

# ANNUAL REVIEW 2025



**CAMFED**  
LEARN, THRIVE AND LEAD CHANGE



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# LEGAL AND ADMINISTRATIVE INFORMATION



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Charlotte Watts CMG (retired February 4, 2025)  
Caroline Kende-Robb (retired October 16, 2025)

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Angeline Murimirwa (Chief Executive Officer)  
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# CAMFED - AN INTRODUCTION

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

## WHY GIRLS' EDUCATION?

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

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

## THE PRESSING PROBLEM WE SEEK TO ADDRESS

Less than a third of girls in Africa, and less than one tenth of the poorest children, complete secondary school<sup>1</sup> — a reality that plays out at every stage of their life and is a driving force of poverty and injustice.

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

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

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

## WHAT IS CAMFED DOING IN RESPONSE?

Founded in 1993, CAMFED has already supported 9.3 million children to go to school across Ghana, Kenya, Malawi, Tanzania, Zambia, and Zimbabwe (including 2.9 million girls at secondary level).

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

<sup>1</sup> World Inequality Database on Education (WIDE)



# CAMFED'S APPROACH AND STRATEGIC VISION

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



The year 2025 represents the second year of CAMFED's vision to 2030, a strategy underpinned by our 3-level approach. This approach is recognized as one of the boldest solutions for tackling the biggest challenges of our time<sup>2</sup> – and it all starts with supporting a girl to go to school:

## Level 1: GIRLS -

**We provide a comprehensive support system targeted at the most marginalized girls**

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

- Our goal is to **support 5 million of the most vulnerable girls between 2024-2029**, removing the barriers to their attendance and success in secondary school.

## Level 2: YOUNG WOMEN -

**We support young women to transition to secure livelihoods and join a powerful peer network of leaders**

When girls graduate, we support them to transition to work and positions of leadership through the CAMFED Association – a sisterhood of more than 355,000 educated young women who in turn help to support the next generation of girls to go to school.

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

## Level 3: ENTIRE GENERATIONS

**We partner to achieve adoption of best practices in national education systems at scale**

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

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

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

# SUMMARY OF ACTIVITIES IN 2025

This year saw membership of the CAMFED Association of young women leaders grow to 355,303. These young women contributed their own resources to support over 1.3 million children and young people in education. Our growing global community of dedicated partners and supporters multiplied the impact of the CAMFED Association, enabling us to support nearly 20% more of the most vulnerable children with tailored bursary support than in 2024.

In 2025, we made good progress with the adoption and integration of the Learner Guide (near-peer mentor) model in national education systems: over 30% of schools with active Learner Guides delivering the My Better World life skills and wellbeing program are part of government-led roll-out. Our partnerships with government are underpinned by CAMFED's long history of collaborative, respectful engagement, locally-led programs and recognition of the expertise of young women as leaders and peer mentors.

Over 3,000 young women are now championing sustainable agriculture across five countries through the Agriculture Guide program. In 2025, they reached nearly 30,000 young women agricultural entrepreneurs, with training and support in techniques such as crop diversification, mulching and drip irrigation, helping build the resilience of their livelihoods in the face of climate emergencies including droughts and floods, which have continued to affect rural communities this year. Over 6,700 young women were also active as Business Guides, supporting nearly 60,000 young women entrepreneurs to establish, sustain, and grow their businesses in a challenging economic context.

Our research partnerships helped us to add to our evidence base of 'what works' to support marginalized girls to succeed in education, and to continue work with governments to co-create and embed solutions. Our research partnerships generated insights into government-led scaling of the Learner Guide model, highlighting the impact of the program on student confidence, wellbeing and resilience, and building confidence in our approach as we work together to adapt and integrate the model.

We are thankful for everyone in CAMFED's global community who is standing with girls and young women, knowing that when each new girl accesses education, the ripples of impact spread far and wide. Together, we remain steadfast in our commitment to our youth leaders in Africa, and we are leveraging every opportunity to help them build stronger, better, and faster for the next generation.

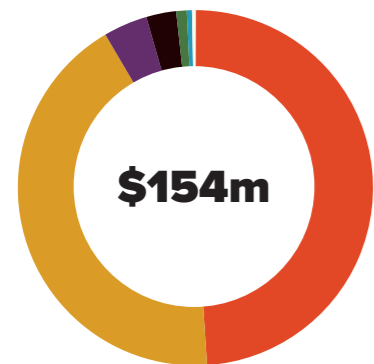


# FINANCIAL OVERVIEW

CAMFED’s financial projections anticipate the full cost of supporting each marginalized girl, ensuring that we can fully deliver on our commitments for the entire duration of her schooling. A proportion of funding is therefore held in a designated reserve to ensure sufficient funds are available to honor commitments to girls and young women in later years of our strategy to 2030, and to mitigate the risk of global shifts which may otherwise hinder our ability to meet our targets.



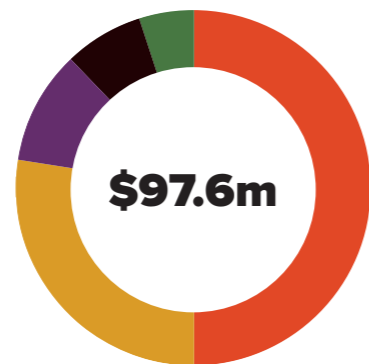
## How we raised funds for girls & young women 2025 Income\*



- Public donations **\$75.3m**
- Trusts and foundations **\$65.6m**
- Institutions (including governments) **\$6.2m**
- Other income **\$4.2m**
- Corporate donations **\$1.5m**
- Legacies **\$0.7m**
- Gifts in kind **\$0.5m**

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

## How we invested funds for girls & young women 2025 Expenditure



- Comprehensive support for the most marginalized girls **\$49.7m**
- Young women transition to secure livelihoods **\$30.2m**
- Evaluation and research **\$6.9m**
- Adoption of best practices in national education systems **\$6.5m**
- Raise funds **\$4.3m**

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

CAMFED partners with communities, schools and governments to tackle the multiple barriers marginalized girls face to accessing and succeeding in school. Our support is holistic, combining material and psychosocial support. We convene a network around each girl to help her to access and stay in school.

## PERSONALIZED SUPPORT PACKAGES

At the core of our provision is a package of material support tailored to the individual needs of each girl, covering costs such as school and examination fees, uniforms, shoes, stationery, and menstrual products. We also provide additional items for those who need extra support, for example transport and accommodation for those travelling farther distances, and specialized equipment for those living with disabilities.

Children are identified and selected for this support through a transparent, robust process that draws together school, government, and community members. The process takes into account complex marginality criteria, and involves home visits to check each child's circumstances. Our grassroots-led approach ensures that girls have the necessary wraparound support to attend and thrive in school.



*“CAMFED picks a girl without looking at whether she has the best of grades. We want to empower a girl, any girl. Other parties are looking for this girl with 350 marks, 300. So the girl with 100 marks is neglected... These are the exact girls that CAMFED is looking for. So as a person that has worked with the community, I have already felt that everybody is excited with CAMFED because it is an organization with a difference.”*

Mackline Nyakango, Principal Head Teacher and National Resource Team member, Kenya



***“An educated person can make the right decisions with confidence and accomplish things with their intellect.”***

**Dominica, secondary school student and aspiring parliamentarian, Tanzania**

My name is Dominica and I am at secondary school in Kilolo district in Tanzania. Coming from a humble home and being the youngest child, I've been through challenging times in my life and education. Through it all, my loving family has done their best to support me.

When I was in Form 2, members of my community referred me to CAMFED. Since then, I have received school uniforms, exercise books, pens, and all the materials I need for learning. I now feel confident and motivated to go to school on time and study hard every day. My teachers have also been important – teaching me new things and guiding me through challenges.

I have encountered other role models in the CAMFED Association, the network of young women who have been supported in their education by CAMFED. They help to extend opportunities to more girls and boys, and take responsibility for enhancing our learning experiences. For example, there are Learner Guides (peer mentors) in my school who lead study groups and life skills sessions.

When I grow up, I want to be the Speaker of the National Assembly like Tanzania's former speaker Dr. Tulia Ackson. This is because she is a confident, fearless woman who stands for justice and equality, and has inspired many other women and girls.



***“CAMFED's support reminded me that my disability does not define my potential and encouraged me to dream big again.”***

**Marceline, secondary school student and aspiring veterinary doctor, Zimbabwe**

Growing up in Zimbabwe's rural Mount Darwin district as the eldest of three children, I always loved science and dreamed of continuing my education. However, living with a physical disability meant that everyday tasks were far more challenging than they should have been.

