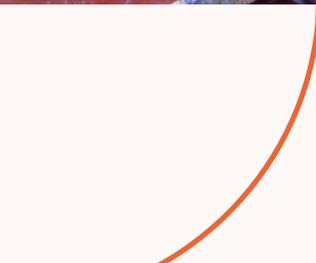
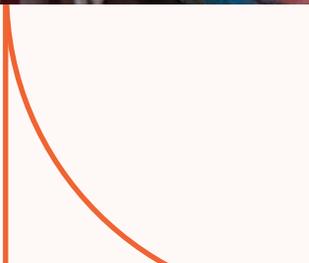
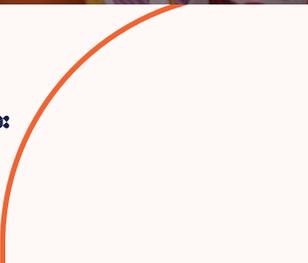


Malala Fund Strategic Plan

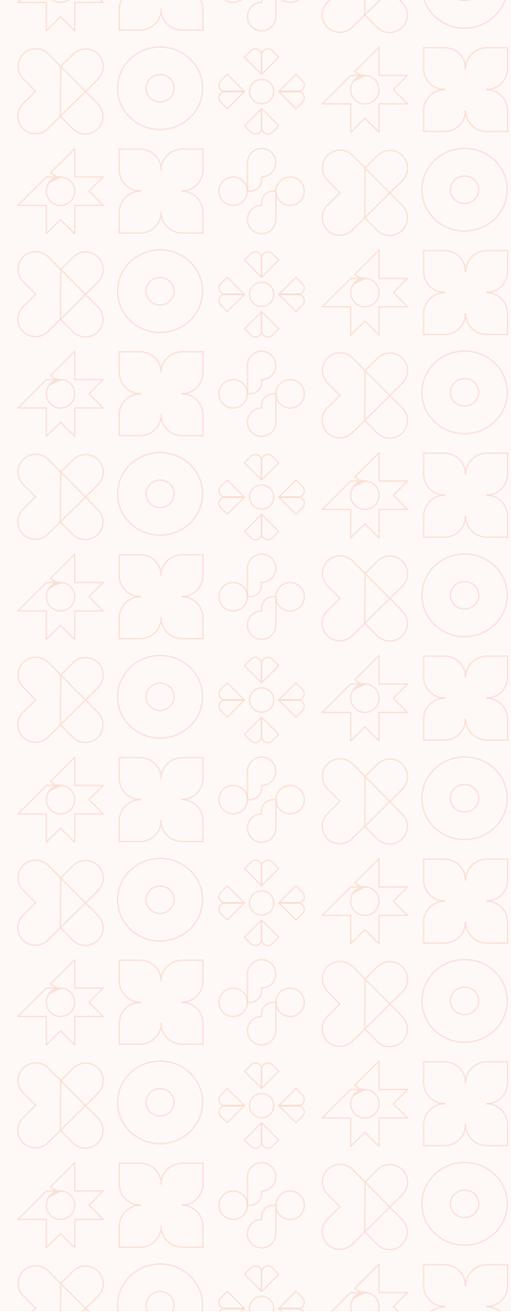
2020-2025



MALALA®
FUND

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Foreword



This strategic plan will tell you that Malala Fund was founded in 2013. In truth, it began much earlier. When the Taliban took over Swat Valley and banned girls' education, my classmates and I made plans to start an organisation to fight for girls in our community.

I was 11 years old, unable to go to school and wanted to do everything in my power to change that. I wished for friends in other countries who could support our effort and tell the world what was happening to us.

A lot has changed in my life since then, but my mission — to ensure no girl is denied her right to education — remains the same. And my plan to start an organisation for girls is no longer a daydream.

Today, Malala Fund has invested more than \$17 million in programmatic grants and works in seven countries — Afghanistan, Brazil, India, Lebanon, Nigeria, Pakistan and Turkey. We have played a leading role in bringing girls' education to the top of world leaders' agendas and secured substantial financial commitments to send girls to school.

This is an encouraging start, but the world's progress is not fast enough. At current rates, it will be more than 100 years before we achieve our goal.

