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A MESSAGE FROM OUR CHAIR

2016 has yet again been a year of exceptional accomplishment and delivery for the Camfed executive team led by Lucy Lake and by our senior leaders in Africa. Camfed has built on the strong foundations laid in previous years, not only by continuing to deliver core programmes but also by achieving extraordinary results against the organisation’s ambitious plans to innovate at increasing scale. We are now more than halfway towards our five-year goal of supporting one million African girls through secondary school, and as this report shows more than half of those girls are already funded not by international donors but by local philanthropists in the communities in which Camfed operates and by members of CAMA, the Camfed alumnae network.

As we look ahead we will very soon see the number of members in CAMA grow to over 100,000. These capable, confident, educated and ambitious young women are themselves leading the design and execution of the increasingly complex programmes that Camfed now delivers at scale. Camfed is currently preparing to invest in an advanced technology platform to support CAMA members’ needs for increasingly sophisticated communications; this will enable improved programme monitoring and delivery, mentoring, communications, distribution of education and training modules, trading and mobile banking.

The Learner Guide Programme is now established as a key transitional module, enabling young women as they leave school to acquire professional work experience as teaching assistants and to develop their own confidence, whilst delivering a programme that supports the most vulnerable children in schools. In 2016 Camfed was certified to launch a tailored vocational (BTEC) qualification for Learner Guides. This not only provides professional validation of the contribution Learner Guides make to their communities but effectively pre-qualifies them for teacher training college, thus in turn providing a secure and economically sustainable pipeline of young women role models training to teach in rural communities. A key focus of Camfed’s development in the coming year will be to build on the concept of the Learner Guide Programme to develop transitional modules for other young women wishing to prepare for employment in other sectors such as health, agronomy, technology and business.

Finally I would like to focus not only on the scale of Camfed’s accomplishment but on the unprecedented improvement in educational attainment and learning outcomes that the Camfed model now demonstrably delivers. A rigorous programme of analysis and evaluation funded by the UK Department for International Development’s Girls’ Education Challenge Programme has in 2016 conclusively proved the statistically significant improvement in educational outcomes delivered through Camfed’s intervention.

As always none of Camfed’s work could be delivered without the generous support and engagement of our donors and key stakeholders, for which we remain immensely grateful.

Miranda Curtis
Chair of Trustees
FINANCIAL OVERVIEW

How we raised funds for girls & young women
2016 Income £29.4m

£0.7m Corporate donations
£1.3m Gifts in kind
£1.7m Public donations
£16.5m Institutions (including governments)
£9.2m Trusts and foundations

How we invested funds for girls & young women
2016 Expenditure £29.9m

£5.6m Enable educated women to lead change
£1.7m Extend our influence and impact
£2.4m Evaluation and research
£19.2m Multiply girls’ educational opportunities
£1m Raise funds
INTRODUCING THE CAMPAIGN FOR FEMALE EDUCATION

28 million girls in sub-Saharan Africa are out of school. Poverty is the greatest barrier to accessing an education.

Education changes everything. An educated girl will...

- earn up to 25% more for every year in secondary school
- reinvest 90% of her earnings in her family
- be 3x less likely to become HIV-positive
- marry later and have a smaller, healthier family
- resist gender-based violence and discrimination
- invest in her children’s education

Camfed tackles poverty and inequality by supporting girls to go to school and succeed, and empowering young women to step up as leaders of change. We invest in girls and women in the poorest rural communities across Ghana, Malawi, Tanzania, Zambia, and Zimbabwe, where girls face acute disadvantage, and where their education has transformative potential.

After school, we support young women, who become CAMA alumnae, to build new lives as entrepreneurs and community leaders. To complete the “virtuous cycle,” many return to school to train and mentor new generations of students. Together we partner with communities and governments to reach the most marginalised, drive up the quality of education, measure results, share best practice, embed innovation, and create sustainable change.

Girls’ education and women’s empowerment not only directly impacts on the future prospects for girls, their families, communities, and nations. It is also proven to be the most effective intervention to combat global climate change.¹

Together with the young women in CAMA, and donor partners across the world, we have set ourselves the ambitious goal of supporting one million adolescent girls through secondary school and into secure livelihoods within just five years, beginning in late 2014. In 2016 we passed the halfway mark of this strategic target.

This goal shines a spotlight on the local activism that lies at the heart of Camfed’s model, and that underpins the number of girls we are able to reach with support to go to secondary school. It shows how partnering with communities to unlock the leadership potential of girls and women creates a multiplier effect like no other.

Since making our one million girl pledge in late 2014, Camfed has gathered the hard evidence to show the effectiveness, sustainability and scalability of our approach. Donor generosity is being trebled by the philanthropy of CAMA alumnae, who each, on average, support two more girls to go to secondary school, and whose communities are stepping up behind them to offer the time and resources required to create strong networks of support around vulnerable girls, ensuring they go to school, stay in school, learn and succeed.

