an ambitious, collaborative effort between the International Labour Organisation (ILO), CAMFED and the Mastercard Foundation. It took a systems approach to analysing agricultural value chains in northern Ghana to establish opportunities for improved decent work outcomes for young women. The rich and insightful research collaboration brought together the ILO's expertise for markets systems analysis with CAMFED's research and analytical approach, which centres on the needs and aspirations of young, rural women. The RMA identified two value chains — shea butter and groundnut (peanut) processing — with strong potential to create entrepreneurship and employment opportunities for young women in northern Ghana. Our approach explored the barriers — such as restricted access to land and credit and limiting social and cultural norms — that constrain women's aspirations, decision-making power and access to business services, and identified interventions to address them. The findings will inform CAMFED's support for women's cooperatives for the next phase of the Mastercard Foundation Young Africa Works (YAW) programme.

CAMFED Malawi commissioned research into growth sectors for, and gender barriers to, women's entrepreneurship in Malawi, with international consultants adapting their methods to remote working in response to the COVID-19 pandemic. They collaborated closely with a Malawi-based female researcher, supported by CAMFED Malawi, who conducted qualitative interviews and quantitative research via the telephone, with a WhatsApp survey reaching over 600 CAMFED Association members. Face-to-face interviews were conducted only where safe to do so, in open spaces, under observation of all COVID-19 protocols. The research identified eight priority sectors for potential business opportunities for young women in rural areas: Beekeeping, fish/aqua farming, high value crops, livestock production, solar-powered kiosks (e.g. offering solar-powered mobile phone charging facilities), tailoring, transport, and briquette-making. The outcomes of this research will inform the content and delivery of CAMFED's Enterprise Development Programme support to young female entrepreneurs — at both the business start-up and growth stages in Malawi.

RESEARCH PARTNERSHIPS

2020 marked the fifth anniversary of the Research for Equitable Access to Learning (REAL) Centre at the University of Cambridge, launched in partnership with CAMFED. As the COVID-19 pandemic threatens to roll back decades of progress, REAL Centre research into effective education interventions is more important than ever to inform collective, evidence-led action. One such paper, an in-depth cost-effectiveness analysis of CAMFED's programme in Tanzania, published in November 2020 in the *Journal of Development Effectiveness* underscored that education initiatives that focus on the particular needs of the most marginalized should become a priority for international aid, because research data shows that they benefit all children.



CAMFED'S NEW 5-YEAR STRATEGY: A STEP CHANGE IN AMBITION

CAMFED has launched a new 5-year strategic plan 2021-25, centred on our goal to support the education of five million girls in sub-Saharan Africa. This represents a step change from our previous strategic plan, with its goal to support one million girls in school, which was successfully achieved. Our goal to support five million girls to attend and thrive in school is centred on the 'Multiplier Effect,' whereby women who have been supported by CAMFED through school provide social and economic support to the next generation of girls.



To achieve this goal, CAMFED will implement a three-pronged approach:



1. Anchor the strategy in the Multiplier Effect

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



2. Scale the Learner Guide Programme

We will partner with ministries to roll out our flagship mentoring programme 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.

Beyond supporting five million girls in school, this strategy will bring about systemic impact: By growing CAMFED Association membership, 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.

By scaling the Learner Guide Programme, we will **transform school systems** to an environment where the needs of marginalised girls are met.

By investing in Enterprise Development, we will **improve job opportunities** for women – our goal is to create at least **150,000 new jobs** over the strategic plan period. 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.

Over the course of the plan, we will build a rigorous evidence base on the impact and cost-effectiveness of our strategy. We will position this evidence with partners including policymakers in order to inform approaches to scaling action for girls' education that unlocks its full potential for individuals and for society.

CAMFED is well-positioned to deliver on the ambition of this plan. Our leadership brings a depth of knowledge on girls' education and livelihoods, combining experience from government and private sector with the expertise of our senior team, many of whom were once themselves CAMFED's clients.

