

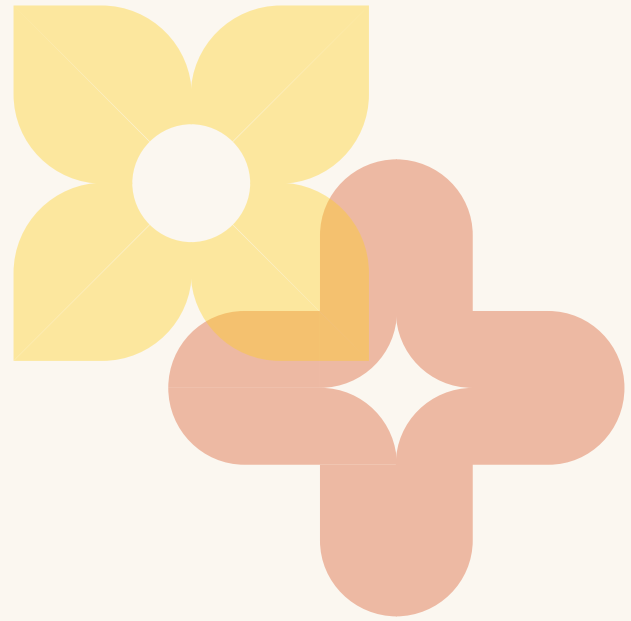


MALALA[®] FUND

Annual Report

April 1, 2020–March 31, 2021


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FROM OUR BOARD CHAIR

Malala's reflections on our year



A year of a global pandemic, protracted conflicts, a racial reckoning and devastating natural disasters has revealed the frailty of education systems and the depths of the gender inequality they were built on — but it's also shown us the strength of girls.

In every country and in every community, girls are fighting for their right to learn.

These crises have amplified the inequalities they already faced, forcing them out of the classroom at higher rates than their male peers. And yet despite the odds, girls are not giving up hope. They are determined to go to school.

Their courage reminds me that although Malala Fund's work has never been harder, it's never been more important.

That's why I'm so grateful for the unwavering support of friends like you. Though this year has tested us in new and difficult ways, Malala Fund has risen to the occasion, challenging the systems and policies that prevent girls from learning. This report highlights some of Malala Fund's impact for girls over the last year that your support made possible.

You'll read about our efforts to keep girls learning during and after the pandemic, addressing gaps in remote learning and equipping girls with the resources they need to keep their studies on track. By advocating on a global and national stage, Malala Fund has helped make girls' education a central part of pandemic recovery efforts and ensured that this crisis doesn't mean the end of girls' dreams for the future.



This report also details how Malala Fund has increased our investment in locally led initiatives in Afghanistan, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan and Turkey, allowing educators and activists to break down barriers to girls' education in their communities.

You will also discover our research on girls' education and climate change, which highlights how educating girls can help communities not only better withstand the effects of climate change — but also reduce the rate and impact of global warming.

And you will learn about Malala Fund's work to confront racial injustice both within our organisation and as a barrier to girls' education. Our commitment to making the world a more equal place means investing in programmes that challenge the racial discrimination preventing girls from accessing quality education.

Looking back on a difficult year, I'm so proud of the progress we've made together for girls and with girls. Thank you for your support, your partnership and your continued belief in our mission to create a world where every girl can learn and lead.

With gratitude,

Malala

ABOUT US

The girls' education crisis

The world is facing a girls' education crisis. **Nearly 130 million girls were out of school before the pandemic** — and now our research estimates **20 million more girls are at risk** of dropping out because of it.

Here are some of the factors making it harder for girls to go to school:



COVID-19

In crises like the coronavirus pandemic, girls and young women are the first to leave school and the last to return. Increased rates of poverty, household responsibilities, child labour and teenage pregnancy as well as restrictive school policies prevent girls from returning to the classroom.



Climate change

In 2021 alone, climate-related events like flooding and droughts will prevent four million girls from completing their education. If current trends continue, by 2025 climate change will be a contributing factor in preventing at least 12.5 million girls from completing their education each year.



Insufficient education funding

The annual cost of educating all children in low- and lower-middle-income countries is \$3 trillion. Before the COVID-19 crisis, governments were spending less than half of that. Now two-thirds of those countries have cut their already stretched education budgets, exacerbating the girls' education emergency.



Insecurity

War and violence drastically reduce opportunities for girls to continue their education. In areas of conflict, girls are often the most vulnerable. Girls living in areas with conflict are 90% more likely to be out of secondary school than those living in areas without violence.



Discriminatory social norms

Social norms can influence attitudes and policies that affect girls' opportunities to learn. Beliefs that girls are inferior to boys, don't need to be educated, belong in the home or aren't good at science, technology, engineering and mathematics (STEM) not only stop girls from going to school but also hold them back when they do.



Poor quality education

Malala Fund's research indicates that almost one billion girls are currently missing out on learning the vital skills they need to secure jobs in the future. Without quality education, girls will be unprepared for the future of work — and without educated workers, the world will face major gaps in the labour market.



Our mission

Malala Fund is working for a world where every girl can learn and lead.