Together, at a time of global uncertainty, we are sending a message of hope, and can provide an important reference point for what’s possible in the drive to achieve the UN Sustainable Development Goals, all of which are underpinned by education.

Girls supported at secondary school since we made our one million girl pledge in late 2014

542,079

Through scholarships 163,116
Through CAMA 171,594
Through communities 207,369
OUR VISION
We envision a world in which every child is educated, protected, respected and valued, and grows up to turn the tide of poverty.

OUR STRATEGIC GOALS
Unlock new resources: We have committed to supporting one million girls through secondary school within five years. We are also working with schools to improve the learning environment so that young people graduate with the requisite skills to succeed.

Unleash new potential: We are investing in the rapidly growing CAMA network, enabling young women to transition to secure livelihoods and step up as entrepreneurs and leaders.

Ignite new action to accelerate change: We are scaling our impact by sharing replicable models with government and other partners. We aim to show the international community what can be achieved, at pace and at scale, for girls’ education.
Sharifa, Camfed scholar, Tanzania

“I want to be a lawyer. In today’s world, there is so much injustice, and most of the time the ones who are marginalised are the ones who are missing their justice.”

Sharifa’s grandmother used to say, “If food is a problem, how can I afford education?” An orphan dependent on teachers for food at primary school, Sharifa dropped out, one among millions who might have been left behind, perpetuating the cycle of poverty. Luckily, her community stepped in, and a Camfed bursary allowed her to board at secondary school. Now she is a role model and a fierce youth advocate. “There are so many children who do not have what I have been given. As an advocate, I will make sure every child’s right is given.”
Camfed partners with 5,488 schools, communities and education authorities across 136 rural districts to tackle the barriers to marginalised girls’ school access, retention, progression and completion. Disadvantage is nuanced, so we work with local communities to identify who should receive scholarships. Financial resources are deployed to extend community resources, building a deep sense of local ownership of the programmes.

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, which prepare school meals, rally more resources in support of vulnerable children, and work to improve school facilities.

At secondary level we provide targeted bursaries for individual girls, providing the financial resources to cover school fees, exam fees, school uniforms, school supplies and sanitary wear, as well as disability aids, for example, depending on individual circumstances.

Through a wide range of initiatives, Camfed champions strong child protection practices, and trains teachers and community mentors to offer enhanced pastoral care.

We partner with CAMA alumnae to develop and introduce innovative programmes, curricula, and technology into government school systems, tackling issues including a lack of textbooks and qualified subject teachers; language barriers where teaching languages switch at secondary school; girls’ lack of academic confidence and self-esteem; and a lack of study skills, life skills, and reproductive health training. Together, we develop networks of support around marginalised children, addressing the psycho-social — not just the material — barriers that push girls out of school.

Harold Kuombola, National Director, Camfed Malawi

“I have seen families sell their only goat or last piece of land to send their daughter to school. There is so much motivation and eagerness, but then families run out of things to sell. Girls start missing school as they try to find money for school. This vulnerability puts them in grave danger of exploitation, leading to early pregnancy, child marriage and the many perils to their health, safety and mental well-being.”
Alinafe, Camfed scholar, Malawi

“The most vulnerable child in Malawi is the girl. As a Teacher Mentor, I am most proud of seeing my girls in school, not dropping out as it was in the past.”
(Mercy Kansale, Alinafe’s teacher)

Alinafe, one of eight children, faces challenges so common in rural Malawi, one of the poorest countries in the world. She walks a long distance to and from school every day, often on an empty stomach. After school, she fetches water, prepares the evening meal, and looks after her siblings. Alinafe’s school fees and supplies are now being met by a Camfed bursary. Her Teacher Mentor, local Mother Support Group and CAMA members are rallying additional support, including in the form of school meals. Alinafe is determined to succeed and transform her family’s fortune. She wants to be a doctor to help the sick, assist orphans, and those not going to school.

In 2016:

- 2,556,250 students benefitted from an improved learning environment
- 41,620 students were supported to go to primary school
- 87,377 girls were supported with secondary school bursaries
- 1,842 community initiatives were established
- 11,615 Teacher Mentors had been trained by Camfed by 2016

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FACILITATING YOUNG WOMEN’S TRANSITION TO SECURE LIVELIHOODS

Camfed and CAMA work to address the vulnerability of girls in the critical transition period after school, when expectations to contribute to the economic survival of their families soar. Facing a lack of jobs, training and the money and resources necessary to take the next step to economic independence and leadership can force young women to remove themselves as family dependents through marriage, or to contribute through unpaid labour, or unsafe labour far from home.

CAMA was founded by the first graduates of Camfed's programme to address some of these challenges — as a vital peer support network for young women, a framework for activism, and a platform for their leadership. This unique pan-African movement is set to reach a membership of 100,000 in 2017. With leaders elected from local to national level, connected through mobile technology, it supports young women to overcome rural isolation, build each other’s lives, and use their experience and expertise to support many more children to stay in school, succeed, and lead.