Scaling CAMFED's model will take an investment of \$250M over five years. By anchoring our scaling plan in the Multiplier Effect, we will create a high return on investment, as donor partner funding is matched by the growing CAMFED Association collective philanthropy, and ultimately means that the investment in girls' education continues growing and replicating over generations.



PARTNERSHIPS AND INVESTMENT TOWARD OUR 5-YEAR STRATEGY

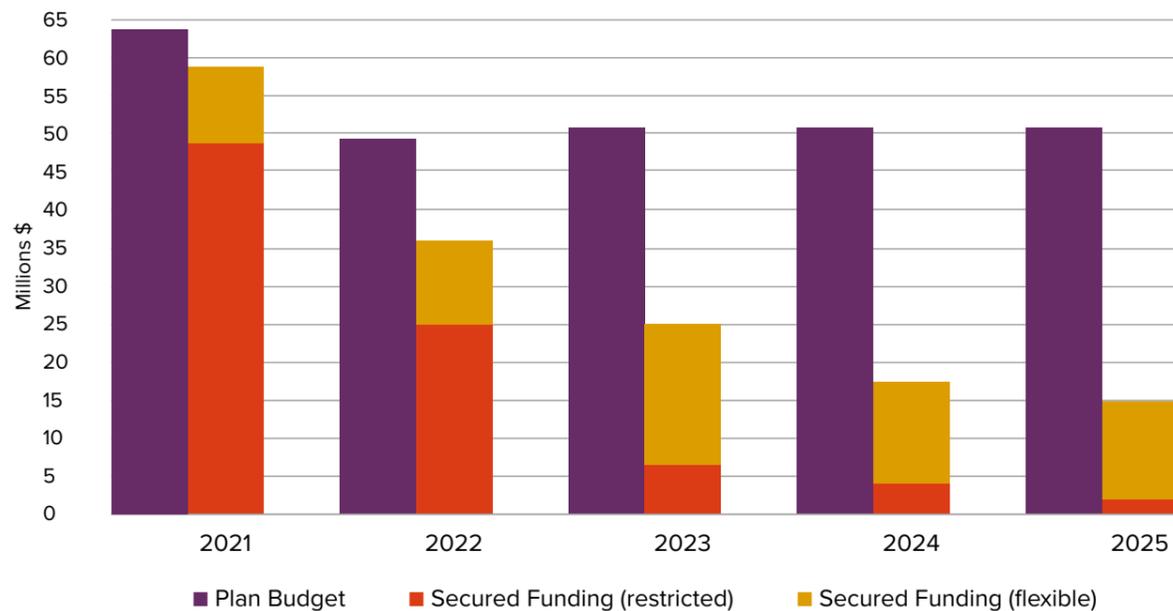
The projected cost of our 5-year Strategic Plan is \$250M. As far as possible, we aim to secure most of the funding within the first phase of the plan in order to be able to make longer term commitments to girls and young women that extend through 2025. To this end, we have received leadership gifts up front in 2020 to be used over the course of the 5-year plan period. These include a gift from MacKenzie Scott, and the Yidan Prize for Education Development (with a combined value of \$26.9M).

As the primary steward of CAMFED’s global strategy, CAMFED International is responsible for the judicious allocation of this flexible funding over the 5-year timeframe to meet funding needs. CAMFED International holds a proportion in a designated reserve to ensure sufficient funds are available to honour commitments to girls and young women in the later years of the plan, and to mitigate the longer term impact the global pandemic is likely to have on funding, which may otherwise hinder our ability to meet our 5-year 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 for our strategic plan is illustrated below.

With the support of one of our 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.

All figures in the graph below are in US dollars:

Strategic Plan Funding



LOOKING AHEAD TO 2021

2021 is the first year of our new strategic plan. It has launched within a challenging context: As 2021 began, a second wave of COVID-19 meant new lockdowns and school closures across most countries, and teams dealing with a second 'pivot' from school- to community-based support for girls, at the same time as embedding the new plan in ways of working. The careful months of preparation in 2020 have been invaluable in this regard.