Founded by Malala and Ziauddin Yousafzai in 2013, **we champion every girl's right to 12 years of free, safe, quality education.** Together with our board, leadership council, donors, staff, champions and girl activists, Malala Fund is creating a more equal world by making sure all girls can go to school.



What we do



We invest in and build networks of education advocates.

Through our Education Champion Network, we invest in local educators and activists — the people who best understand girls in their communities — in regions where the most girls are missing out on secondary school. We leverage their collective power to create broader change and make it easier for all girls to learn.



We advocate to hold leaders accountable.

We advocate — at local, national and international levels — for resources and policy changes needed to give every girl a secondary education. The girls we serve have high goals for themselves — and we have high expectations for leaders who can help them.



We help develop the next generation of young leaders.

Malala Fund gives girls the tools they need to advocate for education and equality in their communities and a platform for the world to hear their voices. We believe girls should speak for themselves and tell leaders what they need to learn and achieve their potential.



Our investments

This fiscal year — April 2020 to March 2021 — saw the largest expansion to our **Education Champion Network** since its launch in 2017. The programme added 22 new Education Champions who are working to address barriers to girls' education in their communities and countries. We also expanded to Ethiopia and prepared to add Bangladesh and Tanzania to our portfolio in the next fiscal year.

**Due to security concerns, we do not include specifics about our work in Afghanistan in this annual report. We are committed to our partners in Afghanistan and the thousands of Afghan girls that their organisations support — and remain steadfast in our mission to ensure every girl has access to free, safe, quality education.*

Year	Champions supported	Additional partner organisations	Countries	Cumulative amount invested	Cumulative students reached
FY 2017–18	9	-	4	\$3.5M	792,873 ¹
FY 2018–19	27	-	6	\$7.3M	1,676,294 ²
FY 2019–20 ³	39	-	7	\$11.7M	2,338,053 ⁴
FY 2020–21	61	23	8	\$15.9M	14,278,302 ⁵

Education Champion Network

Champions per country
FY 2020–2021

8
BRAZIL

10
NIGERIA

3
TURKEY

3
LEBANON

8
AFGHANISTAN

3
ETHIOPIA

15
PAKISTAN

11
INDIA

BANGLADESH
COMING IN 2021

TANZANIA
COMING IN 2021

COVID-19 RESPONSE

Addressing school closures during the pandemic



The COVID-19 crisis — an unprecedented global shock — required urgent action and flexibility to keep girls learning. Malala Fund's research estimated that 20 million more secondary school-aged girls could be out of school after the crisis has passed due to increased rates of poverty, household responsibilities, child labour and teenage pregnancy.

As schools closed, **Malala Fund worked quickly to deliver resources to our Education Champions, allowing them to reallocate grant funds however they needed** so their organisations could continue reaching at-risk girls in their communities.

8,000,000

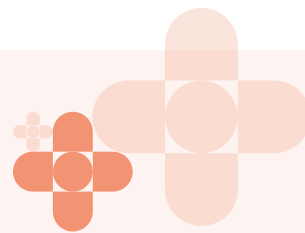
Students with access to grantee-supported lessons on TV in Pakistan

+ 2,348,180

Students with access to other grantee-supported home-based or remote lessons

10,348,180

Students able to access home-based or remote lessons from Malala Fund

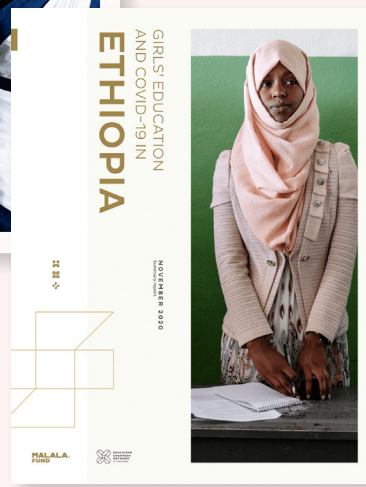
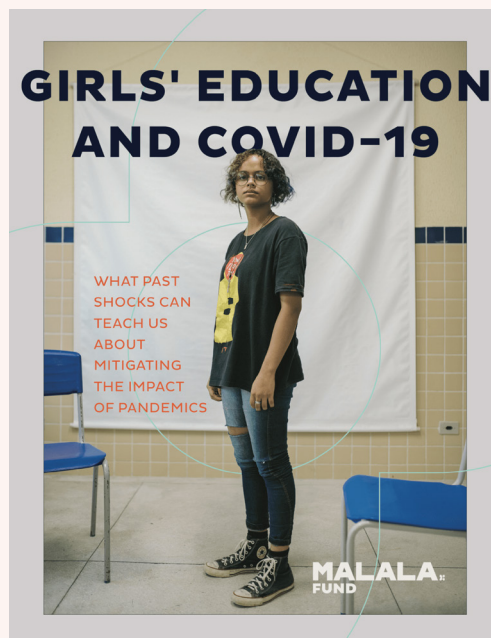


Here's what we accomplished this fiscal year:

Research

Conducted research on COVID-19's impact on girls' education in our programme countries.