In 2016, Camfed launched the Transition Programme to support girls in the critical period of transition from school to a secure young adulthood. First introduced in Tanzania in June, and in Zimbabwe in November, young women trained as ‘Transition Guides’ deliver a series of sessions with school graduates over the course of six months to help them acquire critical skills in the post school phase, including financial education and core business skills alongside addressing sexual and reproductive health.

Fiona Mavhinga, CAMA Development Manager

“These young women are the future. They’re bright, ambitious and full of hope. But they need guidance and support to secure a safe transition to a secure adulthood. Luckily the answer to ‘what next’ was developed by their peers.”

A powerful movement of rural philanthropists

84,675 and counting...

CAMA — Camfed’s alumnae association — is the largest network of its kind in Africa. It offers peer support, mentoring, training and leadership opportunities.
Mary, CAMA tertiary student, Tanzania

“We lobbied the President of our country. We knew our legal rights, and brought statistics about girls who had left college early. The only thing we want here is a hostel, so that girls are not under pressure to sell themselves for accommodation and transport money. We convinced him with data and spoke our issues very clearly.”

CAMA tertiary student Mary won an election for a ministerial position in her university’s student government by a landslide, in spite of having no money to campaign. Her lived experience helped her truly understand the fault lines she saw, and fearlessly campaign to fix them. Within months she had addressed the issues pushing vulnerable students out of university.

Netsai, CAMA Transition Guide, Zimbabwe

“Changing my mindset was key. Quite simply, I did not believe I could go this far. I cannot change the direction of the wind, but I can adjust my sails to always reach my destination.”

Netsai is one of 35 Transition Guides, an entrepreneur who has seen the immense benefit of peer mentorship. With the right guidance, she and her sisters became business pioneers, running the first fish farm in their district, and earning money teaching fish farming skills to others. Netsai’s mentor showed her the pathway to business success, helped her to build skills and knowledge, and facilitated training with the Ministry of Women Affairs. Above all, her mentor made her believe in herself.
Hawa, CAMA District Assemblywoman, Ghana

“The people of my village are now very interested in girls’ education. The community has a primary school now and a lot of them are sending their girl children.”

Hawa was the first girl to complete secondary school in her village. Two years ago, she won her local election and today is a hardworking and respected District Assembly Representative of her community, and a leading advocate for girls’ education. Of the 53 district assembly members, only three are women, and two of the three are CAMA members. They are among the new firebrand of activists in Africa, passionate about education, taking a stand and changing the face of their communities.

In 2016:

- 5,532 CAMA members were trained in business skills
- 1,973 CAMA members started a business
- 4,988 CAMA members acquired work-based experience
- 1,174 CAMA members were supported in tertiary education
- 38,400 CAMA members now hold local, national & international leadership positions
In 2016, results from a major evaluation of Camfed’s work in Zimbabwe and Tanzania, funded by the UK Government’s Department for International Development (DFID) Girls’ Education Challenge, demonstrated an unprecedented uplift in learning outcomes among girls benefitting from Camfed’s programme. In Tanzania, improvements in literacy and numeracy equate to effect sizes of 0.5 and 1.0. This translates to more than double the rate of learning than among girls in comparison schools (in Maths, nearly five times the rate).

The programme, which began in 2013, tackled the many disadvantages adolescent girls face, enabling them to enrol in and succeed at secondary school. It included measures to financially support girls to go to school, promote their welfare, improve their academic learning, and acquire broader life skills. By the end of 2016, 247,061 marginalised girls in 991 government secondary schools in Zimbabwe and Tanzania had benefitted. A rigorous, independent evaluation assessed the programme’s impact by tracking a representative sample of 11,075 female and male students over two years in 151 intervention schools and 111 comparison schools. The learning assessment used tools designed by each country’s National Examination Council to be age and curriculum appropriate.

Results show strong, statistically significant evidence for the programme’s effectiveness in improving learning outcomes. This effect was evident in all groups — marginalised, less marginalised, boys, girls, with and without disability. They show that, with the right kind of support, even the poorest and most disadvantaged students can make good progress through secondary school, and that supporting students’ self-development and life skills in tandem with a focus on the core curriculum raises their achievements, builds academic confidence, and cuts dropout rates. Importantly, the findings show that these changes can be achieved across different countries within the framework of government education systems, offering hope that this kind of intervention could be scaled to achieve the ambitions of the Sustainable Development Goals, offering millions of marginalised children the prospect of a better future.

“Camfed is remarkable. Not only has it delivered unprecedented impact in improving the education outcomes of some of the world’s most vulnerable young people, but it has incontrovertible evidence to prove it.”

Lord Jim Knight, Chief Education Adviser at TES Global
MEASURABLE RESULTS

Camfed has made its data available for wider research

“The targeted support offered by the Campaign for Female Education (Camfed) provides an innovative example of interventions tackling the multiple dimensions of disadvantage for adolescent girls who make it to secondary school in Tanzania, as well as other countries in sub-Saharan Africa.”