I am impatient. I want to see every girl in school in my lifetime. That means Malala Fund must be more ambitious, which is precisely what we have outlined in this plan.

In the next five years, we will expand our network of girls' education advocates in up to 10 new countries, breaking down barriers girls face in their communities and holding leaders accountable for their promises to girls.

We will continue to use our unique position to address social norms, education finance and education quality. We believe by advocating in these three areas, we can have the greatest impact for girls who are kept from achieving their full potential because of long-held cultural beliefs, inadequate funding or outdated curricula.

We will also launch a programme to give girls the tools they need to advocate for education in their

communities and a platform for the world to hear their voices. In our fight for education and equality, we believe the next generation should lead the way.

As Malala Fund continues to grow our work, we will measure our progress and publicly report how we are delivering on our goals.

At this moment, hundreds of millions of girls are out of school or in school but not learning. Following this plan, Malala Fund will accelerate progress to give all girls 12 years of free, safe, quality education — and the opportunity to choose their own future.

Years of research shows us that their future — and ours — is brighter if girls go to school. Women and girls could add up to \$30 trillion to the global economy if all girls completed secondary school.¹ By doubling the number of young people with secondary education, countries cut their risk of conflict by half.² Educated girls are less likely to marry young or contract HIV — and more likely to have healthy, educated children.³ And the Brookings Institution says secondary girls' education is essential in curbing global emissions and fighting climate change.⁴

When I dreamed of Malala Fund as a child, I hoped to change my community. I couldn't imagine that one day we would have friends like you, helping girls I had not yet met, in countries around the world.

Our team, the education advocates we support, the girls we empower and I are deeply thankful for your support. I hope you will join us in this next phase of our fight. We need your help to deliver our most ambitious, transformational work yet.

We have already taken many steps. Now is the time to take a leap.

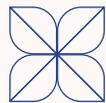
About Malala Fund

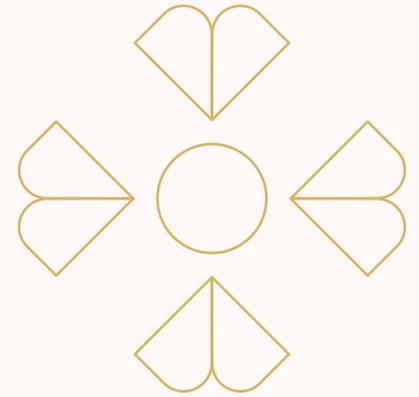
Our vision

A world where every girl can choose her own future

Our mission

12 years of safe, free, quality education for every girl





Our values

Our values are behind everything we do. They inform our daily work and drive our plans for the future. In our fight to see all girls in school, these are the principles that guide us.

We aim high.

Inspired by the girls we serve, we set ambitious goals for ourselves and push others to do the same. We focus on impact and delivering tangible, purposeful results.

We think creatively.

Getting all girls in school requires innovative thinking and solutions. We are resourceful and seek unconventional approaches to overcoming challenges.

We dare to be brave.

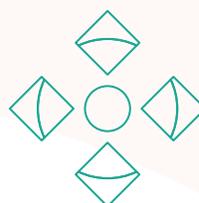
We speak truth to power and hold leaders accountable to their commitments to girls. We have the difficult conversations, say yes to tough projects and aren't afraid to take risks.

We act with integrity.

The relationships we build are grounded in trust and accountability. As an organisation and with each other, we endeavour to do what's right and respectful.

We value differences.

Our best work happens when we bring many voices to the table. We embrace diverse perspectives and open dialogue. We strive for equity in all we do and are always learning from others.





Our history

Co-founded by Malala Yousafzai and her father Ziauddin, Malala Fund began in early 2013 in response to a swell of public support following the October 2012 attack on Malala's life. Since then, Malala has become the movement leader for girls' education; her continued activism has built unprecedented momentum for girls' education and equality around the world.

Malala Fund's work has always been about helping all girls go to school and reach their full potential, but our methods for achieving this ambitious goal have evolved. While initial grants focused on building schools and providing

school tuition, our leadership made the strategic decision to shift resources and efforts towards advocacy. In January 2017, Malala Fund launched a grantmaking portfolio to invest in local educators and advocates working in countries where girls face the greatest challenges to education.