For many years, simply getting to school was one of my biggest challenges. My mother and grandmother worked tirelessly, yet still struggled to afford my school fees, stationery, and transport. As a result, I walked long distances every day, often leaving home as early as 5am. By the time I arrived, I was already exhausted.

The physical strain was heavy and focusing in class after such a journey was incredibly difficult. There were days when I wondered whether I could keep going. My confidence was low, and I labelled myself as a nobody. I couldn't even begin to dream.

Everything changed when my community recommended me for CAMFED support. CAMFED covered my school fees, and provided everything I needed to thrive in school, including stationery and food.

I am also mentored by a Learner Guide, Yvonne, who, like me, was once supported in school by CAMFED, and is now a member of the CAMFED Association of women leaders. She is like a “big sister” and role model, guiding us through My Better World life skills and wellbeing sessions.

A major turning point came when CAMFED supported my community to establish a low-cost, sustainable boarding facility at my school. For the first time, I was able to live just minutes away from my classroom. Together with my fellow female students, we've created a warm and safe environment, where we can rest, study, and support one another.



In 2025, **772,844** girls newly benefited from economic, social and academic support through CAMFED's program – putting us well on track for our 8 million target by 2030.

Of those, **82,348** girls were newly supported through donor funds, **565,997** through CAMFED Association support and **124,499** through community support.

In total, donor funds helped us to support **184,780** students with tailored packages of material support in 2025: 15,193 students at primary school (9,419 girls, 5,774 boys) and 169,587 students at secondary school (164,169 girls, 5,418 boys).

## SOCIAL SUPPORT STRUCTURES

Trained teachers and young women in the CAMFED Association work hand-in-hand to support marginalized children to remain in school. Together, they provide mentoring and guidance to help children to build life skills, self-confidence and resilience, in order to stay in school and achieve their full potential. Parents and members of the wider community also lead whole-school initiatives, including meals program, to improve the learning environment for all children.

### Teacher Mentors

Teacher Mentors are government teachers who receive specialized training from CAMFED in key facets of the program, including child protection, psychosocial support, and monitoring. They play a critical role in delivering the holistic support needed for students to stay in school and succeed. Nominated for the role by Head Teachers, they often bring expertise from existing guidance and counseling specializations. As such they are well-positioned to provide individualized counseling support to vulnerable students, as well as learning support. In addition, Teacher Mentors act as child protection focal points within each school – a key role within CAMFED's comprehensive, locally-led child protection reporting structures.



**“We as women and girls have a lot of power and strength, and when we realize that we make a great change to the world.”**

Hope, secondary student and aspiring civil engineer, Zambia

I live in Luapula Province in Zambia with my mother and four younger siblings. We often faced challenges including lacking enough food to eat. There were times my mother could not afford to pay my school fees or cover essential school items such as books, calculators, and a decent school bag, and I was at risk of dropping out.

When I was selected for CAMFED support in Grade 8, I felt so blessed. I knew I would now have everything I needed to learn and succeed. I am supported by a Learner Guide, a member of the CAMFED Association, who volunteers as a “big sister” and mentor at my school.

I also lean on my Teacher Mentor, Madam Simasiku, for guidance and social support at my school. She teaches us how to stay focused in our studies, and how to be role models in society. With her encouragement, I am determined to achieve my dream of studying technical civil engineering at a university and becoming a successful civil engineer.



***I hope the future will be bright for us!***

Francisca, secondary student and aspiring lawyer, Ghana

Our Teacher Mentor, Madam Evelyn, is like my mother. When you are facing a lot of challenges, when you go to her, you can tell her your problems and she will give you advice. When you are facing some challenges, assuming that you don't have something like money or food, you can go to her and she'll support you. She also motivates us and encourages us to learn.



## Learner Guides

Learner Guides are young women in the CAMFED Association, who volunteer as peer mentors to support the next generation of children in their communities to access and thrive in school. They deliver CAMFED's bespoke life skills and wellbeing curriculum, My Better World, which was co-developed with young people and designed to develop deeper thinking and learning skills, in complement to the academic curriculum. My Better World sessions, which are open to all girls and boys at partner schools, are interactive and engaging: they build learners' problem-solving, negotiation and leadership skills, and improve their confidence, resilience, autonomy, and awareness of their rights and responsibilities. Learner Guides act as a vital link between schools and communities, and as valuable female role models for the next generation of girls. Learner Guides also provide vital information on sexual and reproductive health, rights, and gender-based violence, working to prevent pregnancy and sexually-transmitted infections, including HIV/AIDS, and to keep girls safe from exploitation, abuse, and child marriage.

In return for their commitment, Learner Guides can access business and entrepreneurship training, and interest-free loans. Through this holistic package of support, young women have the opportunity to simultaneously develop the skills they need to fulfil their role as Learner Guides, alongside accessing the tools to make a successful transition into secure livelihoods. Volunteering as a Learner Guide provides a meaningful, productive post-school pathway for these young women, as well as a stepping stone to further opportunities such as education and employment.

Evidence gathered in 2025 further underscored the link between the Learner Guide model and improved agency and self-esteem among girls and women. Overall, 53% of girls reported an improvement in overall agency scores after taking part in the Learner Guide program. Moreover, 99% of Learner Guides reported greater confidence in making decisions about their own lives since becoming a Guide.



*“When it comes to leadership, the girls often shy away. So as part of their sessions, the Learner Guides encourage girls that when it comes to leadership, they should participate. And I think it’s improving. Previously girls would only compete for maybe girls prefects and that is it. But because Learner Guides are saying that girls can also lead, it’s motivating our girls to go into leadership,*

*compete and then win elections and serve as leaders. Through the Learner Guides – who are educated and respected leaders in their communities – girls see how far they can go. Inspired by these role models, they are improving their attendance and performance in class, so it is having a very good impact.”*

Rita Abamah, Girls' Education Officer in Bongo district, Ghana



**25,467** Learner Guides were active in **8,201** schools in Kenya, Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2025.

**8,525** Learner Guides were newly trained in 2025, with **46,336** trained cumulatively.

Each Learner Guide reached **93** children on average with social and learning support in 2025.

**“I believe education is more than just learning – it’s the force that breaks barriers, opens doors, and builds futures.”**

Jessica, secondary student and aspiring chemistry lecturer, Zambia



Despite her tireless efforts, my mother struggled to earn enough money to provide the basic materials I needed to learn and succeed in school. My world was filled with uncertainty, until a kind Teacher Mentor – along with a group of supportive parents, teachers, and community members – noticed I was struggling and recommended me for CAMFED support.

Their care and encouragement marked a turning point in my life – changing the course of my story for the better. Soon, I had essential items like uniforms, books and stationery, as well as a safe and supportive environment. I started to find the courage to believe in myself.

At school, we’re supported by Learner Guides – young women in the CAMFED Association, educated with CAMFED’s support, who have overcome similar challenges to ours. We look up to them as “big sisters” and role models. My Learner Guide leads My Better World sessions on self-development every week, which have been a true turning point in my life. They helped me discover the power of setting goals, building confidence, and looking after my well-being while focusing on my education.

In 2024, I took my Grade 9 exams<sup>3</sup>. I was so happy to achieve an exam score of 540 – the highest in my school! It was a proud moment – not just for me, but for my mother, who never gave up on me, and for the school community that supported me every step of the way.

<sup>3</sup> This is a significant education milestone in Zambia.

**“Being a Learner Guide has strengthened my emotional intelligence, self-awareness, and ability to understand others – qualities that continue to shape my leadership.”**

Josephine, nurse and Learner Guide, Ghana

Although I was fortunate to have role models in my family and the CAMFED network guiding me through education, many girls in my community still lack someone they can look up to. This inspired me to volunteer at my local senior high school as a Learner Guide (peer mentor), delivering *My Better World* life skills sessions and mentoring vulnerable students.

I have served in this powerful role for over 10 years, even though the usual commitment is for about 18 months. I have provided guidance and mentoring to over 1,000 students, supporting them in their education, careers, and personal development. Along this journey, I have learned to listen without judgement and lead with empathy and patience. Having the opportunity to inspire growth and shape a better future for others is a privilege I hold dearly.