Delivering on the ambitions of the plan requires that we challenge 'business-as-usual' and think about doing things differently: we have been able to channel learning from operating under COVID-19 restrictions positively towards this, for example in adjusting approaches to training, close work with government Ministries in delivering remote learning, and in accelerating the use of low-cost phone and messaging solutions for remote monitoring and support.

We have set in place detailed annual work plans that will be reviewed on a quarterly basis by teams across CAMFED offices to ensure that we remain agile and responsive to the evolving situation this year, and adapt our programmes to best support the needs of our clients, girls and young women. Two significant new areas of development will include:

- The design of a digital hub to provide online access to resources for Learner Guides across the region
- Climate-smart pathways to employment for young women through our sustainable agriculture programme, which will be featured in the lead up to the 26th UN Climate Change Conference (COP26)

We will continue to build our evidence base for what works in support of girls' education and young women's empowerment, with major independent evaluations underway in 2021 in Zimbabwe, Tanzania, and Zambia.



THE GENEROSITY UNLOCKED BY OUR GLOBAL CHAMPIONS

In the face of a global pandemic, and fundraising events all over the world being cancelled, postponed, or moving online, our supporters and champions responded with huge generosity and creativity, using their platforms and networks to reach thousands of people determined to make a difference. You showed your passion and commitment to girls' education and women's leadership in so many innovative ways. And while we can't thank every single one of you in this report, be assured that we remember each and every kindness. Here are just a few of the many moments that lit the darkness in 2020. No matter how small or large the part you played - **thank you from the bottom of our hearts!**





Nicholas Kristof Holiday Impact Prize

“No force changes the world more than a girl with a book. That’s how CAMFED, the grand prize winner of the 2020 Holiday Impact Prize, transforms the lives of young women and of the communities around them. CAMFED empowers girls and young women, and they in turn reshape their countries. Girls’ education may be the highest-return investment available in the world today.” – Nicholas Kristof, New York Times Op-Ed Columnist

New York Times columnist and two-time Pulitzer Prize winner Nicholas Kristof column selected CAMFED as the Grand Prize Winner of his 2020 Kristof Holiday Impact Prize, revealed in his annual gift guide column on November 21st. The generosity and compassion shown by Nick’s loyal readers was overwhelming, resulting in a groundswell of support for our cause, and the opportunity to engage with more than 3,300 new individual donors on the impact they can achieve by investing in girls’ education and igniting the CAMFED multiplier, as each graduate goes on to support at least three more girls to go to school.

A Birthday Fundraiser for The Duke and Duchess of Sussex - with a Surprise Match

On Prince Harry’s birthday, September 15th, The Duke and Duchess of Sussex made a surprise gift of \$130,000 to CAMFED, matching the extraordinary fundraising efforts of the global “Sussex Squad,” a group of supporters who had launched a higher education scholarships fundraiser for CAMFED on Meghan’s birthday, August 4th, raising an astonishing \$129,926 by spreading the word and engaging with CAMFED via Twitter. The Duke and Duchess of Sussex sent the following message to supporters:

“No better way to celebrate what really matters. Thank you to everyone who donated!” - Harry and Meghan



Cleopatras’ ‘Stay in School’ Fundraiser

“I firmly believe in the power of female leadership and the potential of all women. I also believe that you can’t unlock equality in anything, until you have equality of information and education.” - Alexandra Hearth, founder of Cleopatras Worldwide.

Alexandra (Lex), the founder of Cleopatras Worldwide — a digital magazine focused on getting the most empowering and value-adding advice into the hands and hearts of ambitious women — set up a digital fundraiser for CAMFED, urging all those staying at home to commit some of the money they would have spent on going out to keeping a girl in school instead. Suggestions ranged from a week’s worth of train fares to the cost of a night out before lockdown. Lex has also spent considerable time engaging with the CAMFED model, and is planning to publish a number of articles on her platform.