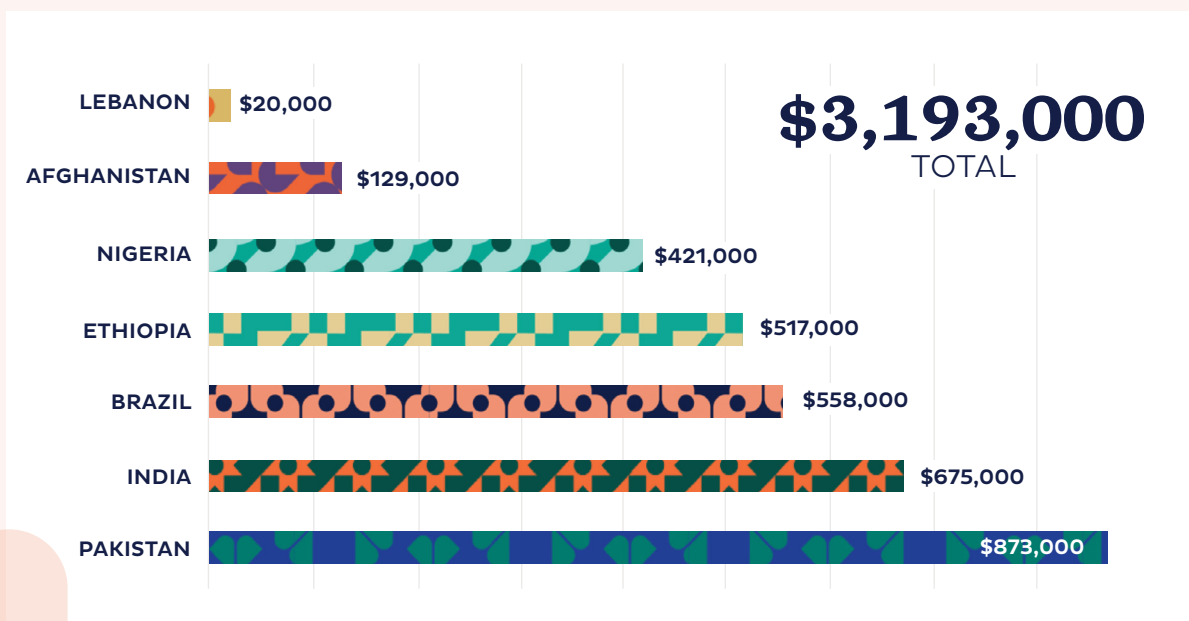
In a shift to prioritise locally-led evidence gathering, Malala Fund worked with national partners to conduct research on how the pandemic affected girls' access to school in marginalised communities in Ethiopia, India, Nigeria and Pakistan. These reports — co-written with Malala Fund's in-country representatives and Education Champions — offer firsthand accounts from girls and their families about learning during the pandemic and issue recommendations to leaders on how to improve girls' access to quality education.



Partnerships

Awarded \$3 million in new grant funding to 34 organisations.

We provided grants to 23 new partner organisations and 11 Education Champions to keep girls learning during school closures. From lessons on mobile apps in Pakistan to educational radio broadcasts in Nigeria, educators and activists addressed education gaps and equipped girls with the resources they needed to keep their studies on track.



Kiki James

Radio lessons in Nigeria.

Education Champion Kiki James, founder of ACE Charity, teaches out-of-school girls and boys in Nigeria basic literacy, numeracy and digital skills through learning resource centres. With Malala Fund's COVID-19 support, ACE Charity launched a radio school that offered reading, writing, STEM and hygiene lessons on five radio stations across northern Nigeria, reaching millions of out-of-school students. Kiki discussed her work broadcasting radio lessons and the need for emergency education interventions in an interview on CNN.



Expanding access to digital education in Pakistan.

In 2015, **Education Champion and founder of the Orenda Project Haroon Yasin** developed Taleemabad, a mobile and web application that helps out-of-school children continue their studies online. With their COVID-19 grant from Malala Fund, Orenda expanded Taleemabad's curriculum to additional grades so that children could access age-appropriate learning content from home. During the pandemic, Orenda also repurposed Taleemabad's content into a children's show, which was broadcast on a government TV channel.



Haroon Yasin



Gender-responsive curriculum in India.

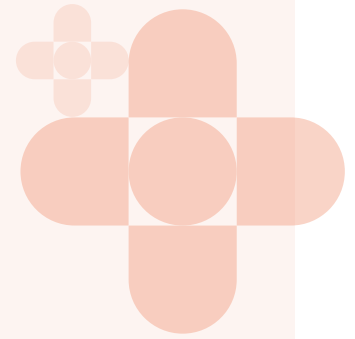
Restless Development worked with teachers and schools in Bihar to implement a gender-responsive curriculum that taught girls confidence, negotiation skills and resilience. The organisation also supported back-to-school campaigns led by young people and taught girls methods of holding leaders accountable to their commitments.



Recovery

Advocated to protect progress for girls' education and ensure leaders prioritise it.