***“As a woman, I stand firm and support that women be educated. I would really like to change the lives of many girls in my county, and in my sub-county and also in my community.”***

**Nancy, CAMFED Association Chairperson and Learner Guide, Kenya**

My name is Nancy, Chairperson of the CAMFED Association in Kajiado County. I recently trained as a Learner Guide, a CAMFED Association member who delivers *My Better World* sessions in their various communities. The *My Better World* book contains different topics like wellbeing, doing well, and the inner powers we have within us all. We are going to our communities to meet young people aged from 10 years to 20 years and explain topics from the book. I now have the skills to go to my community, talking to those girls about whatever challenges they are going through. Since I went through the same challenges while I was young, I can help them to overcome them and grow. They will be open to us. They will share what they are going through in their various families because they will feel like we are big sisters to them, and those who are facing challenges will feel like they have a shoulder to lean on. Things will change in Kajiado County: looking forward, our communities will be improved.

## Parent Support Groups

CAMFED also partners with parents, who volunteer their time and resources in Parent Support Groups. At each school, these groups bring together local parents and community members to provide support to vulnerable children. This support includes counseling and mentoring, as well as school meal initiatives, which improve attendance and help children to concentrate during school.

CAMFED often provides Parent Support Groups with training and small grants, covering the purchase of tools, fertilizer, seeds and other initial inputs. Equipped with these inputs, Parent Support Groups run school meals programs and income-generating enterprises, helping more children in their communities to cover their material needs, including shoes, books and uniforms. Increasingly, Parent Support Groups are running climate-smart school gardens, and CAMFED Association members volunteering as Agriculture Guides are sharing their expertise in sustainable farming.

***“Thanks to our Mother Support Group, every child at school is fed.”***  
Mr. Masamha, Senior Teacher, Zimbabwe.

The Mother Support Group is very important in improving our school environment because they provide our children with nutritious foods. Sometimes they bring meat like chicken or goat, they also provide vegetables and cook the food for our children. We have about 235 learners and every child is fed. The moment they see the mothers, everyone comes and eats. Everyone is impressed and happy!

Besides the meals, the Mother Support Group members help us identify disadvantaged children who need assistance and sometimes they bring clothes, shoes, socks to assist them. Once they paid the exam fee for a disadvantaged boy and he was able to write his O Level exam and he passed.



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

After completing education, marginalized young women in rural Africa have few job opportunities, and they continue to be at risk of early marriage, exploitation and urban migration as they seek financial security. CAMFED's support continues post-school, connecting young women with peers through the CAMFED Association and helping them to transition to secure, sustainable livelihoods through further education, employment and entrepreneurship.



***“Our purpose and passion lies in seeing other vulnerable children get an education. Our sisterhood superpower? Giving back and supporting the next generation! We love seeing our sisters light the path for girls who were once in their shoes, opening doors for many more to come. Across Africa, CAMFED Association members continue to raise money to support girls’ education and keep learners in school.”***

Rhoda, CAMFED Association member, Zambia

## THE CAMFED ASSOCIATION

The CAMFED Association – made up of young women previously supported by CAMFED to go to school – is Africa’s fastest-growing network of educated young women, united by a shared determination to transform their futures and their communities. Through the Association, these young women become peer mentors to the girls following in their footsteps – offering not only practical and curriculum-based guidance, but trusted support, encouragement, and the steady presence of a big sister and champion.

The CAMFED Association grew to **355,303** members in 2025 with **42%** of CAMFED Association members in leadership positions in education systems and the wider community.

***“The sisterhood support model of the CAMFED Association enables us all to navigate the unique hurdles we face. It creates a network of strength that allows us to pursue our dreams while overcoming the societal challenges that threaten to hold us back. It ensures that no one is left behind – carrying each member along the journey of life and breaking down barriers to the education for disadvantaged girls and young women. Together we advocate for girls’ rights, support one another in pursuing education, and create opportunities for leadership – paving the way for future generations to thrive.”***

Catherine, CAMFED Peer Mentor and Educator, Malawi



### Experiences of being a new CAMFED Association member

*I stepped in like a whisper that wasn't sure it should be heard, a new name balancing awkwardly on confident tongues, trying not to trip over introductions or the quiet fear of being "the one who doesn't quite fit". Even my smile felt rehearsed like I had practiced belonging before I understood it.*

*They called it CAMFED Association, and I expected something formal, maybe distant, but instead I found warmth that asked questions back, smiles that didn't let you disappear in the background, and a kind of welcome that felt suspiciously like, "You're one of us now... whether you're ready or not."*

*The benefits didn't come with announcements, they slipped in quietly skills dressed as conversations, entrepreneurship hidden in everyday advice, opportunities disguised as "Can you try this?" and suddenly I was doing things I used to admire from afar.*

*Ironically, I thought I needed guidance like a map, but what I got was a mirror: women reflecting strength I hadn't claimed, pushing me gently, then firmly, then unapologetically, until "I can't" started sounding outdated even to my own ears.*

*Support here wasn't soft all the time, it was real. It looked like sisterhood that checks on you, lifts you, corrects you, and still claps the loudest. A safety net made of shared stories, where falling doesn't mean failing, just learning differently.*

*Now I laugh at the version of me who tiptoed in, thinking she had to earn her place quietly. Because somewhere between doubt and daring, between listening and leading, I became part of the noise, the good kind... the kind that builds.*

- Annie from Malawi, who is part of the Kenya chapter of the CAMFED Association and a third year pharmacy student at university there



### The Multiplier Effect

Having experienced the life-changing power of education themselves, CAMFED Association members pay it forward, opening doors for the next generation. On average, each young woman in the alumnae network goes on to support three more girls to attend school – an extraordinary philanthropic multiplier. CAMFED Association members also volunteer as Guides in their communities, sharing learning support, business advice and agricultural expertise – a knowledge multiplier. Increasingly, Association members are taking up leadership roles, including within decision-making bodies and being elected into public office – a social multiplier.

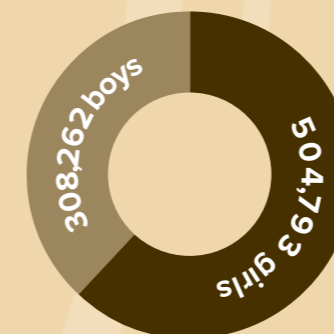
Members of the CAMFED Association collectively supported

**1,378,652**

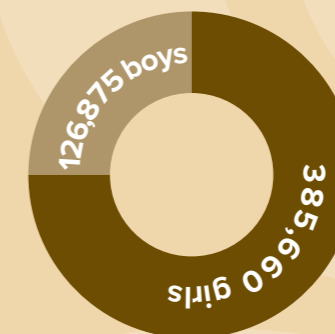
young people in education in 2025.

They provided economic support for:

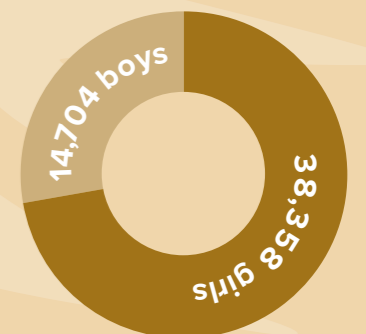
**813,055**  
students to go  
to primary  
school



**512,535**  
students to go  
to secondary  
school



**53,062**  
young people to  
attend post-school  
education



## Taking collective action: CAMFED Association professionals gather in Lusaka to rally resources

Across the consortium, CAMFED Association members who work in professional employment are joining forces to maximize their impact, raising funds and giving their time to send more girls in their communities to school – supporting nearly 2,000 children to date. In September 2025, CAMFED Zambia hosted a CAMFED Association Professionals’ Meeting in Lusaka, bringing together 100 young leaders from Zambia, Zimbabwe, Malawi, Ghana, and Tanzania under the theme “Women Who Give”.

The meeting was officiated by Mable Beene Nedziwe, Acting Director of Youth at the Ministry of Youth, Sport and Arts, who emphasized the importance of such platforms for fostering mentorship, sharing experiences and developing solutions to support the next generation of women.

CAMFED Zambia Executive Director, Namenda Malupande, highlighted the power of collective action, stressing that every act of giving whether through scholarships, mentorship, or entrepreneurship represents an investment in future generations.

**“I will do my best to share my knowledge so that other CAMFED Association members can benefit and progress in their lives.”**

Gabrielina, CAMFED Association member and Mobile Money Agent, Tanzania

CAMFED supported my education starting in 2006 when I was in Form Two, until I graduated in 2011. I now run my own mobile money business and I am also a Learner Guide and a facilitator of the My Better World program at a local school.

I am a member of the CAMFED Association Professional Group. Since joining the group, I have successfully expanded my network and connected with professionals from various fields, including law, health, and agriculture.



Through these connections, I accessed employment opportunities and collaborated with others to support communities and children in marginalized areas.