As of September 2019, the organisation has 31 staff members in the United Kingdom and United States, and seven long-term contractors in our programme countries. Since 2013, we have invested more than \$17 million in programmatic grants and are today working in seven countries (Afghanistan, Brazil, India, Lebanon, Nigeria, Pakistan and Turkey).



Our track record of advocacy victories

In 2014 and 2015, Malala Fund played a vital role in securing a commitment to 12 years of free, safe, quality education in the Sustainable Development Goals (SDGs) and convincing the Global Partnership for Education (GPE), and its donors, to expand the organisation's mandate to upper secondary education. By embedding the 12 years commitment in the global education system, we laid a baseline for our future work.

In the midst of a global refugee crisis, Malala Fund has been at the forefront of prioritising education for refugees and displaced populations. Our advocacy helped build consensus for the creation of Education Cannot Wait (ECW), a global fund for education in emergencies, and made education for refugees a priority of the 2016 Syria Summit and subsequent response to the crisis.

Over the last two years, we played a leading role in bringing education to the top of world leaders' agendas. Malala's interventions with donor governments were decisive in securing \$2.3 billion for the largest GPE replenishment to date. In 2018, Malala Fund was the only education organisation engaged in the Commonwealth, G7 and G20 Summits, all of which delivered political, policy or funding commitments, including \$2.9 billion for girls' education at the Charlevoix G7 Summit.

In 2019, we continued this work, securing further political commitments from leaders at the Osaka G20 Summit, and utilising the Biarritz G7 Summit to launch the ECW replenishment with a \$105 million pledge from the United Kingdom.



Our network of local educators and activists

To date, Malala Fund has supported 41 local educators and advocates in seven developing countries with grants, capacity building and networking opportunities. We are working to cultivate a network of education champions around the world who can pursue joint advocacy strategies, share innovative models for increasing access to quality education and learn from each other's work.

In the last two years, we focused on four main goals:

- Investing \$7.8 million in education champions' programmes and advocacy campaigns.
- Facilitating collective action within the network and increasing local advocates' ability to realise their agendas and impact.
- Supporting capacity building for advocates through in-person, online and individual programmes.
- Raising the profile of individual education champions and providing access to decision-makers.

While we know that the full impact of our investment in their work cannot be measured during their active grant period, we are seeing progress in both their individual projects and collective action in their respective countries.

For example, our inaugural education champions in Nigeria, Habiba Mohammed and Rotimi Olawale, worked together to deliver an important advocacy win in 2018. The Ministry of Education, Science and Technology in Kaduna State eliminated secondary school fees, a major barrier to enrolment for adolescent girls, throughout the state. The new policy took effect in September 2018, immediately benefiting 191,445 girls.

We believe the accomplishments of our inaugural champions show that the network is on a successful trajectory and, over the next five years, will speed up progress toward girls' education on local, national and regional levels.