In 2016, we partnered with the Research on Equitable Access & Learning (REAL) Centre at the University of Cambridge, whose researchers delved into the data to extract the evidence on ‘what works’ for global and national policymakers.

Improvement in the maths scores of marginalised girls, intervention vs comparison schools in Tanzania (% change)

In Tanzania, literacy test scores among marginalised girls reached by Camfed showed more than double the rate of learning than among girls in comparison schools, and in maths nearly five times the rate.

In Zimbabwe, where drought has had a severe impact in the intervention districts in the recent period, the results were lower but still significant. In addition, while Camfed’s intervention also boosted learning among marginalised boys, benefits were greatest among marginalised girls, thus helping to close the gender gap in learning.

Self-belief

95% of girls in Zimbabwe and Tanzania said they now feel more positive about their future and able to shape their life goals.

School retention

3x In Zimbabwe, girls supported on the Camfed programme were three times less likely to drop out of school than girls in comparison schools.

Resilience

72% of girls travelling more than an hour to school in Zimbabwe were still in school at the end of lower secondary, compared to 54% of girls in comparison schools.
THE TRANSFORMATIONAL IMPACT OF LEARNER GUIDES

As part of our programme to transform prospects for the most marginalised children, Camfed trains young women school graduates as Learner Guides. By the end of 2016, this programme operated in 1,070 partner schools in Tanzania, Zimbabwe and Ghana. Learner Guides are role models and mentors, whose lived experience means that they understand the barriers learners face — including grief through the loss of close family members, hunger, teen pregnancy and the pressure to marry young if girls are pushed out of school.

Learner Guides work with schools, communities and district governments to keep vulnerable children in school, and help them overcome their challenges. They deliver the My Better World life skills and wellbeing programme, developed in partnership with young people in rural Africa. They help children (girls and boys) build their confidence, learn more effectively, set goals, and pass their exams. Learner Guides also provide vital sexual reproductive health information, working to prevent HIV/AIDS and keep girls safe from exploitation. In Tanzania, in an innovative expansion of the programme and through partnership with Worldreader, Learner Guides use e-readers and catch-up literacy strategies to support children during the critical primary-secondary transition in 25 schools in Iringa.

In return for their commitment, Learner Guides gain access to interest-free loans to grow their own businesses, and to mobile phones to stay connected. Highly respected by students, schools and communities, the young women operating as Learner Guides grow in confidence every day, multiplying the returns of their education. They are asked for advice, to monitor local elections, and to stand for public office. Through their businesses, Learner Guides are creating jobs, supporting their families, advancing their own education, and supporting more children through school. A significant unanticipated outcome is the extent to which Learner Guides are supporting children in their community who have dropped out of school to re-enrol.

Ayisha, Learner Guide in Central Ghana

“Being a Learner Guide has changed me a lot. I gained confidence addressing classes of 60 students. It has also changed my status in the community. Now people respect me and call on me to help solve their challenges. Through the Learner Guide Programme I realised that I want to be a teacher. I’m looking forward to being in the classroom as that’s where people understand me best, and also where I best understand myself.”
Learner Guides trained in Zimbabwe, Tanzania and Ghana

4,505

Learner Guides operate in 1,070 partner schools, delivering the My Better World life skills curriculum, supporting study skills, mentoring children and connecting families to schools and services.

Children returned to school by Learner Guide activities or initiatives in 2016

5,899

Learner Guides extend their reach beyond the classroom, following up in communities if children drop out of school, and working with schools and parents to keep vulnerable children in school.
The Learner Guide Programme represents a scalable model with enormous potential to improve the education outcomes of marginalised young people, both through the growing CAMA network, and through replication and take-up by other partners including Ministries of Education.

Every young woman graduating from secondary school is a potential Learner Guide, offering the capacity to scale the programme and extend the benefits to hundreds of thousands more children and thousands of young women in Ghana, Tanzania, Zimbabwe, Malawi, and Zambia.

The Learner Guide Programme has significant potential to be adapted and replicated. During 2016, we began to evidence this with the successful introduction of the programme to four new districts in Tanzania where Camfed has not previously been operational.

We also adapted the programme to include Transition Guides, positioning support to young people at the point of graduating from school to help them make the successful transition to a secure livelihood.

97% of students said the Learner Guides’ My Better World sessions helped them shape their goals.

96% of students said the My Better World sessions “made them feel more positive about the future.”

95% of students said that they considered CAMA’s young women Learner Guides as “role models.”
A New Vocational Qualification for Learner Guides

In 2016 Camfed was assessed and certified as an international BTEC awarding centre, and launched a tailored vocational (BTEC) qualification for Learner Guides. Learner Guides can earn a Pearson BTEC Level 3 Advanced Diploma — an internationally recognised and portable qualification — through their work, opening up new pathways to enhance young women's employability and access to teacher training colleges, addressing the dearth of female teachers and role models in poor rural communities. In 2016, the first 567 Learner Guides in Zimbabwe achieved a BTEC. Pearson has made a commitment to fund the certification of the first 5,000 Learner Guides achieving the BTEC.