Previously I have supported five children myself with school supplies such as pens, and donated one sack of rice (20kg) and cooking oil to a local orphanage. But as part of the CAMFED Association Professionals group, we pool our resources and are able to reach a significantly higher number of children.



## Transition Support

CAMFED's Transition Program offers vital support to enable young women to capitalize on their education and transition into safe and fulfilling post-school pathways. In the countries where CAMFED works, many young people struggle to find employment and financial security after they finish school, with limited formal job prospects.



**“Giving back is our passion!”**

Christina, Transition Guide, Malawi



Being a Transition Guide is part of my ploughing back as a member of the CAMFED Association. I provide learning sessions to my fellow friends, because after finishing school, we young women face a lot of challenges – for example there may be gender-based violence, financial problems or business problems. In the sessions we discuss different topics and my friends gain skills on how they can deal with their challenges. There are a lot of different modules in the Transition Guide Manual. The most important topics are “Business Skills”, “My Rights, My Choices”, and “My Wellbeing”. In “My Rights, My Choices” we learn about sexually transmitted infections and how to prevent early pregnancy.

**6,814** Transition Guides supported **41,905** newly graduated young women on their transition from secondary school in 2025.

The Transition Program supports young women to navigate these post-school challenges. Led and facilitated by members of the CAMFED Association trained as Transition Guides, the program provides peer mentorship, skills, and resources to young women secondary school graduates, supporting them to start businesses, seek employment, and access further education. The Transition Program curriculum combines financial literacy and the basics of running a business with key sexual and reproductive health information, career guidance and access to seed finance (small business practice grants), helping to bridge the gap between leaving school and secure young adulthood.

Following their completion of the Transition Program, school graduates cascade the knowledge and skills they have learnt to members of their wider community, creating a ripple effect that multiplies impact. In 2025, 87% of young women participating in the Transition Programs across Ghana, Malawi, Tanzania, Zambia and Zimbabwe transitioned into paid employment, entrepreneurship or further study within 12 months.

**“Transition Guides help girls figure out what’s next after school.”**

Fatimata, Transition Guide and university graduate, Ghana



I remember when I got to university with CAMFED’s support, I saw a completely different version of myself – I could lead, and I excelled. Graduating with a first class degree was a great moment for me, and it could only happen because somebody saw my potential. That is why I became a Transition Guide. We are like big sisters, role models and mentors to girls, helping them figure out what’s next after school. I have personally seen girls who were once too scared to speak in public go on to run businesses and mentor others.

**“I am a role model to the students I teach.”**

Miriam, Transition Guide and entrepreneur, Zambia



I graduated school with support from CAMFED and then took part in several programs including training as a Transition Guide. In this role I guide the school leavers in how to cope with life after school. I ask them things like: what do they need? What is next? What is important to them? One path they could take is into entrepreneurship. I help them decide on a business idea, how they can price their product, and how they can deliver orders. I explain the importance of registering their businesses when they are at that level. The program helps young people to be successful in their business and in their lives.

I started my own business in 2014 selling sausages and then expanded into second hand clothes. My business is doing well, and I have one employee. When I deliver Transition Guide sessions to the students, and then go back to my business, it’s like I practice what I’m teaching at the business that I own. So they look up to me as their role model.

## Further Education

CAMFED supported **6,740** young women in tertiary or further education in 2025, with **26,791** supported to date.

For young women who complete school and are successful in their applications to tertiary education, the cost of university tuition, accommodation, transport, and basic living expenses can often place higher education firmly out of reach. CAMFED's support removes the immediate financial pressure, allowing students to focus on their education without the constant fear of unpaid fees or the risk of being withdrawn. Tertiary students are selected through a community-led process involving CAMFED Association district committees, mirroring the process for the secondary program. In 2025, CAMFED Association members received support to pursue a range of courses including education, nursing and midwifery, social science, public health, agriculture, engineering, and business studies.



**“CAMFED gave me wings, and now I want others to fly too.”**  
 Shamim, CAMFED Association member and psychology student from Malawi, now studying in Kenya



When I was in my first year of secondary school, CAMFED stepped in to support me with school fees and everything I needed to stay in school. That was one of the best moments of my life.

After completing secondary school, I joined the CAMFED Association where I met several inspiring CAMFED Association members who shared their stories and guided me in my transition to further education. I decided to let my passions shape my career path, and worked on my applications for degree courses. In 2023, I took up my place to study Psychology at university in Nairobi, Kenya. I chose to study psychology because I want to support young people facing mental health challenges. I aim to become a therapist in my community back in Malawi. At university, I serve as a committee member for an initiative that supports students who are unable to cover their tuition fees. My vision is to achieve zero dropout rates at the university by ensuring every student can complete their education.

***“Academic achievements have boosted my confidence, and I now feel confident to tackle life’s challenges.”***

**Tendai, CAMFED Association member and financial mathematics graduate, Zimbabwe**

I heard about CAMFED during my first year of secondary school from my class teacher who noticed my difficult financial situation. Earlier that year, I had almost dropped out from school because my mother could not afford to pay the tuition. When CAMFED stepped in with support, my future outlook changed tremendously. I no longer had to worry about affording school fees, school uniforms, stationery, or menstrual products, because CAMFED took care of everything.

After graduating from high school with support from CAMFED, I knew I wanted to take my education further so I pursued a degree at the University of Zimbabwe in Financial Mathematics. Earning my degree has equipped me with advanced analytical and problem-solving skills, enabling me to contribute to Zimbabwe’s economic development. I’ve gained expertise in financial modelling, risk management, and data analysis.

As a CAMFED Association member, I’m committed to supporting more girls to succeed in school. Having experienced hardship myself, I understand the difficulties faced by young girls from a less privileged background and want to assist in any way I can. Therefore my future plans include mentoring young women and girls, sharing my experiences and inspiring them to pursue higher education. In the future, I would like to see a society where no girl fails to advance in her education due to financial constraints.



## Enterprise Development

In the communities where we work, opportunities to access business capital and support, and to celebrate women’s business leadership, are limited, particularly for young women from marginalized backgrounds. In this context, CAMFED’s Enterprise Development program is critical. Building on the foundational business skills shared by Transition Guides, the program equips young women entrepreneurs with financial capital, technical skills, coaching from female role models, and linkages to networks and markets. This support helps young women to sustain and grow their small businesses, including through value addition.

The holistic support offered to entrepreneurs helps them to grow and add value to existing businesses, which generates increased income for themselves and their families and creates new jobs for others in rural areas. In 2025, nearly 46,000 new jobs were created as a result of the Enterprise Development program, and CAMFED Association members who own a business supported 75% more children as non-business owners. One group of CAMFED Association members in Mpika district, Zambia, pooled together their own resources to donate over USD \$4,000 to support the next generation of girls to access education - double the amount this same group raised in 2024.

## CAMA HANDENI CHALK MAKING GROUP



In 2025 **27,478** young women started a business with CAMFED's support.

***"I have trained 15 of my fellow CAMFED Association sisters in baking and how to operate a bakery business."***

Faudhiati, CAMFED Association member, entrepreneur and Learner Guide, Tanzania

After graduating school and college with support from CAMFED, I launched my bakery business, called Raisibei Cakesbites – producing quality cakes, bread, cookies and more – using my personal savings and an interest-free loan from CAMFED. I pay 'social interest' on this loan by volunteering as a Learner Guide at a secondary school in my neighbourhood. My most popular products are chocolate cakes, bread, samosas, and potato, cassava and banana crisps.

I've benefited from business training and advice from a CAMFED Business Guide, who helped me develop my business plan and coached me in key areas like financial management, record keeping, and marketing. She also helped me navigate some of the challenges I faced in my first year of business like the rise of costs in production.

Raisibei Cakesbites is now doing very well and is popular in my community. I am able to support myself using my business profits, as well as re-investing funds to improve and grow the business and pay off my loan. In the beginning I was just baking at home on a charcoal stove, but now I have a bakery!

I am very passionate about supporting other young women to succeed in education and in business. I have one female employee, helping her to support herself and her family. I have also supported a tertiary student with her university fees and provided a girl at secondary school with school supplies.



## Business Guides

Business Guides are experienced CAMFED Association business owners who volunteer to support other young rural women as they begin their entrepreneurship journey, providing training sessions and one-to-one mentoring in business and entrepreneurship skills. The program equips entrepreneurs with skills and access to finance, assets, networks and markets to grow and add value to their businesses. Business Guides themselves receive the opportunity to access zero-interest business loans and additional training, helping them to strengthen their own livelihoods.