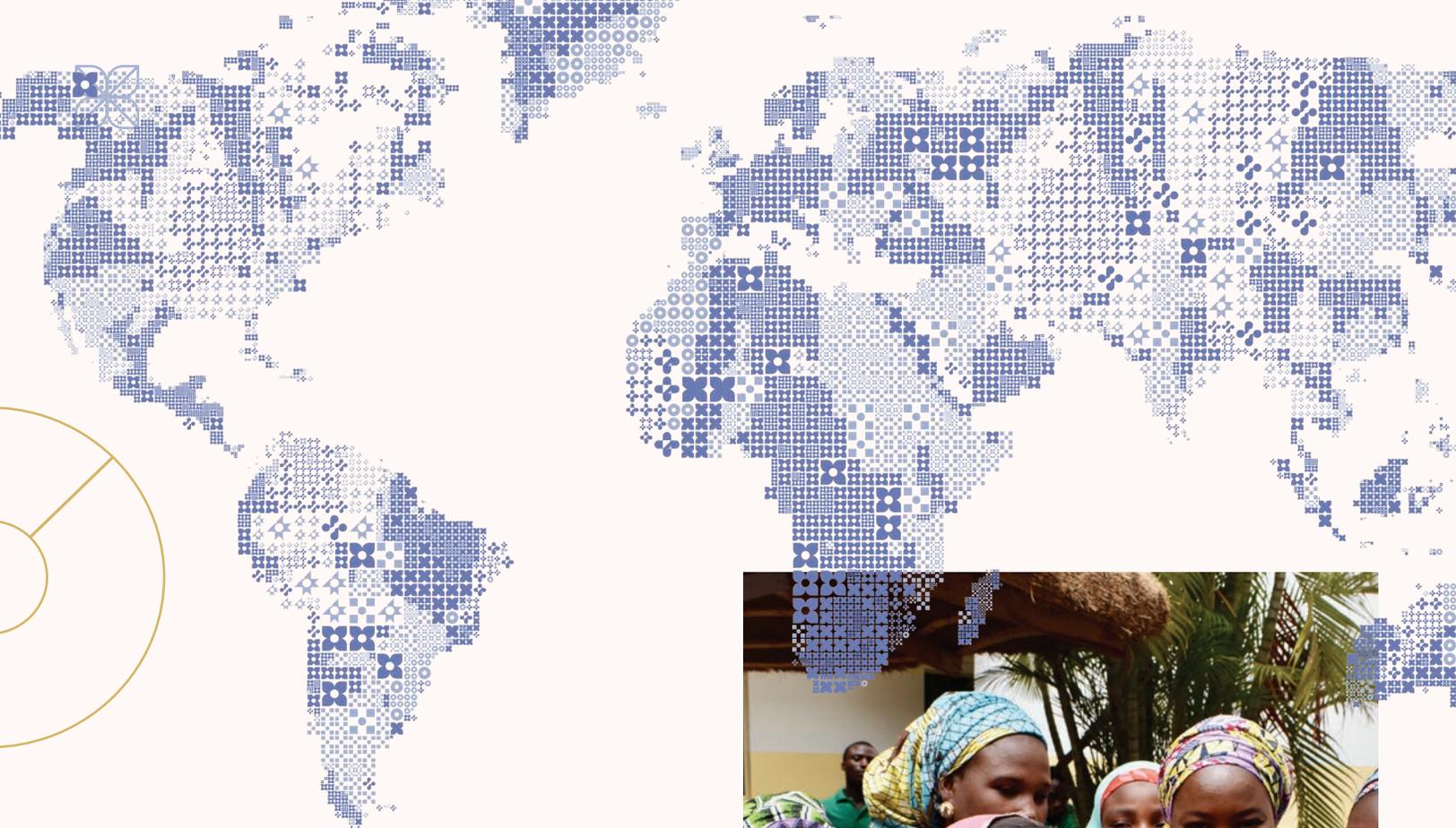
Our global youth movement

Young people around the world see themselves as activists — speaking out, organising and building their own movements to fight for their beliefs and their future. And they're a rapidly growing population, particularly in countries where Malala Fund works: 60% of Africa's 1.25 billion people are under age 25 and South Asia's youth population grew by 57% in the last 20 years.

Over the last five years, Malala Fund has developed a large, diverse and active supporter base of young people around the world. Our youth audience positions us well to lead regional, national and global efforts on girls' education. Young followers are often the first to take action online and

share Malala Fund's campaigns, giving more visibility to the activists and girls we support. On Assembly, Malala Fund's digital publication and newsletter, girls have the opportunity to share their stories — and to discover ideas and inspiration from their peers around the world. When young supporters finish school and enter university or the workforce, many continue to support our work, having formed a connection with Malala Fund in their early years.

Led by Malala's example, we encourage and cultivate young people to create change for girls' education on a global scale.