Our team and Education Champions worked with leaders and local officials to ensure they centre girls' education in their pandemic recovery efforts and devote budget resources to helping girls continue learning remotely and return to the classroom as soon as it's safe.



Munira Yerima and
Hamzat Lawal



Gender-responsive recovery plans in Nigeria.

Malala Fund and Education Champions gathered governors and education commissioners in northern Nigeria to ensure the government's COVID-19 recovery plans included gender-responsive measures to address the unique challenges girls face when returning to school.



Malala Yousafzai



Addressing the education financing gap after COVID-19.

Malala Fund's advocacy helped secure an additional €25 million pledge from Germany to the Global Partnership for Education's COVID-19 education response, enabling millions of children to continue learning during the pandemic. This pledge was in addition to their annual €50 million contribution.



Huma Zia Faran



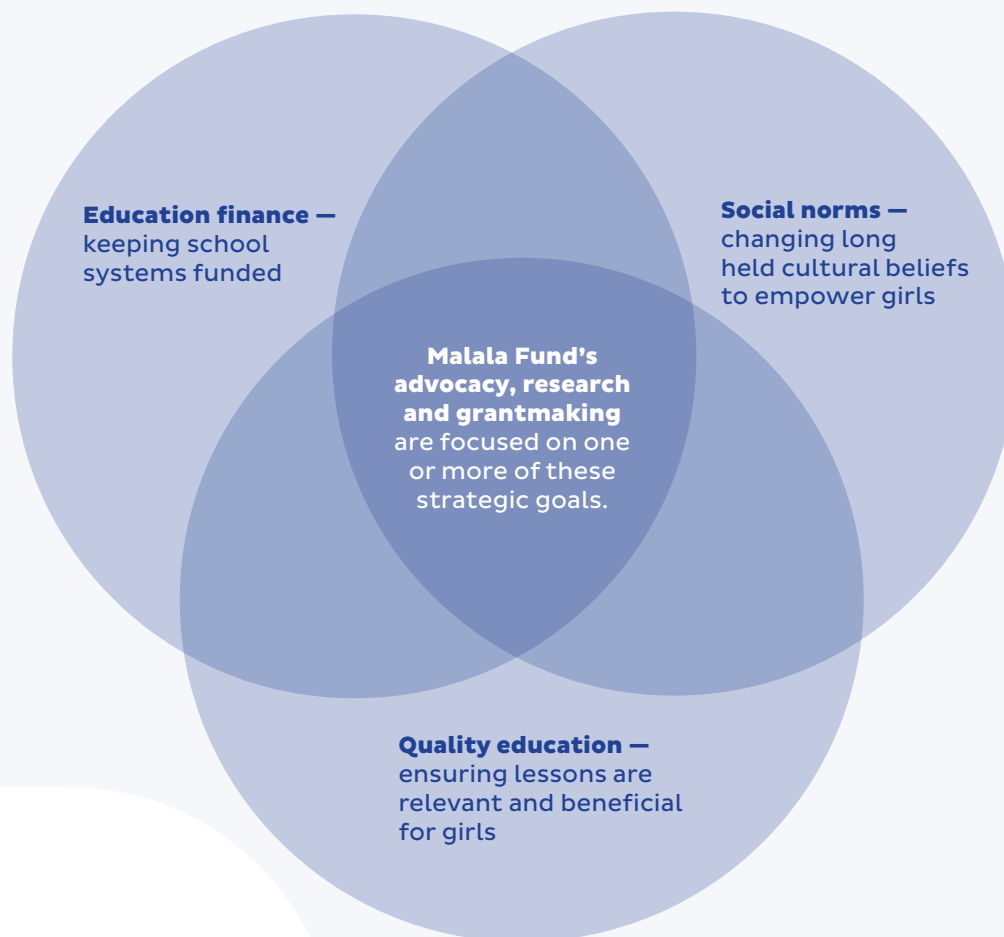
Raising public support for girls' education in Pakistan.

In Pakistan, Education Champions convened education experts for a panel discussion on one of the country's leading TV networks. Pakistani Education Champions also hosted a series of webinars highlighting how the pandemic affected girls' education and mental health, as well as the crisis's impact on teachers and the need for more education funding. Their events reached over 580,000 people.

OUR PROGRAMMES + ADVOCACY

Advancing girls' education at global and national levels

After assessing the current state of girls' education and where we can have the greatest impact for girls, Malala Fund focused our efforts on three thematic areas where we believe we can drive change: **education finance**, **quality education** and **social norms**.



Malala Fund Education Champion projects centre around one or more of our thematic areas.

Education finance

Lack of funding limits progress on girls' education. In partnership with **14 Education Champions focused on education finance**, we work to address shortfalls in domestic financing while heightening scrutiny on girls' education spending so that advocates can hold governments accountable.



“We need a profound commitment.”

In September, **Malala addressed heads of state at the United Nations General Assembly**, calling for significant investment in girls' education to keep girls learning during the COVID-19 pandemic.



Eliminating hidden fees in Nigeria's schools.