Lindiwe, Learner Guide and CAMA entrepreneur, Zimbabwe

“Helping girls to stay in school and achieve what they want in life — that is my favourite part.”

Lindiwe, one of the first Learner Guides to earn a BTEC, supports vulnerable children in her local school with a uniquely tailored study and life skills curriculum, improving their wellbeing and performance. Once supported through school by CAMA and Mother Support Group members, she has a nuanced understanding of the needs of girls in impoverished communities. Through her innovative juice business — the first CAMA business registered with the Zimbabwean government — she supports more children to go to school. Lindiwe aims to become a fully qualified teacher.
This annual review illuminates the incredible commitment in time, energy and resources that CAMA members and their communities contribute towards our shared goals of ensuring that the most marginalised children secure their right to an education and to the opportunities that this unlocks. These inputs, while not represented in our statutory accounts, equate to hundreds of thousands of dollars as CAMA members and their communities provide monetary resources, inputs, land and labour to complement and extend the financial support from our donor partners. Together, they supported four times as many girls at secondary school as were supported by bursaries in 2016. This represents a unique multiplier effect and match funding model for donors.

In 2016, the film “Hidden Figures” revealed the story of the critical role female African-American mathematicians and engineers played in the U.S. space programme. Marginalised citizens in 1960s America, these women fought for their schooling and overcame immense barriers to be seen, heard, and to excel. The ‘hidden’ potential that they represent has strong parallels in Camfed’s alumnae, who unleash this potential every day. They act with deep commitment and nuanced understanding, giving back to and partnering with communities to pave the way for the most marginalised children to get the support they need to go to school and succeed.

At the heart of Camfed’s model of community engagement, CAMA members act with urgency to provide wrap-around support to students during times of crisis, such as the food crises caused by widespread droughts and floods during the heightened 2015-2016 El Niño cycle. Community support comes from many sources — alumnae, parents, teachers, schools, district and traditional authorities — all of whom provide invaluable contributions to achieving our one million girls target. It comes in many forms — from donating school fees, uniforms and supplies to building safe toilets for girls, donating land, and growing food for, or preparing, school meals.
During 2016, CAMA members and their communities supported 343,080 children to attend secondary school, an astonishing achievement considering the many challenges CAMA members themselves still face.

Number of students supported to go to school by community members in 2016 alone

322,405

This includes 205,663 students supported at secondary school by our partner communities in Ghana, Tanzania, Malawi, Zambia and Zimbabwe.

Number of students supported to go to school by CAMA members in 2016 alone

241,777

This includes 137,417 secondary school students, evidence of the incredible multiplier effect of girls’ education.
CAMA member Fungisai from the remote Nyaminyami district in Zimbabwe, for example, was so concerned at the 40-50 km distances between secondary schools, and the risks girls face walking to school or ‘bush boarding’ nearby, that she took 15 girls into her home to live near school. CAMA member Irene realised that children living on Gatshe Gatshe Island had no access to primary schools. She took them to stay with her, bought them school uniforms and stationery, and now supports their education. The Community Development Committee in Chiredzi noticed that students at the local secondary school were missing lessons and underperforming for lack of stationery. Together they purchased 300 notebooks and 150 pens, supporting 30 students.

CAMA member Nimatu from Ghana used her experience to launch her own foundation, aimed at improving academic performance and enrolment across her district. With her CAMA group, she buys educational materials for students, teaches extracurricular classes, and carries out advocacy programmes on teenage pregnancy. In her old school, Nimatu set up the Changemakers’ Club, holding mentorship and sexual health education sessions. In recognition of her philanthropy, Nimatu’s uncle donated four acres of land for her to cultivate maize and cassava, with profits used to fund girls’ education.

Rose Kabese from Mangochi, Malawi, is the Chair of her Parent Support Group (PSG). Ten mothers run a vegetable business, using the proceeds to support vulnerable students. Rose also houses nine students who were at risk of dropping out because of the long journey to school, so that they can live close to school.

The PSG chaired by Jafari Athuman in Bagamoyo, Tanzania, brings together farmers, fishermen and businessmen. Their activities range from building safe toilet blocks for girls at school to cooking porridge for hungry children. Teacher Mentor Regina Ngereza leads a Mother Support Group at her school. The women have set up a mushroom project to raise funds for vulnerable children. They support students with disability aids and medical bills, and raise funds for orphans’ boarding fees.
Mwamba, CAMA entrepreneur, Zambia

"From the profits I earn, I am influencing change in other people's lives. I am able to support four orphans, and it has brought me a lot of respect from society."