Over 6,500 Business Guides were active across Ghana, Malawi, Tanzania, Zambia and Zimbabwe in 2025, supporting CAMFED Association entrepreneurs to expand into businesses across a range of industries such as agriculture, beauty and cosmetics, hospitality, arts and crafts, tailoring, and retail.



In 2025, **73,160** CAMFED Association-led businesses were supported by Business Guides and Agriculture Guides, and **59,508** entrepreneurs reported increased incomes after participating in CAMFED's enterprise program.

**27,420** grants and loans were provided to female entrepreneurs in 2025, totaling **USD \$3,505,039**.

*"I would like to open a wholesale shop and satellite shops in other locations and employ my CAMFED Association sisters. This way, I will be supporting them with income and business training."*

Thokozani, CAMFED Association member, entrepreneur and Business Guide, Malawi

I am a professional accountant and owner of two successful grocery stores in Zomba Rural, Malawi. CAMFED supported my education through secondary school and my diploma in Financial Accounting, after which I ventured into business.

My favorite thing about running a business is the feeling of being an independent woman! In Malawi, it's very difficult for a woman to reach financial independence. Through the profits from my shop I am able to support myself and my family.

I trained as a CAMFED Business Guide in 2021, and in this role I mentor other young women, around 40 so far, who are aspiring entrepreneurs, to launch or grow their businesses. I enjoy being a Business Guide as it gives me the opportunity to share what I enjoy doing, with a high probability of success. Not only do I have a strong business knowledge, but I also know how best to apply it in my community. I advise young women that business requires perseverance! In business, you cannot expect to have billions of profits from the start, you have to start small and develop. You could just have sugar or cooking oil, and go from there. So, have courage – grab opportunities that come your way and put these opportunities to good use.



## Agriculture Guides

Agriculture Guides are young women who have completed school with CAMFED support and who have expertise in sustainable agriculture. They draw on the knowledge they gained at secondary school – including the creativity, problem-solving and leadership skills cultivated through CAMFED’s school-based Learner Guide program – and combine it with “green economy” technical expertise. Agriculture Guides train other young women and members of their communities in climate-smart techniques, including sustainable farming methods, agroforestry, nutrition, and food preservation. These techniques help young women to succeed in agribusiness, and to support their communities to adapt to the effects of climate change and improve yields – in turn improving food security and tackling hunger. The Agriculture Guide program celebrates the role of women agripreneurs, in a context where farming is often seen as a default option rather than a successful career choice.

The program is now active across Ghana, Malawi, Tanzania, Zambia and Zimbabwe. Research with program participants in 2025 found that the use of climate-smart agriculture techniques had directly led to a rise in farming yields, household incomes, and food security. Increasingly unpredictable and extreme weather events in our partner countries, such as droughts and floods, threaten rural livelihoods and make the implementation of climate-smart measures even more critical.

*“The advice I give to my female entrepreneurs, especially those who are into agriculture is yes, you can do it! In the beginning it might seem impossible, but in the end you are going to love it and smile!”*

**Juliet, CAMFED Agriculture Guide, Ghana**



I started farming in 2021 with 70 mango seedlings and now I have 180 trees. I do mixed farming (growing different crops together), growing mango, coconut, orange, lime, lemon, and cassava. I decided on mango because it is something that I love to eat! Depending on the season here, mangoes can be imported from another area and the prices are hiked. So I wanted to supply the market women with local, competitively priced mangoes.

I trained as an Agriculture Guide to gain knowledge of climate-smart agriculture techniques, and extend them to my community. Now I’m mentoring other young CAMFED Association members in my village.

Sustainable agriculture is very important because over time our land gets degraded and yields are reduced. In the training I learned about mixed farming and growing leguminous plants to replenish the nutrients in the soil. Here in Ghana, the planting season has changed due to climate change. Now it doesn’t rain often, or it might rain earlier or later than the planting season. So adopting sustainable agriculture is going to help us in terms of yield and productivity.



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

CAMFED is partnering with governments to embed best practices in national school systems and ensure these better serve the needs of all children. Building on our core in-school and post-school programs, this strand of our strategy is transforming the lives of entire generations.

This work is anchored by the integration and adoption of the Learner Guide program within government systems, as a catalyst for improved learning, completion and leadership outcomes for girls and young women. In tandem, the implementation of supportive policies, equitable allocation of resources, and increased representation of women in decision-making roles within the education system will create the conditions for girls and young women to flourish.



In **Tanzania**, the government accredited CAMFED's My Better World guidebook in October 2025, meaning it can now be used in all secondary schools. CAMFED is partnering with the government to roll out the Learner Guide model in 41 new districts, with government-employed Ward Education Officers, Adult Education Officers and Guidance & Counseling teachers stepping up to lead the training, coordination and monitoring of the Guides – known in Tanzania as Life Skills Facilitators.

In **Zambia**, the new National Curriculum, including content from the *My Better World* program, was rolled out nationwide in 2025. This was estimated to reach approximately 350,000 secondary school learners by the end of 2025, increasing to cover the whole secondary school population by the end of the phased roll-out in 2028 – equipping learners with knowledge and skills that promote health and wellbeing, including modules on relationships, sexual and reproductive health, values and attitudes, and culture, society and human rights. CAMFED is working with the Curriculum Development Center to explore opportunities to embed My Better World content into the teacher training curriculum, and lecturers from teacher training colleges are increasingly lending their expertise to the training and ongoing support of Learner Guides across the country.



***“The most important aspect of this collaboration with government is the level of engagement. The Learner Guide program is changing lives, not just lives of the young people directly impacted, but it brings a different aspect of understanding that education is not just the subjects that are taught. The scaling of the program has proved that the government can work with non-government institutions and be successful. It brings in real life skills that can be taken on board and be blended within the mainstream education systems and the academic skills that young people are learning.”***  
David Musonda, Scaling Technical Committee Member, Zambia

In **Zimbabwe**, CAMFED partnered with the government to train 1,090 Learner Guides as Peer Educators, who have now reached over half a million children across 35 districts with life skills and academic support by the end of 2025. CAMFED also collaborated with the Ministry of Primary and Secondary Education to develop a supplementary life skills handbook, incorporating aspects of the My Better World program, which is expected to be distributed to all secondary schools in 2026. Peer Educators are playing a key role in the government's Early Warning System, now in place in over 600 schools across 35 rural districts, supporting learners to remain in or return to school and addressing the root causes of drop-out.

**“The Early Warning System is not just about keeping records; it is about understanding our children, listening to their struggles, and giving them a reason to stay in school. As leaders, we must prepare for our children’s future like farmers planting sugarcane and maize. What we invest today will determine our harvest tomorrow.”**

Traditional leader, Chipinge district, Zimbabwe

In **Ghana**, key content from the My Better World resources is now being delivered in weekly sessions to all Senior High Schools across Ghana as part of the government’s Values Handbook, reaching an estimated 450,000 new learners each year. The content is being delivered by ‘Peer Guides’ at school level, trained by government officers in partnership with CAMFED. An additional 477 National Service Personnel have been trained as Learner Guides and deployed to schools by the end of 2025, supported by stipends from the government as part of their national service. CAMFED is partnering with the Center for National Distance Learning and Open Schooling to scale-up the reach of the Learner Guide program by broadcasting sessions on the Ministry of Education’s TV platform.

In **Malawi**, Guides trained in partnership with the government as Learner Mentors reached over 740,000 children across 2,605 primary schools with critical wellbeing and life skills sessions. Schools are now using the Child Protection Guidelines, developed through our partnership with the Ministry of Education, to reinforce the creation of safer and more supportive learning environments nationwide in Malawi. The government has committed to a national task force on the rollout of guidance and counseling provision across the entire country with CAMFED’s input.

CAMFED Kenya was officially registered in July 2025. More than 300 Learner Guides have begun volunteering in their communities, delivering My Better World life skills sessions to youth across all eight sub-counties in Kajiado. The model of co-creation and collaboration with the government from the very start has borne fruit, with a strong partnership developed in just a few years – creating a good foundation for future scaling of CAMFED programs.



**“I take CAMFED to the villages so that children can continue with schooling so that they don’t feel like once they drop out, that’s the end.”**

Jane Natiyayia Lesale, National Resource Team Member, Kenya

My name is Jane Natiyayia Lesale. I work in collaboration with CAMFED as part of the National Resource Team in Kajiado County, Kenya. I am a community representative, and I am helping our people to join up. My job right now is to mobilize communities to come to meetings, and when they arrange a meeting I attend as a woman representative.

I have seen that even after dropping out, a child can still get an education. And through schooling, a woman’s position will rise and girls will be uplifted to become a good thing in our community. Now the community is loving education.