Responding to pressure from **Education Champion Pamela Okoroigwe's** advocacy, the Ministry of Education in Kaduna State instructed schools to stop collecting hidden fees from students — a significant barrier keeping girls in Kaduna from enrolling in school.



Pamela Okoroigwe



Denise Carreira



A victory for education budgets and standards in Brazil.

The Brazil chapter of the Education Champion Network successfully campaigned for the National Congress' approval of a constitutional amendment that adequately and fairly funds basic education throughout the country. Education Champions worked with a broader civil society movement to garner support and media coverage, including **Champion Denise Carreira** and Malala's interview with BBC.

Quality education

Malala Fund's research indicates that almost one billion girls are currently missing out on the vital education and skills they need to secure jobs in the future.

In partnership with 43 Education Champions focused on quality education, we work to ensure that education systems better support girls to develop the knowledge, tools and confidence they need to thrive in the modern world.



Encouraging girls to safely return to school after COVID-19 closures.

In October 2020, Malala Fund and UNESCO's Global Education Coalition produced a back-to-school PSA highlighting the importance of reenrolling girls in school and encouraging parents and governments to ensure their safe return to the classroom.



Helping leaders understand the role girls' education plays in mitigating climate change.

Malala Fund's report, *A greener, fairer future: Why leaders need to invest in climate and girls' education*, estimated that climate-related events will prevent at least four million girls in low- and lower-middle-income countries from completing their education in 2021 — and that number could increase to 12.5 million each year by 2025 if current trends continue. Yet, our research also showed that closing gender gaps in education can help countries better adapt to climate change's effects and decrease the rate and impact of global warming. In the coming year, we will work to advance the Gender-Equal Green Learning Agenda, our proposed framework for how leaders can address the climate crisis through education.





Establishing inclusive curriculums in Mirandiba schools that acknowledge quilombola history in Brazil.

There are over one million girls out of school in Brazil today — and quilombola (descendants of Africans brought to Brazil as enslaved labourers) girls are among the most likely to experience barriers to their education. Long distances, underfunded schools and curriculums that fail to address racial inequality and quilombola history prevent quilombola girls from accessing quality education. In 2020, **Education Champion Rogério José Barata**, his organisation, Centro de Cultura Luiz Freire (CCLF) and the quilombola community successfully advocated for the passage of The Municipal Curriculum Guidelines for Quilombola School Education. Rogério says this new law is an important “instrument to combat structural and institutional racism practiced against the Black population in Brazil” and allows quilombola students to learn about African and Afro-Brazilian histories and traditions.



Rogério José Barata



Equipping teachers to deliver STEM education in Pakistan.

Education Champion Lalah Rukh Fazal-Ur-Rahman and her organisation, Science Fuse, work to make quality science education accessible to marginalised students in Punjab, Pakistan. With her Malala Fund grant, Lalah and her team train teachers at low-income schools to improve girls' scientific literacy.



Lalah Rukh
Fazal-Ur-Rahman

Social norms

Social norms — like beliefs that girls are inferior to boys or aren't good at STEM — can influence attitudes and policies that affect girls' opportunities to learn. **In partnership with 29 Education Champions focused on challenging social norms**, we're creating a new normal, one where every girl learns for 12 years and can choose her own future.



Convincing parents in India to allow their daughters to return to school.

In January 2021, Education Champions in India led a campaign to ensure girls in the Harmipur district reenrolled in schools once it was safe to do so. Using data from their COVID-19 research, Education Champions convinced public representatives and officials to pledge support for their initiative and provide resources for girls to catch up on missed lessons.



Bondita Acharya

Yuman Hussain

Rehana Rehman

Gurkirrat Sachdeva



Using our platform to challenge social norms on International Day of the Girl.

On October 11, 2020, Malala joined Meghan, The Duchess of Sussex and Prince Harry, The Duke of Sussex, for a virtual conversation about the positive impacts educated girls can have on our world, including lifting themselves and their families out of poverty, becoming leaders in their communities and making our communities more resilient in the face of climate change.



Preventing child marriage in Lebanon.

Girls working with Education Champion Hiba Hamzi's organisation, Naba'a, held a conference on child marriage to highlight the research and recommendations from their three-year advocacy campaign to raise the minimum age of marriage in Lebanon to 18 years old. Representatives from municipalities, local and refugee committees, U.N. agencies and international, local and civil society organisations attended the event.



Hiba Hamzi

ASSEMBLY

Malala Fund's digital publication for girls, by girls

Our digital publication and newsletter **gave girls a place to add their voices to the global discourse on the year's most pressing issues** — from climate change to racial justice and gender inequality to how government protocols during the pandemic impacted their education.

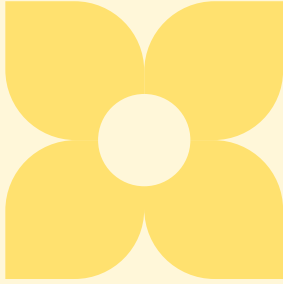
Some of our most-read stories

featured girls' perspectives on local issues that grabbed international attention:

“Together, thanks to this green wave, young women across Argentina learned to navigate the waters of activism, to harness the power of organization.”