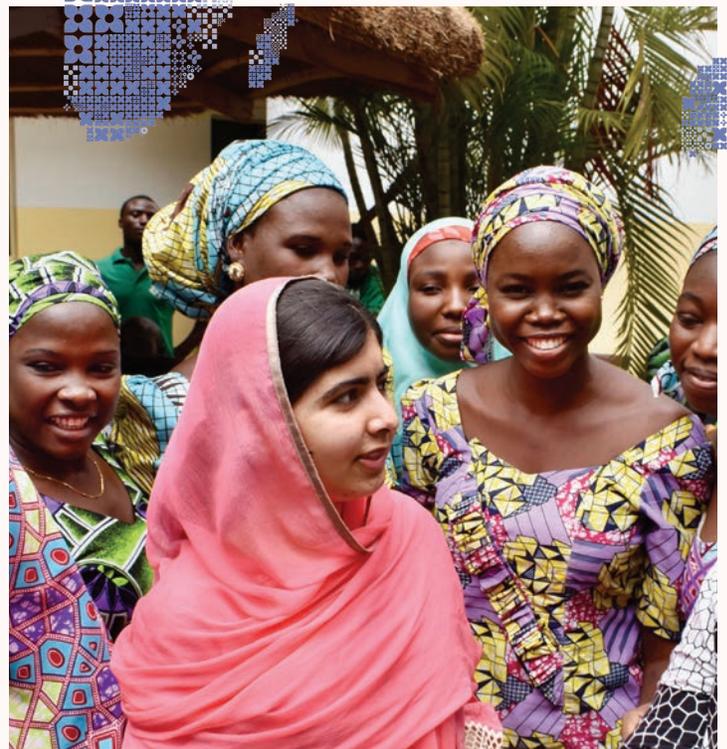


Our future

This plan describes the next chapter in Malala Fund's story, one that we believe will bring us closer to a world where every girl can choose her own future.

Our goals for the next five years are undeniably ambitious, but built on a track record of results-driven advocacy, proven ability to generate momentum and, most of all, a growing network of education champions in developing countries, driving gender equity in education forward at the grassroots. We believe that local educators and advocates are our best hope for overcoming the barriers to girls' education — and we will substantially increase our investment in them over the next five years. As the inspiration for and co-founder of our organisation, Malala will remain central to every part of our work, supporting our advocates' efforts and continuing to lead the global conversation on girls' education.

Delivering on this plan will also change our work in important ways. We will shift our advocacy focus to developing countries, aiming to increase domestic funding for education and improve policies affecting girls' learning. We will launch



a programme to train the next generation of activists, ensuring that girls and young women shape local, national and global action for education and equality. As our work expands to new countries and in new areas of focus, we will need to grow our operations, staff and resources.

We are realistic about the work ahead. We know there are no straight lines or overnight solutions to getting all girls in school and learning. But if we achieve the goals outlined below, we will see a substantial increase in well-educated girls in the countries where we work, improved and better-financed education systems and communities that offer girls equal opportunities to learn and actively support their ambitions.



State of girls' education

Over the last two decades, our world has made substantial progress both in reducing the number of girls out of school and closing the gap between girls' and boys' enrolment. Twenty years ago, 205 million girls were out of school.⁵ By 2018, this figure had fallen to 129 million.⁶

While we've made considerable gains, the global figures mask regional variations in rates of progress. The largest absolute numbers of out-of-school girls are in South Asia, while gender gaps are widest in West Asia, North Africa and sub-Saharan Africa.⁷ Today, the poorest girls in Africa have just a 2% chance of completing secondary school.⁸ If current trends continue, by 2030 – the date the international community has set for attaining quality secondary education for all – less than 10% of young people in low-income countries will be on track to gain basic secondary level skills.⁹ And projections show that even by 2100, more than 82 million people will have no education at all.¹⁰

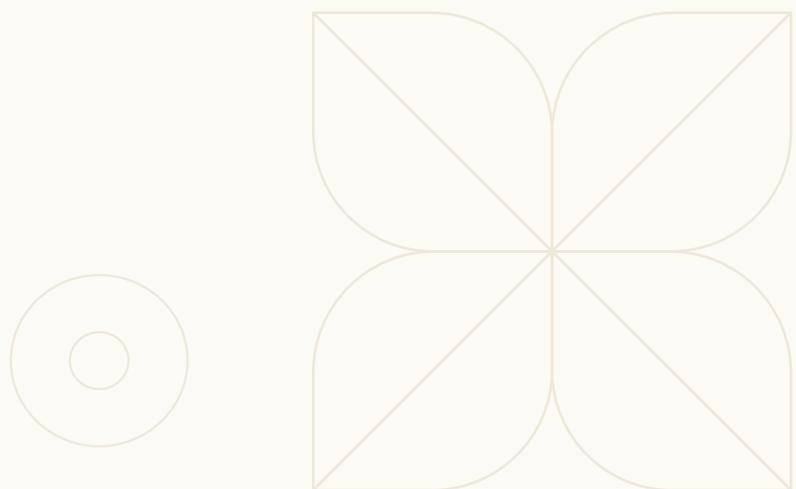
Moreover, improvements in quality have not matched enrolment progress. Many more children are going to school, but far too few are learning. Overcrowded classrooms, poorly-trained and overworked teachers, and lack of learning materials characterise school systems in poorer countries. Approximately 290 million girls are not achieving minimum learning targets for their age, leaving them without the skills for a healthy, prosperous and productive life.¹¹ Patriarchal social norms are reproduced in the classroom, limiting girls' opportunities and ambitions even when they get the chance to go to school.¹²