It’s been one and a half years working together with CAMFED, and I am very, very happy. I have seen the light ahead of me for my children.

The Learner Guide program is now active in **8,201** schools across six countries – in nearly **one third** of these, the government is playing a leading part in the roll-out.

# EVALUATIONS AND RESEARCH

CAMFED's approach to research is anchored on our core value of accountability to the girl and our commitment to co-creating solutions with and for the young people we serve. We use evidence from our research to strengthen programs, generate learning opportunities for all stakeholders, and allocate resources and gender-responsive solutions for the greatest impact. The co-creation approach to research with government partners ensures their insights, knowledge and understanding of research inputs and outcomes are integrated from the outset and gives them the confidence to adopt CAMFED approaches into national education systems – to improve education for all children.



## SCALING OF A PEER MENTORING AND LIFE SKILLS PROGRAM: LESSONS FROM GOVERNMENT ADAPTATION AND ADOPTION OF CAMFED'S LEARNER GUIDE PROGRAM IN TANZANIA

CAMFED partnered with the University of Dar es Salaam and the REAL Center at the University of Cambridge to [explore how the Learner Guide model is being adapted, embedded, and scaled](#) in co-delivery with the government in Tanzania's education system. The study looked at the processes involved at district level for operationalizing the adapted Learner Guide program as the Life Skills program within schools, and found both opportunities and lessons to inform the government's further scaling of the model. Findings underscore the valuable benefits that the program brings for students and schools, such as improved student confidence, wellbeing, attendance, and resilience against challenges such as early pregnancy and marriage. The research highlights the importance of retaining community engagement and a gender-transformative focus as key components of the program as it scales. Overall, the findings provide critical insights for CAMFED, governments and partners, and builds confidence in our approach, as we work together to adapt the Learner Guide model into national systems.

***“This Life Skills program is really important in reducing school absenteeism and helping children build self-confidence. Honestly, this program really supports them – it teaches respect, discipline, confidence, reduces absenteeism and improves overall wellbeing at school.”***

Parent Teacher Association member, Handeni district, Tanzania



## DATA FOR EXCELLENCE: CO-CREATING SOLUTIONS TO ACHIEVE EQUITABLE LEARNING OUTCOMES IN TANZANIA

In Tanzania, the government, researchers and CAMFED partnered to explore the use of education data in supporting greater equity and inclusion in schools. Using a collaborative and participatory approach, the project brought together government and school-level stakeholders to co-create solutions for lasting impact. The [first phase of the project](#) revealed insights about the capture and use of education data in schools, and then drew on CAMFED's existing Data for Education Excellence model - proven to unlock the power of data and of school communities to dismantle barriers to girls' education. The Data for Education Excellence model was adapted, with the support of local experts, to the Tanzanian context, and adopted to strengthen data use in government schools. The government has [already started to scale the model](#), pointing to the potential of this approach to bring equitable solutions and improve learning outcomes nationwide.

## YOUNG PEOPLE ADVANCING GHANA'S GREEN ECONOMY

In partnership with CAMFED and the University of Ghana, three CAMFED Association members [joined a youth research team](#) to explore the aspirations and barriers experienced by disadvantaged youth in Ghana, in accessing 'green' jobs. The evidence highlights that the promotion of green jobs presents an opportunity to tackle the intertwined challenges of sustainable development and youth employment. The research also points to the value of ensuring young men and women have equal opportunities to access skills training and financing to pursue green jobs, and celebrating role models in green jobs to reduce social stigma.



***“As a youth research assistant, I have gained valuable knowledge on this research, and I now aspire to be an advocate for sustainability.”***

Madonna, youth researcher and CAMFED Association member

# ENGAGEMENT AND INFLUENCE

CAMFED's partnerships center the needs and ambitions of the girls and young women we serve, and bring their knowledge and influence to the policy table. We learn from and come behind the expertise of graduates and their communities, partner schools, education authorities, and government ministries, working together to ensure the most disadvantaged children can stay in school, learn, thrive and lead. We join forces with partners and champions across the globe who invest in our work and advocate for an equitable world, sharing best practice, insights and the perspective of leaders with lived experience of the challenges we aim to address at events, seminars and through advocacy campaigns, underpinned by research from leading academic organizations. And we inform and mobilize the public to join our movement via news media, social media, influential champions, and corporate partners' cause-related marketing campaigns – showing how girls who secure their right to education and opportunity multiply the investment in their schooling by mentoring the next generation, sending more children to school, creating jobs and climate resilience, and influencing decision making at every level, creating a better future for us all.



## NATIONAL ENGAGEMENT AND PARTNERSHIPS

**“CAMFED does not come to us with a fully cooked program and expect us to implement it. They invite us to develop it with them.”**  
Government official, [Documenting CAMFED's Partnering Practices with Governments: An Analysis](#)



**“CAMFED does not exist to speak for girls and young women, or governments, but seeks to support them in all spaces where they are invited to ensure that dignity and respect they are given at CAMFED are perpetuated as much as possible.”**  
Ayshia D. Sykes, Researcher and Author of [Documenting CAMFED's Partnering Practices with Governments: An Analysis](#)

In 2025, **CAMFED Malawi** celebrated key milestones as two Memoranda of Understanding (MoUs) were officially signed, firstly with the Ministry of Youth, Sports and Culture and secondly with the Small and Medium Enterprises Development Institute – a national organization established under the Ministry of Trade and Industry to support the growth of micro, small and medium enterprises. These partnerships consolidate our joint commitment to supporting girls and young women, and creating sustainable post-school pathways for young people. **CAMFED Malawi** also collaborated with the Ministry of Education to develop Child Protection Guidelines for schools, which were signed off by the ministry in 2025. CAMFED and the government are now in the process of rolling the guidelines out across schools in Malawi, to encourage safer learning environments for learners across the country.

**CAMFED Ghana** and the Government of Ghana's Youth Employment Agency signed a partnership MoU on 17th June 2025. Our partnership seeks to promote skills development training, to support employment and sustainable livelihoods particularly among young rural women. **CAMFED Ghana** also signed a partnership MoU with the Ghana Enterprises Agency on 21st October 2025. The Ghana Enterprises Agency is the apex governmental body dedicated to the promotion and development of micro, small and medium enterprises in Ghana. Together, we will work to champion the entrepreneurial rights of young women and promote equity through advocacy and policy engagement.

***“We see CAMFED Ghana as a strategic partner in development and we are happy to be singing from the same song sheet.”***

Gifty Bremansu, Director of Guidance and Counseling Unit, Ghana Education Service

**CAMFED Tanzania** signed MoUs with the Prime Minister's Office - Youth, Labor, Employment and Persons with Disabilities (PMO-LYED), with the Ministry of Community Development, Gender, Women and Special Groups, and with the Ministry of Agriculture. Through these partnerships, together we will unlock opportunities for young women, including access to group loans, vocational training, employment and entrepreneurship initiatives. Through our work with the Tanzania Education Network, CAMFED also contributed to the development of the National Re-entry Circular and Implementation plan, as well as an Impact Assessment Study on School Re-entry Policies, supporting children to return to the classroom after dropping out of school. The implementation plan's recognition of life skills sessions as a key strategy for preventing school dropout further validates CAMFED's approach to student wellbeing and retention.

A five-year MoU was signed in February 2025 between **CAMFED Zambia** and the Ministry of Youth, Sport and Arts. As well as providing market linkages for CAMFED Association members' businesses, this partnership formalizes CAMFED's use of ministry facilities such as Youth Resource Centers for skills training and enterprise growth.

***“The partnership with CAMFED is crucial to facilitate development of relevant skills for personal and national development.”***

Kangwa Chileshe, Permanent Secretary, Ministry of Youth, Sport and Arts, Zambia



**CAMFED Zambia** and the Higher Education Loans and Scholarship Board also signed an MoU, aiming to expand young women's access to opportunities such as financial assistance and mentorship, and strengthen support systems including through community engagement. An MoU was also signed between **CAMFED Zambia** and Crucible Lusaka, a leadership college, to strengthen opportunities for young women in Science, Technology, Engineering and Mathematics. This partnership will widen access to expert training, scholarships and state-of-the-art laboratory facilities, and create networking opportunities and career pathways for aspiring female scientists and engineers.

In January 2025, **CAMFED Zimbabwe** renewed our partnership MoU with the Ministry of Primary and Secondary Education, reinforcing our commitment to collaborative efforts to promote girls' education. **CAMFED Zimbabwe** is also deepening partnerships with tertiary institutions. A high-level consultation meeting in December 2025 brought together representatives from several universities as well as the government, to strengthen collaboration in supporting young women in tertiary education. This engagement helped to reinforce the ecosystem of partnership organizations all working together to improve student welfare, inclusivity and employability.