Learning By Heart - Online Tutoring in Support of CAMFED

One of our pioneering supporters has set up a ‘pay as you feel’ tutoring scheme, which simultaneously supports children in the UK and

sub-Saharan Africa. Naomi Green and her fellow volunteer tutors are providing online classes on a range of subjects for learners of all ages, all in exchange for donations to CAMFED. With this ‘pay as you feel’ system, Naomi’s ‘Learning By Heart’ campaign shares CAMFED’s goal to make education accessible for all, and has so far raised funds to support a year of school each for 10 girls.

“Working with children and teenagers, I’ve seen first-hand the difference some directed individual attention can make to their learning and overall well-being. But I know that, even before the pandemic, this was something out of reach for most through private tutoring and greatly lacking in an underfunded and overwhelmed public school system. Fighting this attainment gap and the global gender gap in education are two things I feel very passionately about, and it made sense to me to bring them together and create something to advocate for education for all.” - Naomi Green, founder of Learning By Heart

University of East Anglia - Students for Students

The University of East Anglia’s Raising And Giving (RAG) society fundraised for CAMFED throughout 2020 — from hosting a Christmas quiz to organising a Spring scavenger hunt, bringing university students together to raise resources for and awareness of the global importance of girls’ education.

South Hampstead High School - Supporting Peers in Africa

South Hampstead High School in North West London chose CAMFED as their International Charity of the Year, undertaking a year of fundraising efforts led by the Charity Captains in the Sixth Form. Inspired to support girls their own age in sub-Saharan Africa, they raised over £4,500 through events from movie afternoons to a 5km run, and even an inter-house baking challenge.

Global Grandmothers - A Community in Support of Disadvantaged Children

Global Grandmothers is a community of people — some grandmothers, some not — who are dedicated to supporting disadvantaged children around the world. Many members commit to linked giving: Giving to a child in need when making a gift to a loved one. Global Grandmothers simplifies the process by recommending organisations to support, with a focus on education, health, crisis aid, and prevention of exploitation. CAMFED has been one of Global Grandmother's recommended organisations since 2012 and through the years Global Grandmothers has hosted a number of events and has featured CAMFED in newsletters to raise awareness and funds.