Mwamba, orphaned at a young age, managed to complete school with Camfed's support in spite of having been subject to child marriage and early pregnancy. She now runs successful businesses — a restaurant and a hair salon/corner shop. Mwamba employs three people and supports 15 children, as well as her mother and her sister's family. She intends to pursue a career in nursing. "I have struggled so much in my life and I want to plough back by helping women and the community. I particularly want to educate women on health."

Mwanaidu Rajuba, Parent Support Group Chair, Tanzania

"School meals are important because they help children to concentrate in class and encourage many who face significant challenges due to poverty to attend school."

Mwanaidu, a Parent Support Group member for five years, helps run a village poultry business, the profits from which are used to support children at the primary school attended by three of her grandchildren. She plays a key role in a number of Parent Support Group activities, including preparing food for school meals provided to all 323 primary schoolchildren. Mwanaidu was not able to progress beyond primary school, and dreams that her grandchildren will continue to university.
Julia Gillard joins our movement as Patron

In 2016, the Hon. Julia Gillard, 27th Prime Minister of Australia, Chair of the Global Partnership for Education, and Distinguished Fellow with the Center for Universal Education at Brookings, joined Camfed as Patron, delivering the keynote address and meeting with CAMA’s leadership at our Girls’ Education Symposium in Johannesburg. Her action-orientated advocacy galvanises governments and resources behind the global imperative of providing access to quality education for the most marginalised children in the world, the majority of which are girls.

“Camfed brought to me the very clear insight that if you get the right resources to the right girls at the right time, you will enable them, because they are strong and smart and resilient, to change their lives.”
OUR GLOBAL MOVEMENT: IT ALL STARTS WITH EDUCATION

Madame Victoria, a teacher I support working with marginalised girls in rural Zambia, always says, “How can we find a solution to a problem we haven’t personally encountered?” Youths who have lived poverty have a nuanced understanding of the problems their communities face. We are role models with a vision of a better future. It all starts with education. I had to drop out of school at 14, at grave risk of child marriage. My hard-working widowed mother had 10 children, the cost of secondary school beyond our reach. But thanks to the support I received to return and complete school, I now work to give more girls that chance.

Through Camfed’s CAMA alumnae network, I became a Financial Literacy and Entrepreneurship trainer, supporting young women on the path to independence. I funded my tertiary education through my poultry business. Now I work with schools, parents, district officials, traditional leaders, and CAMA to keep girls in school and end child marriage. In 2016, CAMA’s membership reached 84,675 — a global movement of philanthropists and activists for girls’ education. I am so proud that I was chosen to represent CAMA as a youth advocate with the United Nations Girls’ Education Initiative (UNGEI).

2016 was also the year that feminist activist Gloria Steinem shone a spotlight on the issue of child marriage in Zambia in the Viceland series WOMAN, produced by Amy Richards, and Emma Watson joined Gloria to pledge her support to Camfed. I was thrilled to meet Gloria and Amy in Lusaka, while my CAMA sisters met with Emma in Malawi, together giving a voice to the voiceless

When activists, advocates and donors like you step up with CAMA, we can make real, lasting, impactful change. Because together we can rally more resources for our communities to step up for girls. Together, we can reach our goal of supporting one million girls through secondary school by 2020. Ignite the change. Help us transform the world. Join us at camfed.org.

Alice Saisha,
GLOBAL ADVOCACY

BRINGING YOUTH LEADERSHIP TO THE UNITED NATIONS
Alice Saisha in her UNGEI blog:

“We need to provide material school-going support to make girls feel valued and included; educate girls, school stakeholders and communities on child protection and child rights; and set up support and referral structures that include peers, the school administration, parents and mentors.”

HIGHLIGHTING HOW GIRLS SUCCEED & WOMEN LEAD
Lydia Wilbard, Camfed Tanzania’s National Director, celebrating CAMA at the 10th AGM:

“Aida is now a Teacher Mentor, providing psycho-social support. Josephine is a ward councillor, advocating for education. Sophia is a midwife, improving rural health. Eva is an entrepreneur, sharing sustainable agriculture expertise. Grace is a police officer, protecting the vulnerable from exploitation.”

TACKLING THE ISSUE OF CHILD MARRIAGE
Gloria Steinem, who, shortly after the launch of the Viceland series WOMAN, travelled with Executive Producer Amy Richards to Zambia to discover how the young women in CAMA are tackling child marriage:

“The life of one young girl in a remote village can shackle the future of an entire nation.”

TAKING THE REVOLUTION WORLDWIDE
Fiona Mavhinga at the UK Girls’ Education Forum:

“We are an unstoppable human revolution, a revolution that is happening in our communities, started by the education of girls. And with the right financing in place, together we can take that revolution worldwide.”
UNDERSCORING THE IMPORTANCE OF PEER ROLE MODELS

Diana, CAMA leader from Ghana, at the Skoll World Forum in Oxford:

“Many of the girls in my community need someone to share their problems with. I want the girls to know that they too can be leaders, and make a real difference to the lives of others.”