— **Yael Crupnicoff**, an 18-year-old student writes about her involvement in the movement for sexual and reproductive rights in Argentina





“We have lost our people, our leaders, our internet and our safety. But we refuse to lose our voice.”

— **Eldr***, a student describes the military coup in Myanmar and why she's fighting to restore her country's democracy

**Eldr is a pseudonym*

“I see the same people that the president called ‘Lazy Nigerian Youths’ taking the lead to stop police brutality and bad governance and I cannot be more proud to be part of this generation!”

— **Aramide**, one of five young women who wrote about their involvement in the #EndSARS movement against police brutality in Nigeria



Climate change



An editor's note from Greta Thunberg kicked off Assembly's climate issue in November 2020, featuring young women on the front lines of the fight to save our planet.

“A lot more people know my name now than when I first started school striking for the climate, and the Fridays for Future movement was born.”

— Greta Thunberg

Racial justice



“It was clear that this teacher had low expectations for what Black students were capable of achieving and had no qualms expressing it.”

— Valentine Atsango

In the wake of worldwide protests following the death of George Floyd and rising anti-Asian racism, girls shared their experiences with racial discrimination and how they’re addressing injustice in their communities.

Valentine writes about her experiences with racism in her South African high school.



COVID-19

From diary entries to calls for stronger government pandemic response, girls discussed how the COVID-19 crisis impacted their lives and education.

18-year-old Brazilian student Beatriz explains the pandemic’s toll on women who work.



“The COVID-19 crisis has made one thing clear: Our male-dominated, sexist society undervalues female labor, which puts girls and women at greater risk during crises like pandemics.”

— Beatriz Cordeiro



Our readers



Top 10 countries by readership:

1. **U.S.**
2. **India**
3. **U.K.**
4. **Brazil**
5. **Canada**
6. **Australia**
7. **Argentina**
8. **Philippines**
9. **Pakistan**
10. **Singapore**

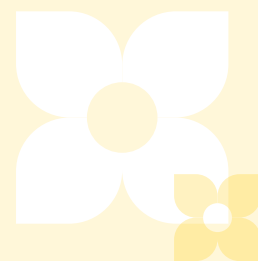


From April 1, 2020 to March 31, 2021, we had:

- **160,000+ new visitors** to **assembly.malala.org**
- 500,000+ pageviews
- 12,000+ newsletter subscribers
- An average contributor age range of 12–22



To date, we've **published pieces by girls** in more than **100 countries** and **24 languages**.



Assembly's loyal and ever-growing readership base helped bring home our first-ever **Webby Award for Best Newsletter**.



ORGANISATIONAL GROWTH

Expanding our global footprint with a focus on diversity, equity and inclusion

Growing our team

We added nine new team members to support our global expansion into Bangladesh and Tanzania, help bolster our national and global advocacy efforts and strengthen our policies and procedures to keep girls and grantees safe.



Expanding our footprint

We completed registration in Nigeria and in Pakistan,⁶ which will give us a better operational standing to carry out our work on the ground. We also focused on decentralising our work and distributing decision-making power among our offices in London, New York City, Washington, D.C. and regional hubs in our programme countries.



Prioritising diversity, equity and inclusion (DEI) in our work

This year, we focused on ensuring all aspects of our work are decolonial, inclusive, feminist, free of abuse and promote the well-being of our staff and grantees. Critical steps in FY 2020–21 that are moving us towards that goal include:



Establishing a staff-led Anti-discrimination and Equity (ADE) Committee

that consults regularly with the Board and Executive Leadership Team to help shape our organisational culture and ensure Malala Fund policies and practices are fairly designed and implemented.

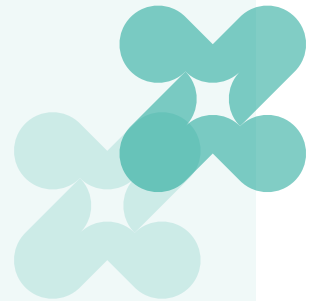


Hiring an external firm —

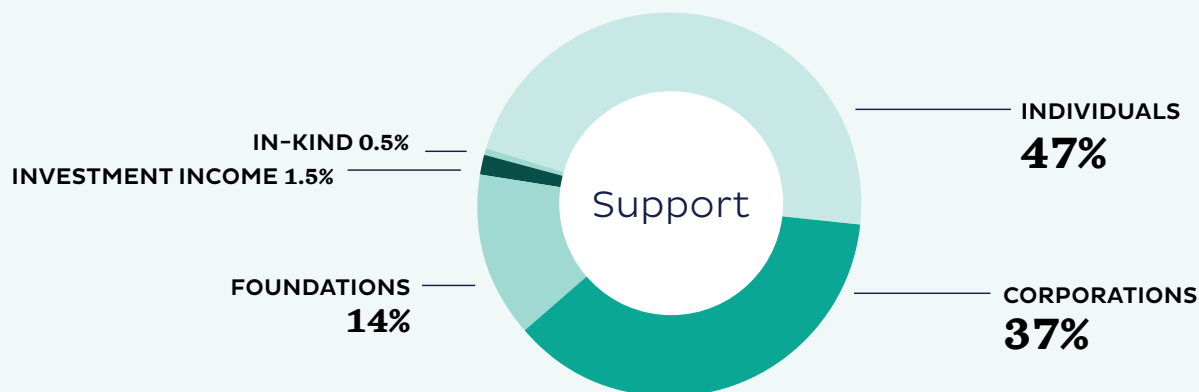
identified by the ADE Committee — to conduct an initial assessment of Malala Fund's policies and culture, which provided a starting point for Malala Fund's work plan to advance DEI throughout the organisation.