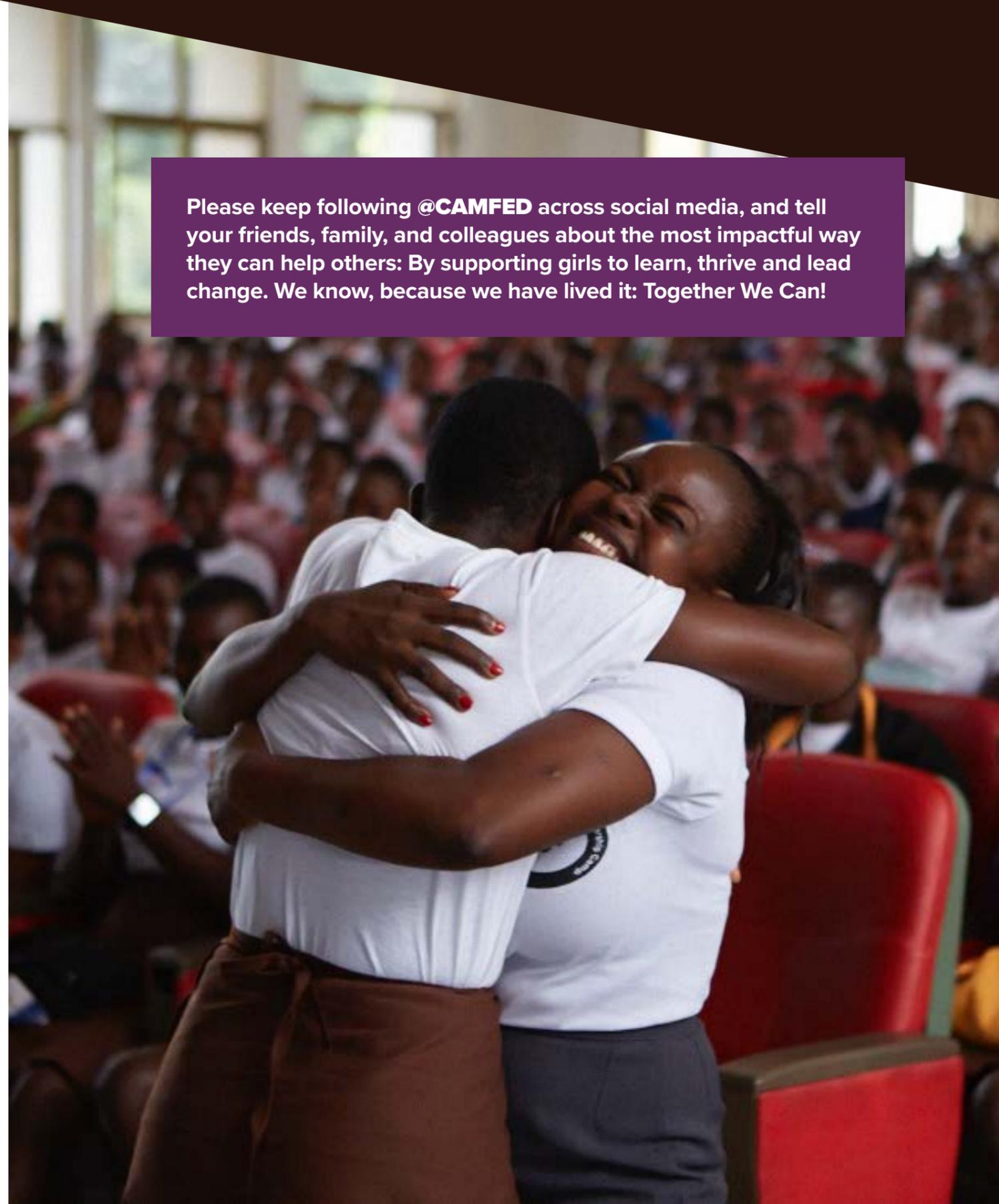
"In 2018, Diana McDonough, founder of Global Grandmothers, and I visited CAMFED's offices in Tanzania. We were impressed with the women we met who are CAMFED graduates confidently and competently running the offices and programmes. These highly educated women were especially thrilled with the progress of the young women and girls currently enrolled in their programmes. Witnessing these successes in Tanzania further strengthened Global Grandmothers' resolve to support CAMFED.

In early 2020, when the global pandemic arrived, Global Grandmothers, like other organisations, knew that donations to worthy organisations might dwindle as donors fought their own health issues and hardships. Global Grandmothers responded by relying on the monthly emailed Global Gram to sound the alarm for children in need worldwide. CAMFED was featured in the November 2020 Global Gram. The response to the newsletter was overwhelming, verifying what we had come to know: Those able to respond to worldwide need are doing so more than ever, and women in particular are very generous in times of crisis.

And why are Global Grandmothers' donors particularly drawn to CAMFED? CAMFED focuses on education for girls and provides a framework and examples for young women graduates to give to their community and to support the girls coming through CAMFED programmes. We admire CAMFED and love to support the work." - Mary Bevernick, President, Global



Please keep following @CAMFED across social media, and tell your friends, family, and colleagues about the most impactful way they can help others: By supporting girls to learn, thrive and lead change. We know, because we have lived it: Together We Can!



ENDNOTES

¹ CAMFED Operations describes the registered charity, while the CAMFED Association and CAMFED Champions make up the wider CAMFED ecosystem. The overlap indicates that some staff employed by the charity are also members of the CAMFED Association (because they are former clients, for example) or of CAMFED Champions, e.g. as members of Mother Support Groups.