World leaders have promised to deliver on every girl's right to primary and secondary education.¹³ Without education, girls are more likely to marry young, suffer from preventable diseases and experience poverty throughout their lives. Without educated girls, communities, countries and our world suffer from slower economic growth, more conflict, poor public health and increased risk from the effects of climate change.

Assessing the current state of girls' education and how Malala Fund can work with others to accelerate progress over the next five years, we identified three thematic areas where we believe we can drive positive change: social norms, education finance and education quality. We also identified three strategic approaches to achieving change in these areas. Taken together, these priorities are captured in six goals that will guide our work over the strategy period. In advance of the strategic plan period beginning in March 2020, Malala Fund will produce research and landscaping analysis to further refine our goals and add empirical data to our measurement and evaluation tools.



Thematic goals



1

Challenge social norms that limit girls' potential

At home, in the classroom and in wider society, social norms influence girls' and boys' perceptions of their life courses and their futures. These socially accepted, often implicit, expectations translate into attitudes, actions, laws and policies that shape girls' opportunities to learn.

For girls, these norms often assert stronger influence when they reach adolescence. At this age, beliefs about the roles of girls as homemakers, mothers and wives interact most strongly with concerns about family reputation and virginity. These social norms deter investment in girls' schooling, often viewed as unnecessary to fulfil prescribed roles and as increasing the risk of girls becoming sexually "impure."¹⁴

Where girls are in school, harmful gender norms can limit their opportunities and ambitions, having a detrimental impact on their futures. For example,



studies show that social norms keep many girls from pursuing science, technology, engineering and mathematics, increasingly important subjects for securing jobs in the modern workforce.¹⁵

In the countries where Malala Fund works, prevailing social norms disproportionately impact girls' education. Cash-strapped families struggle to meet school-related expenses and prioritise education for sons. Parents are concerned about the risk of gender-based violence on the way to school, or in schools themselves, especially when schools are far from home or staffed mainly by men. Girls are forced out of school as a result of early marriage, pregnancy, expectations that they contribute to household labour or parents' belief that girls will earn less even after education.

Social norms are not static. They can change. Over the next five years, Malala Fund will work to counter norms that hold girls back. Through grantmaking, research and advocacy, we will work to create a new normal, one that expects every girl, everywhere, to be in school and learning for a full 12 years so that she is better able to choose her own future.

Expected impact by 2025

More girls, women, boys and men will recognise the value of girls' education. Beliefs, behaviours and legislation that negatively impact girls' opportunities to learn will be less prevalent, resulting in increased girls' enrolment and achievement in school.

Our approach

- ◉ **We will work with local partners to understand social norms and their contexts**, identify how expectations influence girls' educational opportunities and develop programming and advocacy approaches to address the most critical norm-related issues impacting girls' schooling. In each of our programme countries, we will identify two to four critical norm-related issues as a focus for Malala Fund's work.
- ◉ **We will integrate "top-down" measures, such as strengthening related legal and policy frameworks**, with "bottom-up" initiatives such as awareness-raising, community dialogues and girls' clubs.
- ◉ **With support from local partners, we will identify and work closely with "community gatekeepers"** (e.g., traditional leaders, religious authorities, teachers, political representatives or other high-status people) who exert influence over local social norm change.
- ◉ **We will engage men and boys through initiatives that address gender norms and concepts of masculinity** that keep girls from school. Men and boys can be powerful promoters of gender equality and can increase girls' opportunities as supportive fathers, brothers and husbands. They can also help counter resistance and backlash from other men.
- ◉ **We will use evidence-based research, advocacy and campaigns** to ensure that the global community is aware of and committed to addressing the social norms that prevent girls from going to school and learning on equal terms with boys. Our co-founders' lived experience gives them legitimacy to advocate at many levels — from global institutions to local communities — and influence social norm change.