BROADCASTING THE POWER OF YOUNG WOMEN ENTREPRENEURS

Sinikiwe Makove, Young Women’s Empowerment Manager from Zimbabwe, on Cambridge Radio:

“CAMA breaks isolation, and the group makes every member stronger. This is especially important in business. In Zimbabwe we introduced business clustering. If we can’t get external markets, we can be a market on our own.”

HOSTING GLOBAL LEADERS

Graça Machel mentors CAMA’s leaders:

“My mother was illiterate but she made sure we went to school. This is the wealth I have from my family; this is the wealth all of us in this room have. It is priceless.”

CHAMPIONING GENDER EQUITY

Ann Cotton, Camfed’s Founder and President, joins President Barack Obama and First Lady Michelle Obama at the United State of Women Conference:

“It is our responsibility to ensure that every single girl goes to school.”
DATA AND TECHNOLOGY IMPROVING ACCOUNTABILITY AND LEARNING

Women Deliver 2016: “Our Data, Our Destiny”

At the Women Deliver conference Camfed Tanzania’s Theresia Moyo presented our model of accountability to girls, explaining how community-led data collection, and sharing of results, galvanises urgent action to keep girls in school.

Camfed wins technology excellence award

The 2016 FinancialForce Customer Excellence Award recognised the impact Camfed’s internal technology and process transformation has had on clients — girls in rural Africa — and donors in terms of transparency, accountability and scalability.

Technology and empathy-powered learning

CAMA literacy Learner Guides trained in e-reader technology started supporting marginalised students in Tanzania. Here the teaching language switches from Swahili to English in secondary school — an additional barrier to school retention and learning.
OUR GLOBAL MOVEMENT: KEY MOMENTS AND ACHIEVEMENTS IN 2016

In 2016 we deepened our partnership with national governments to accelerate change and drive up the quality of education; saw CAMA’s leaders advocate for policy change globally; welcomed more thought leaders and global champions to our movement; and celebrated the passion and philanthropy of committed and new donors, without whom our work and this movement would not be possible.

We were delighted to welcome the Hon Julia Gillard, 27th Prime Minister of Australia, Chair of the Global Partnership for Education, and Distinguished Fellow with the Center for Universal Education at Brookings, as Patron. Julia is supporting the strategic leadership of Camfed and CAMA. CAMA members are Camfed’s most vocal and effective advocates, making an impact not only in their communities and countries, but also on the world stage.

Camfed’s national organisations worked in close partnership with Ministries of Education to share best practice, support the shaping of education policy, and ensure that policy commitments in support of girls’ education are enshrined and enacted at all levels.

**Malawi:** In 2016 the Ministry of Education, Science and Technology adopted Camfed Malawi’s Study Circles nationally, with guidelines rolled out to all schools. Study Circles enable student groups to meet regularly to discuss lessons and learn together, boosting their confidence ahead of national exams. We are now developing a monitoring tool to enable schools and district authorities to track the impact of Study Circles on student outcomes nationally.

**Tanzania:** At Camfed Tanzania’s 10th anniversary AGM, we celebrated the first time our Learner Guide Programme was rolled out, together with the Tanzanian government, in four previously non-partner districts. We started engaging Trade Officers to join our Community Development Committees as we expand our Transitions Programme. They will share practical business registration, licensing and tax knowledge, and support young women in developing new markets and business opportunities.

_Graça Machel,_
international advocate for women’s and children’s rights, former freedom fighter and first Education Minister of Mozambique, meeting with CAMA leaders in Johannesburg, South Africa

“Social change is built by movements and you are an important seed of a huge social change. You have been given the opportunity to enhance your potential, where you are a role model wherever you are. Just walk tall, very tall, and you’ll know you are at the right place at the right time doing the right thing.”
Zambia: Camfed Zambia continued to play a lead role in national-level advisory bodies including the Project Coordinating Committee, the Working Group Task Force for the support of the Ministry of General Education (MoGE) as a Learning Champion, the Zambia National Education Commission, and the Gender and Equity Committee. Camfed Zambia’s approach to child protection was adopted by the MoGE and rolled out to all Zambian schools. During 2016, Camfed Zambia provided technical support to the education sector by partnering with the MoGE to develop and implement a national training programme, which has so far enabled 369 Support Team officers to improve their capacity to deliver training in mainstreaming continuous assessment in the education system.

Ghana: In 2016 Camfed Ghana initiated and is leading on the establishment of a Girls’ Education Network (GEN) to promote girls’ education in Ghana, working as a member of the GEN Advisory Body on designing the terms of reference for the advisory group prior to launch of the GEN. Camfed Ghana partnered with the Ghana Education Service (GES) on a research project examining gender in school governance, strengthening accountability, and diversifying school based committees, so that they work for the most marginalised children. On August 27th, Camfed Ghana was honoured with the Education Partnership Award during the first Education Community Awards, winning the only NGO sector award in the category of “NGOs that have transformed the life chances for young people through effective partnership.”