² UNESCO Institute for Statistics Fact Sheet No. 56 (UIS, 2019) New Methodology Shows that 258 Million Children, Adolescents and Youth Are Out of School, p.4. Available at: <http://uis.unesco.org/sites/default/files/documents/new-methodology-shows-258-million-children-adolescents-and-youth-are-out-school.pdf> (Accessed 29 March 2021)

³ UNESCO. Over 11 million girls may not go back to school after the COVID-19 crisis. Available at: <https://en.unesco.org/covid19/educationresponse/girlseducation>. (Accessed 25 January 2021)

⁴ UNESCO Institute for Statistics (UIS Data) Available at: <http://data.uis.unesco.org> (Accessed January 6, 2020)

⁵ UNESCO Institute for Statistics Fact Sheet No. 56 (UIS, 2019)

⁶ International Commission on Financing Global Education/REAL Centre Cambridge (2016). The Learning Generation: Investing in Education for a Changing World. p.87 Available at: https://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf (Accessed 29 March 2021)

⁷ World Inequality Database on Education. Available at: <http://www.education-inequalities.org/> Based on data from Zambia Demographic Health Survey (DHS) 2013 and Ghana DHS 2014. (Accessed January 6, 2020)

⁸ UNICEF Child Marriage Database (2020), <https://data.unicef.org/topic/child-protection/child-marriage/>, (Accessed 7 May 2020)

⁹ World Bank. 2018. *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank. doi:10.978-1-4648-1096-1. License: Creative Commons Attribution CC BY 3.0 IGO

¹⁰ In areas where the impact of climate change is being felt most acutely in sub-Saharan Africa, per capita carbon emissions are less than 15% of UK levels, for example. World Bank data available at: <https://data.worldbank.org/indicator/EN.ATM.CO2E.PC> (Accessed 1 April 2021)

¹¹ World Bank (2010). *Adaptation to Climate Extremes in Developing Countries - The Role of Education*. Available at: <http://documents1.worldbank.org/curated/en/328491468340475205/pdf/WPS5342.pdf> (Accessed 1 April 2021)

¹² Kwauk, C. and Braga, A., Brookings (2017). 3 ways to link girls' education actors to climate action. Available at: <https://www.brookings.edu/blog/education-plus-development/2017/09/27/3-ways-to-link-girls-education-actors-to-climate-action/> (Accessed 1 April 2021)

¹³ Project Drawdown. Health and Education. Available at: <https://drawdown.org/solutions/health-and-education> (Accessed 1 April 2021)

¹⁴ BBC News (7 April 2020). Coronavirus: The world in lockdown in maps and charts. Available at: <https://www.bbc.co.uk/news/world-52103747> (Accessed: 1 April 2021).

¹⁵ Grade 12 students

¹⁶ Form 4 students

Photography attribution

(with featured page numbers in brackets)

Alexandra Hearth (109)
 Anke Adams (7, 12-13, 38, 58, 68, 83, 93)
 Anna Sawaki (64-65)
 Catherine Cardwell (73, 79, 93, 101)
 Cynthia R Matonhodze (32, 79, 103)
 Daniel Hayduk (47)
 Doris Mponji (45)
 Eliza Powell (4, 11, 18-19, 24-25, 26, 28-29, 30, 39, 69, 79, 106-107)
 Jasmina Tomic, TED (91)
 Jeff Winner (83)
 Johnny Birch (94-95)
 Jon Pilch (48-49, 54)
 Jonathan Kotei (74)
 Joseph Assah Mills (Front cover, 8-9, 17, 20-21, 22-23, 36-37, 55, 96-97, 104-105)
 Harriet Grigg (62)
 Kidist Tessema Derese (78)
 Mark Read (2-3, 98-99, 111)
 Mary Bevernick (110)
 Nicholas Githiri (46-47)
 Queen's Commonwealth Trust (50)
 Sinikiwe Makove (61, 79, 82)
 Tisiyenji Ngoma (66)



w: camfed.org | e: info@camfed.org | t: +44 (0)1223 362 648

 [@Camfed](https://twitter.com/Camfed)  [/camfed](https://www.facebook.com/camfed)  [/camfed](https://www.instagram.com/camfed)

Company No: 02874653



Registered Charity No. 1029161