**CAMFED Kenya** is finalizing an MoU with the Kenya Institute of Curriculum Development, covering areas including the roll-out of the Learner Guide program and its integration into national systems, and potential research projects. CAMFED Kenya has established relationships with the Ministry of Education and other ministries such as the Department of Social Services, the Ministry of Labor and Social Protection, and the State Department of Gender and Affirmative Action. CAMFED is currently mapping a National Advisory Committee to: advise on design, implementation, collective learning and evaluation of CAMFED programs; review findings and best practice; and identify opportunities for further integration.

## CAMFED AT THE 5TH INTERNATIONAL QUALITY EDUCATION CONFERENCE (IQEC)

CAMFED Tanzania and CAMFED Zambia participated in the 5th International Quality Education Conference (IQEC) held in Dar es Salaam, Tanzania in September 2025. The regional conference, organized by Tanzania's Education Network (TenMet), brought together academics, researchers, policymakers, donors, and education practitioners under the theme "Strengthening Systems and Investments: Advancing Domestic Resource Mobilization for Inclusive, Quality and Sustainable Education in Africa".

CAMFED Association members from Tanzania volunteering as Learner Guides and Transition Guides, as well as Teacher Mentors, students and CAMFED staff were in attendance, with CAMFED's exhibition booth becoming a hub for dialogue as members of our movement showcased the impact of CAMFED's community-led education programs. The booth drew special attention from the guest of Honor, Deputy Prime Minister Dr. Dotto Biteko, who was welcomed by the CAMFED Association's National Chairperson, Shamsa Mkurungo.

CAMFED Association members also took part in key panel discussions and breakout sessions, amplifying youth voices and championing women's leadership in education. A highlight was a session led by Nasikiwa Duke, CAMFED Tanzania's Executive Director at the time, exploring barriers to women's advancement in education leadership.

CAMFED Zambia's Policy, Advocacy and Partnership Officer took part in both main and side sessions, including one on menstrual health management funding. During this session, CAMFED advocated for support towards establishing health rooms in schools to provide basic medication for managing severe menstrual cramps (dysmenorrhea), a condition that causes one in three girls to miss school.

Through its active engagement, CAMFED reaffirmed its commitment to inclusive education systems that empower girls and young women to become agents of change in their communities.



# GLOBAL RECOGNITION

In 2025, CAMFED continued to gain global recognition, enabling us to grow the momentum behind our movement. Thank you to all our partners, supporters and champions who care so deeply about our shared mission and commit their time and resources to shine a spotlight on the power of community-led solutions.



## TIME names Angeline Murimirwa, CEO of CAMFED, to its list of the world's 100 most influential people of 2025



The TIME100 list, released in April 2025, recognizes the impact, innovation and achievement of extraordinary individuals across the globe. [In her article for TIME](#), fellow girls' education leader Malala Yousafzai described Angeline (Angie) Murimirwa as a tenacious leader who transformed her own journey from disadvantaged student supported through school in rural Zimbabwe into a champion for the education of millions of girls. Highlighting the "silver bullet" of girls' education for solving global crises, Malala underscores Angeline's role in building healthier, more prosperous societies.

Angie was among a small group of people invited to deliver a toast at the TIME100 Gala on April 24, 2025 in New York City. She shared some sobering statistics, but ended on a note of hope and action. Her remarks were widely covered across the media.

***"Angie Murimirwa is an inspiration to women and girls everywhere. Her grassroots approach to supporting vulnerable girls through CAMFED has transformed lives across Africa. Every girl, everywhere, deserves the right to an education and to be able to choose who—and when—to marry. With Angie leading the way, we get closer and closer to reaching that brighter future for our girls."***  
 Michelle Obama, former First Lady of the United States and founder of the Girls Opportunity Alliance, in her message congratulating CAMFED's CEO on the recognition



***"CAMFED's sisterhood is living proof of the power of girls' education to spur economic growth, improve health, and foster resilience to climate change. Tackling our world's biggest challenges and creating a brighter future is possible. And it starts with sending a girl to school."***  
 Angeline Murimirwa in her tribute at the TIME100 Gala.



***"Few people are fighting to solve this crisis as tenaciously and effectively as Angeline."***  
 Nobel Peace Prize laureate Malala Yousafzai

***"My sincere congratulations to Angie Murimirwa for this well deserved recognition. As patron of CAMFED I have long been inspired by Angie's unwavering dedication to securing every child's right to a quality education. Angie's intellect and expertise have taken her from volunteer, to program manager, to executive leadership, always ensuring that CAMFED's work is guided by those it serves."***  
 Julia Gillard, 27th Prime Minister of Australia and inaugural Chair of the Global Institute for Women's Leadership



## CAMFED Malawi honored as best girls' education NGO

On August 29, 2025, CAMFED Malawi's Executive Director, Susan Silika, accepted a government award honoring CAMFED as the country's best Non-Governmental Organization (NGO) for girls' education. The award was presented by Dr. Nertha Semphere Mgala – Principal Secretary for the Ministry of Gender, Community Development and Social Welfare. It recognizes CAMFED's impact in advancing education opportunities for girls across the country for the second year running.



***“We at CAMFED are honored to receive this award, a testament to the trust and strong working relationships we have built with the Ministry of Education and other key partners. It gives us the drive to do even more, better, and faster.”***

Susan Silika, Executive Director, CAMFED Malawi

## CAMFED chosen as beneficiary of The New York Times Communities Fund

CAMFED was honored to be a beneficiary of The New York Times Communities Fund for the third year running since its relaunch from the Neediest Cases Fund in 2023. The only organization working internationally among the year's chosen nonprofits, CAMFED was selected for its award-winning, grassroots-led model supporting girls in rural communities in Africa to go to school, succeed and become leaders guiding the next generation through school. CAMFED Association member Joyce from Ghana represented our sisterhood at the Communities Fund launch event in New York, meeting with two-time Pulitzer Prize winner and New York Times columnist Nicholas Kristof and giving an [interview to The New York Times](#), in which she described how she overcame poverty in rural Ghana with support from CAMFED, set up her own girls' education NGO and became a global education advocate.

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

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



## CAMFED Zambia at 10th anniversary celebrations of UNESCO Prize for Girls' and Women's Education



In September 2025, CAMFED Zambia participated in the 10th Anniversary Commemoration of the UNESCO Prize for Girls' and Women's Education held in Beijing, China. The invitation followed CAMFED Zambia's recognition as a 2024 laureate of this prestigious global award.

The celebration, officiated by the First Lady of China, brought together government officials, UNESCO representatives, and laureates from the past decade to honor global contributions advancing girls' and women's education.

During the event, CAMFED Zambia presented its holistic model of supporting girls to complete and succeed in secondary education and took part in a panel discussion on creating enabling environments for gender-transformative education.

# LOOKING AHEAD TO 2026

We enter 2026 on track to accomplish our ambitious goals of reaching 5 million girls this decade with responsive economic, social and learning support, and over 15 million children through integration of the Learner Guide model into education systems. As we approach the midpoint of our strategic plan in 2026, we are reflecting on our progress and the lessons that are emerging from our work, to ensure that we continue to be responsive to the needs of the most marginalized girls and informed by the leadership of the CAMFED Association. CAMFED’s operating context continues to be influenced by a confluence of factors driving economic uncertainty, shifting global geopolitics, and education policy.

Over the last year, our clients have experienced severe flooding and droughts, which contributed to climatic shocks and health crises, affecting livelihoods and food security – exacerbated by a rapidly shifting global development context. Despite this challenging context, we remain committed to achieving our goals by 2030.

Since 2020, we have supported nearly 4 million of the most marginalized girls to attend and succeed in school. Recognising the challenging environment and increased demand, we continue to review our in-school program to ensure it meets the needs of the most vulnerable children, including bolstering the bursary package to adequately support children with the materials they need to stay in school.

The CAMFED Association, now numbering 355,303, sustains and multiplies the impact of our work in partner communities. We will continue to invest in young women’s leadership and agency, strengthening our enterprise programs to support entrepreneurs to withstand increasingly challenging macroeconomic conditions

Our government partnerships remain a priority in 2026, as we explore entry points for the integration of the Learner Guide model. We continue to expand the breadth and depth of our engagement across ministries, partnering with governments to do more, better, faster.