FINANCIALS

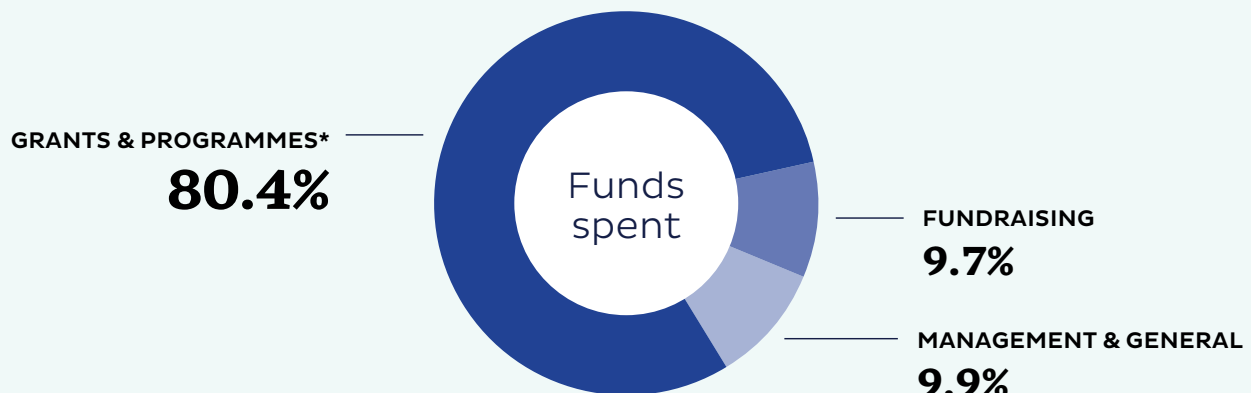
Breaking down our revenues and expenses



Where our support came from:



How we spent our funds:



**Includes an operational grant to support advocacy work and staff in Malala Fund's U.K. office.*



Summarised statement of activity

For the years ended March 31, 2021 and 2020

REVENUE AND SUPPORT	2021	2020
Contributions and grants	\$ 16,060,305	\$ 11,269,991
Investment income	\$ 277,737	\$ 16,795
Contributed services and materials	\$ 120,650	\$ 21,663
Total revenue and support	\$ 16,458,692	\$ 11,308,449
EXPENSES		
Programmes services	\$ 8,979,925	\$ 8,380,617
Management and general	\$ 1,104,182	\$ 1,259,500
Fundraising	\$ 1,089,332	\$ 888,299
Total expenses	\$ 11,173,439	\$ 10,528,416
Change in net assets	\$ 5,285,253	\$ 780,033
Net assets at beginning of year	\$ 15,574,110	\$ 14,794,077
Net assets at end of year	\$ 20,859,363	\$ 15,574,110



U.S. Board of Directors

Malala Yousafzai, Chair
Modupe Adefeso-Olateju
Susan McCaw
Francoise Moudouthe
Alaa Murabit
Lynn Taliento
Pearl Uzokwe
Ziauddin Yousafzai

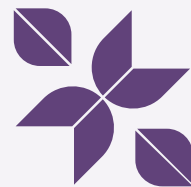
U.K. Board of Trustees

Akhter Mateen, Chair
Susan McCaw
Fayeeza Naqvi
Malala Yousafzai

Nigeria Board of Directors

Lynn Taliento
Ziauddin Yousafzai

DONORS



Thank you to our donors

These generous individuals, foundations and companies helped power our work over the previous year.

Leadership Council

Susan Buffett
Tim Cook
Susan McCaw

Laureate

- Apple

Humanitarian

- Bill & Melinda Gates Foundation
- Citi
- Echidna Giving
- Landry Family Foundation

Envoy

- Pluralsight
- Starbucks Foundation

Ambassador

- Avon
- Kristen Bell
- Cochlear Foundation
- Frank & Eileen
- kikki.K
- Musk Foundation
- North Star Charitable Foundation
- Salesforce
- Social Bite
- ViacomCBS

Advocate

- The Big Heart Foundation
- Chylak
- L'Oréal
- Snowbird Foundation
- Sourcebooks
- TikTok
- Wiancko Family Foundation

Supporter

- Cairns Fund
- The Children's Museum of Indianapolis
- Dancing Tides Foundation
- Sara and Damon Gadd Family Foundation
- Deborah Gaines
- Brad Gerstner
- Jennifer Mayfield Giving Fund
- Lemonade
- Zachary Lipeles
- PopSockets
- Passion Planner
- REPSOULS
- Bertrand Serlet
- Michael Shah
- ShaktiMat GmbH
- Alice Sturm
- The Judy and Frank Sunberg Fund of the Saint Paul & Minnesota Foundation
- Ken & Patricia Warner
- Thomas Davis & Maureen Zent
- Marcia Zellman

What our donors are saying



“People sometimes ask me why I think girls’ education is so important. My response has always been to look at the facts: Educating girls promotes economic growth, encourages political leadership, creates peace, helps the environment, saves lives and so much more.”