Zimbabwe: Camfed Zimbabwe continued to maintain strong relations with the Ministry of Primary and Secondary Education, making several significant contributions to policy development as an active member of the Education Coordination Group and National School Feeding Scheme. Camfed Zimbabwe trained District Schools Inspectors as BTEC Assessors, monitoring standards of Learner Guide delivery in schools. It is also actively supporting implementation of the new curriculum under the Education Sector Strategic Plan 2016-2020, the key policy document guiding education planning in Zimbabwe for the next five years.
“No matter your situation, never give up, you can do something, you can be a changemaker, if only you make the decision today. So stand up, and help others.”

Dorcas, who grew up in a village “you can’t find on a map”, ensures that girls like her won’t be invisible. She is leading a CAMA group raising funds to tackle high dropout rates and teenage pregnancy by supporting education. Dorcas has helped six teenage mothers to return to school, and set up a charity to deliver employment skills development and financial literacy training to 35 women. Her group is setting up a women’s micro finance fund and environmental innovation projects to improve agricultural returns across the region.
THOUSANDS OF CAMFED CHAMPIONS SHOW THEIR PASSION FOR GIRLS’ EDUCATION

Team Tough Mudder UK got muddy to send five girls to school:

“The money we raised will provide girls in Africa an education which will allow them to lead happier, healthier, more prosperous lives, with greater opportunities and more autonomy over their choices and futures.”

Rachel Palma Randle raised enough to send three girls to school:

“My little girl has just started school and I’m acutely aware that thousands of little girls in Africa don’t have access to education and the opportunity it brings.”

Mariama Jalloh raised over $1,000 by hosting a Benefit Ball:

“Camfed has a great understanding of how education uplifts girls from poverty. We admire the social impact Camfed has on girls’ lives, encouraging them to give back to their community.”

Patrick Hayes and friends raised enough to build a dormitory for 30 girls in Zambia:

“It was a special experience to see more girls now being spared the long, dangerous walk to school—safe and sound in a beautiful building made just for them.”
Vladimir Jelisavcic sent 14 girls to school by hosting a film event fundraiser:

“Camfed’s approach is unique. Support isn’t just about giving money, but following through with girls, many of whom are now leading the work as educated young women. Careful monitoring measures effectiveness, and use of this data and analysis ensures maximum impact.”

Saint Martin’s School chose Camfed as their 2016 charity of the year:

“The senior school voted our charity of the year. Eight charities were presented. It was a close run contest, but the combination of education and girls was what tipped the balance in Camfed’s favour. Saint Martin’s were delighted to support this worthwhile charity.”

Gabby and Natalie
Their efforts will keep six girls in secondary school:

“I chose to support Camfed because the work that it does to help girls be able to support themselves and be able to get a job because they are educated makes me very happy. I feel that it is important for kids to donate to causes they believe in.”

Sammie Buzzard raised over £1,000 running 40 miles:

“I am a woman scientist who has had the privilege of a great education. I wish everyone had the same opportunities that I have had, but I know lots of girls face many challenges in accessing an education.”

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Looking Ahead to 2017

Our focus in 2017 is to continue to deliver on the targets set out in our Strategic Plan, at the centre of which is our goal to support one million girls through secondary school by 2020. Our progress to date towards this goal — reaching the halfway mark during 2016 — encapsulates the essence of Camfed in combining the activism of our community partners, CAMA leadership and supporters to deliver results for girls. It stands as a testament to what is possible to achieve with an ambitious partnership-based approach to girls’ education.

In the coming year, we will capitalise on the extraordinary results we have delivered at scale in improving learning outcomes among marginalised young people, both to position the evidence on ‘what works’ to inform education strategy more widely, and to identify components of our model that can be replicated to achieve impact beyond Camfed. In this regard, we will engage with research and policy partners to formulate best practice into an accessible ‘How To’ format, and with Ministries of Education to explore the further integration and scale-up of successful strategies such as the Learner Guide Programme.

In unleashing the full potential of the CAMA network — set to reach the landmark membership of 100,000 in 2017 — we will pursue new avenues to multiply opportunities for young women at the point of leaving school. This will both be through a major extension of our newly-established Transition Programme, as well as in piloting a rural distribution network to open up new markets and opportunities for emerging young women entrepreneurs in rural areas.

We will open up new platforms and pathways for CAMA leaders at national and global levels, as they step forward to take the reins of our movement for girls’ education and multiply opportunities for the younger generation.

Natasha Mabuza, Camfed alumnae leader from Zimbabwe

“On my last day on this earth, I would love to be described as a ‘light in a sea of darkness’ which means that ‘hope can be found in a situation that is hard.’ I struggled to glow my own candle and now I am working hard to transform other people’s lives and produce many lights in a sea of darkness.”
When you educate a girl
...everything changes

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