CAMFED continues to invest in strengthening our capacity to deliver support for the most marginalized girls and young women, while responding to emerging pressures including economic volatility, political transitions and rising demand from both communities and partners. We are in the process of recalibrating our strategy to extend beyond the horizon of the decade, and to meet the shifting contextual needs arising for our clients..



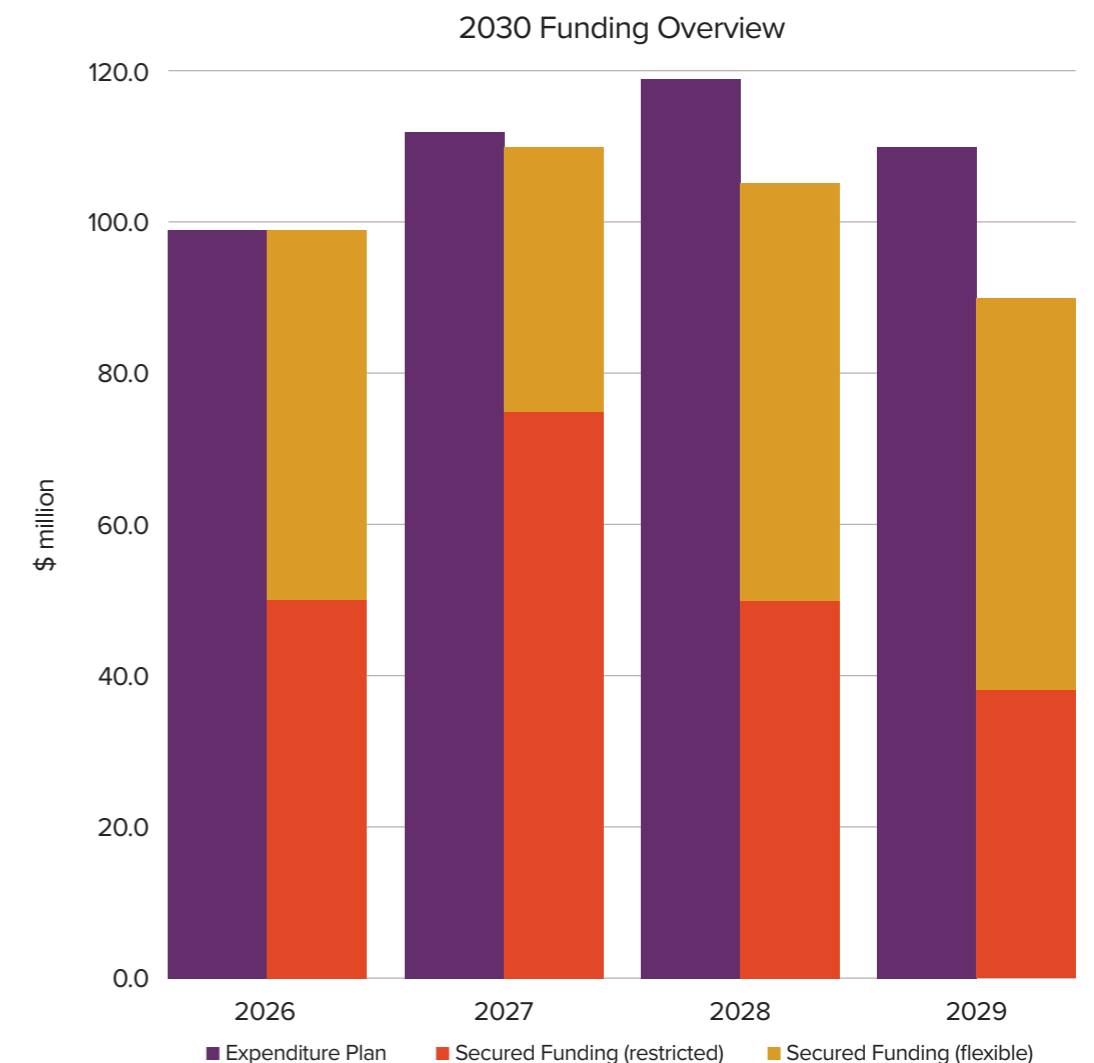
***“I encourage you to continue investing in the potential of girls and women everywhere, because the impact of your support extends far beyond what you can see – it transforms lives, creates opportunities, and builds stronger, more resilient communities where all can thrive.”***

Blessing, CAMFED Association leader, midwife and entrepreneur, Ghana

## PARTNERSHIPS AND INVESTMENT TOWARDS OUR STRATEGY

The projected cost of our strategy to 2030 is \$629 million, and we enter 2026 in a strong financial position, having raised 94% of the funding needed for our 2030 plan.

Our financial projections anticipate the full cost of supporting each marginalized girl, ensuring that we can fully deliver on our commitments for the entire duration of her schooling. A proportion of funding is therefore held in a designated reserve to ensure sufficient funds are available to honor commitments to girls and young women in later years of the plan, and to mitigate the risk of global shifts which may otherwise hinder our ability to meet our targets. This allocation is reviewed on at least a bi-annual basis in consultation with members of CAMFED’s global consortium. The allocation of funding (restricted and flexible) secured to date is illustrated below.



# THANK YOU...

to our global champions who are raising funds and taking action!



***“To CAMFED’s community champions and global supporters: your belief in girls’ education has transformed lives – including mine. Girls who once walked to school barefoot, hungry, and uncertain now have hope, dignity, and opportunity. Every investment you make not only changes one life – it ignites entire communities and shapes the future of our world.”***

Grace, Agriculture Entrepreneur and CAMFED Business Guide, Zimbabwe

Our community of supporters inspires us every single day. You are giving generously of your time, energy and resources to honor the dreams and ambitions of the girls, young women and communities we serve.

Every dollar you give and every action you take to highlight the power of education and young women’s leadership will make a difference for generations, multiplied by our graduates in the CAMFED Association, who in turn support more children to go to school, guiding and mentoring them on the journey to fulfilling livelihoods.

Thank you for your heart, passion and ingenuity, some of which is featured in the stories shared below. Remember to join us on social media, and tag us in your fundraising photos. We’re @camfed across most platforms – @CamfedSisterhood on TikTok.

***“The world at the moment is so overwhelming, we just want to contribute to making things better for others in any way we can. We are all an interconnected sisterhood, and if everybody does a small bit, that’s how change is made.”***

Maryanne Heslop, Peace by Piece



Australian potters are doing their part for world peace with the launch of a new exhibition inspired by CAMFED’s CEO. *Peace by Piece* took place in November in Sawtell, New South Wales, under the direction of pottery teacher Maryanne Heslop, and 12 female potters aged 69 to 83. The group was inspired by Angeline Murimirwa’s TED Talk on the role that girls’ education can play in creating a more peaceful world.



***“From the very beginning, I knew I wanted We Got You Boo to have a positive impact beyond our own community. We’re all about lifting each other up – and I wanted that ethos to extend to women and girls around the world who may not have the same opportunities we do. When I found CAMFED, it was like, yes – this is it...”***

***Education is life-changing, and the ripple effect it has on communities is huge. From the moment I found CAMFED, I knew instantly that this was a cause our members would be proud to support.”***

Lydia Leyland, Founder, We Got You Boo, girls supporting girls

A nationwide community of 100,000 women in the UK shares the same ethos as the CAMFED Association, and now also shares in the impact. We Got You Boo, a community which fosters connections and friendships for women, has grown from a small online community to a national network for in-person meet-ups – all the while giving a portion of proceeds to CAMFED.

Since becoming a partner of CAMFED last year, We Got You Boo has raised enough money to pay for 20,344 school days, and plans to continue growing its impact.

***“My mom was utterly inspiring – energetic, determined and endlessly compassionate. She died very suddenly on 4 June 2017, having had a stroke, aged only 51.***

***Women’s education and supporting girls and women to reach their full potential was a cause my mum was passionate about – and I care deeply about it too.***

***So, to honor her sense of adventure and in support of a brilliant cause, I am climbing the tallest mountain in Africa before I turn 30!”***  
Felicity Chilver, Climbing Kilimanjaro



Inspired by her late mom’s work in Tanzania and passion for girls reaching their full potential, Felicity Chilver climbed a staggering 5,895 meters to the peak of Africa’s tallest peak, Kilimanjaro. Over six days she hiked with no bed, no shower and no running water, to support an incredible 4,310 school days.

Felicity shared that it was the most physically challenging thing she had ever done, facing altitude sickness as well as the steep demands of the mountain. She remained motivated, spurred on by thoughts of how proud her mum would have been, and continued ‘pole pole’ (Swahili for ‘go slowly’) to Uhuru Peak, the highest point in the continent.





### Photography attribution

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