— Anya

“Education is the key to opportunity. I’m one of the women lucky enough to have an education. I am so grateful for the opportunities that I have, and I want to support other women who are not given the same chance.”

— Claudia

“I love the fact that Malala Fund is committed to platforming and supporting the work of local practitioners and women doing the work in their communities.”

— Susan

“I love this organization, I love Malala and her dad’s stories and I’ve been sending a small donation each year for a number of years.”

— Flora

LETTER FROM OUR CEO



Dear friends,

This year looked and felt different from any other. However, one constant remained: Supporters like you believed in the power of girls' education.

Your commitment to our mission allowed Malala Fund to respond to compounding crises, helping girls continue learning in the face of COVID-19, climate change, racial injustice, conflict and more.

The generosity of our donors not only sustained our work this year but strengthened it. Malala Fund was able to increase our investment in girls' education and reach more girls than ever before.

As you read in this report, this year Malala Fund supported innovative distance learning initiatives in Lebanon, Nigeria and Pakistan that allowed girls to study during school closures and catch up on missed lessons. In Brazil and India, we challenged injustices that prevent girls from accessing quality education.

At global events, we helped presidents and prime ministers understand that girls' education is the answer to some of the world's most pressing problems — and ensured they invested in it accordingly. And around the world, we provided girls with a platform to speak out and tell leaders what they need to learn and achieve their potential.



Each one of these projects and initiatives helped more girls learn and lead. Each one was made possible by your support.

I know there are days, months and even years like this one that can make progress feel slow, that remind us just how many challenges we face in the fight to see every girl in school. But as I look back on the last year, what stands out are not the difficulties but the determination with which Malala Fund and our supporters met them. Together we are building a more equal world by making sure every girl can go to school and I couldn't be more grateful to work alongside you.

Whether you are joining Malala Fund for the first time or have been with us since the beginning, thank you for your dedication to girls' education.

With gratitude,
Suzanne Ehlers



ENDNOTES

1. FY 17–18: 9,084 students (5,735 girls + 3,349 boys) attended formal/non-formal education programmes; 452 students (391 girls + 61 boys) attended skills development workshops; 783,337 students (399,563 girls + 383,774 boys) impacted by policy changes.
2. FY 18–19: 883,421 students reached in FY18–19; 7,486 students (6,170 girls + 1,316 boys) attended formal/non-formal education programmes; 1,608 students (1,397 girls + 211 boys) attended skills development workshops; 209,486 students (199,153 girls + 10,333 boys) impacted by policy changes; 750 students (350 girls + 400 boys) impacted by scaled-up education models; 27,392 girls in Malala Fund programme countries trained using Malala Fund's Girl Advocate Guide; 636,699 views (616,324 girls + 20,375 boys) of Malala Fund's Girl Advocate Guide online through malala.org, Facebook and other country-specific digital platforms.
3. Note: Malala Fund suspended Education Champions' grant deliverables between March 1, 2020–June 31, 2020 and in some cases longer or during additional periods due to the COVID-19 pandemic lockdowns.
4. FY 19–20: 661,759 students reached in FY19–20; 12,680 students (11,206 girls + 1,474 boys) attended formal/non-formal education programmes; 3,357 students (2,832 girls + 525 boys) attended skills development workshops; 622,078 students (432,078 girls + 190,000 boys) impacted by policy changes; 23,644 students (12,386 girls + 11,258 boys) impacted by scaled-up education model.
5. FY 20–21: 11,940,249 students reached in FY20–21; Approximately 10,499,379 students reached through Malala Fund's COVID-19 response initiative + 1,440,870 students reached through the Education Champion Network programme.

COVID-19 breakdown: 25,856 students (15,442 girls + 10,414 boys) enrolled in school; 899 girls attended skills training; 16,661 students (12,890 girls + 3,771 boys) received COVID-19 support (materials, lessons, alternative classes); approximately 1,009,100 students reached through radio lessons during COVID-19 school closures; approximately 8,000,000 students reached through television lessons during COVID-19 school closures; 1,446,863 students were reached through education apps and lessons shared through Facebook and WhatsApp during COVID-19 school closures.

Education Champion Network breakdown: 32,040 students (25,291 girls + 6,749 boys) enrolled in school/non-formal education programmes; 6,547 students (6,175 girls + 372 boys) attended skills training; 25,307 students (13,040 girls + 12,267 boys) taught by teachers trained by partners; 1,033,733 students (711,057 girls + 322,676 boys) benefited from policy change; 343,243 students reached through digital tech access and other remote learning support.
6. Finalised in July 2021.