2

Increase investment in girls' education

Lack of sufficient funding limits progress on girls' education. The annual cost of educating all children in low- and lower-middle-income countries is \$3 trillion. Today, less than half of that is being spent.¹⁶

While development aid continues to play an important role in supporting the poorest countries to deliver quality education to all children, the vast majority of financing for education comes from countries' own budgets. Poorer countries will need to increase public spending on education from the current \$1.2 trillion per year to \$2.7 trillion if they are to meet their commitments to get all children into school and learning. Funding from external sources is needed to make up the shortfall.

In order to fund the infrastructure and interventions necessary to deliver 12 years of education for all children by 2030, governments must increase both the overall size of their domestic budgets and the share of the budget they spend on education. The globally acknowledged Incheon Declaration, agreed in 2015, sets targets for national education financing based on evidence of what has worked in countries that succeeded in progressively reaching 12 years of education for all. According to the Incheon Declaration, 4% to 6% of countries' gross domestic product (GDP) and/or at least 15% to 20% of their total public expenditure should be spent on education.¹⁷

Even if governments manage to raise a larger budget and allocate a decent share to education, the money will not necessarily benefit girls

and boys equally. In order to ensure that education funding benefits girls experiencing poverty, it needs to be focused on both general interventions that benefit every child and specific girl-targeted interventions.¹⁸

To do this, national governments must ensure that the budgeting process is sufficiently gender sensitive. Programmes that have the potential to reach girls — especially the poorest girls — are sometimes overlooked or deprioritised in budget decision-making. At worst, gender-blind budgeting can mean that available funds don't benefit girls or even increase gender inequalities.

Girls' education is a critical investment. Over the next five years, Malala Fund will focus on making the case to increase domestic financing for girls' education, prioritising work with governments in our programme countries. In our national, regional and global advocacy, we will work to increase scrutiny on girls' education spending so that advocates can hold governments accountable for their commitments.

Our approach

- **While continuing to participate in global conversations on girls' education, we will shift our advocacy focus** from increasing donor country aid to increasing domestic spending on education in developing countries.
- **We will focus not just on the amount of money mobilised but also on the quality of funding** and accountability for spending, using the 4S approach to domestic financing to guide our work, which emphasises share, size, sensitivity and scrutiny.¹⁹
- **We will fund local partners to advocate for increased budgets for girls' education** and support initiatives to monitor and track spending.
- **We will advocate for global institutions and donor governments to support gender budgeting** and a twin-track approach to education financing that includes specific girl-targeted interventions alongside general support.

Expected impact by 2025

Increases in domestic and international funding to support girls' education will allow governments to expand and improve education systems, invest in girl-targeted interventions and increase gender sensitivity in education budgets.



3

Improve education quality

Over the last 20 years, multilateral agencies, governments and campaigners pushed for universal access to education – and made significant gains. Yet, this drive for access was not matched by efforts to ensure that, once children were in school, they benefited from quality education.

Quality education means not just that children are retaining knowledge, but also that what they learn translates into a wider set of personal, social and developmental benefits. Two aspects of education quality particularly pertinent for girls are the relevance of education to their lives and aspirations, and the extent to which education is gender responsive so that girls are supported in pursuing their goals.

A relevant education provides a girl with the knowledge, skills and confidence she needs, now and in the future, to fulfil her potential. It enables girls to gain foundational skills and knowledge, make successful transitions to adulthood and work, and develop a set of critical skills through which they can engage with and shape the world around them. Recent research by Malala Fund indicates that almost one billion girls are currently missing out on the vital education and skills that will be needed to secure jobs in the future.²⁰

Good quality education should create equal life chances for girls and boys. But schools are often powerful reproducers of wider social



norms, leading to gender bias. Gender bias in schools can manifest in a number of ways, from curricula and learning materials, to teachers' attitudes and instruction. Tackling gender bias entails conscious and intentional policy effort, as well as concerted action at the school level. To facilitate more gender-responsive teaching and learning, curricula and textbooks should be free of stereotypes and promote equal gender relations. Teachers' attitudes and practice in the classroom should be gender equitable, providing equal opportunities and encouraging both girls and boys to study all subjects.

Quality education opens up a world of opportunity for girls. Over the next five years, Malala Fund will increase our focus on girls' experiences in school. Through grantmaking, research and advocacy, we will work to ensure that education systems better support girls to develop the skills and attributes necessary to engage meaningfully with the modern world and transform unequal gender relations.

Our approach

- ◉ **We will focus on educational quality in secondary school, but also recognise the importance of ensuring that girls achieve minimum learning standards** for literacy and numeracy in primary school in order to progress and that schooling at this level is free of gender bias.
- ◉ **We will identify what attributes and skills are important for girls to develop** through education and identify how education systems can better support girls in these areas.
- ◉ **We will work with local partners to pursue a gender-responsive education agenda** in our programme countries through direct advocacy, investing in promising approaches that can be scaled up and supporting local advocates to campaign on these issues.
- ◉ **We will link our work on education quality with our focus on social norms**, recognising that schools are often powerful reproducers of wider social norms.

Expected impact by 2025

More girls will leave school with the knowledge, skills and attitudes they need to pursue the futures they choose; schools will become more gender equal, providing girls and boys with the same opportunities; gender equality is reinforced through teacher attitudes, learning resources and curricula.



Operational goals



1

Develop a global network of education advocates

Real change for girls' education happens on a local level. And yet, education advocates working in communities with out-of-school girls are often disconnected from the state, national and global conversations that set expectations, define education policy and financing priorities, and mobilise political will.

Lack of access to power inhibits local advocates' ability to affect change and erases girls' experiences from decision-making processes.

Malala Fund believes that achieving progress for girls' education requires action at multiple levels and that local educators and advocates





provide the greatest insight, innovation and energy needed to address barriers that keep girls out of school in their communities. As threats to girls' education differ between geographic areas, women and men working in these contexts understand the challenges girls face and are best placed to identify, innovate and advocate for policy and programmatic solutions.

Our model includes financially investing in their work, raising their visibility as individuals, supporting their professional development and connecting them with each other to develop national, regional and global networks. In our first three years supporting local advocates, we've seen considerable gains for girls' education in their communities.

Over the next five years, Malala Fund will significantly increase our investment and expand our network of education champions around the world. Together, we will work to increase national budgets for education, improve education quality and change public perceptions and social norms that keep girls from learning.

Malala Fund primarily supports the champions' work through two- to three-year grants to their organisations to deliver projects that address barriers to girls' secondary education in their community, state or country.

The projects we fund are focused on affecting systemic change through one of the following approaches:

- Sub-national or national advocacy to improve education funding or policies.
- Campaigning to raise public demand and political will for girls' secondary education.
- Developing innovative, proven and replicable models for delivering girls' secondary education and advocating for a widespread adoption of these models.

For example, a Malala Fund grant in Nigeria supports public-interest legal cases on behalf of girls who do not have access to free education, a violation of the country's laws. These cases help to hold the leaders accountable to their citizens and serve as an incentive for the government to increase funding for and attention to girls' education. In Afghanistan, we fund an organisation training female teachers, which is a necessary requirement for many parents to send their daughters to school, especially in rural areas. The grantee works directly with the provincial government, persuading them to recruit, train, hire and invest in more female teachers.





Recruitment and application process

Our network recruitment process identifies emerging, often young, advocates for girls' education. While they may have not been widely recognised for their work, they have participated in activism or mobilisation on education, girls' and women's rights, and/or related issues at local, state or national levels. Their work seeks innovative and systemic solutions to challenges in education or gender equality. They are pragmatic visionaries who value collaboration and have earned the trust of their communities.

To date, Malala Fund has identified candidates through landscaping research, referrals from trusted partners and networks in the countries where we work. Over the next five years, we will explore ways to expand access to the application process.

We aim to make the application process approachable and easy to understand for candidates who do not speak English as a first language. Following review of initial concept notes, we conduct interviews with candidates who fit the profile above and whose projects align well with Malala Fund's thematic focus areas and invite their organisations to submit longer proposals for review. Our due diligence includes an in-depth review of the financial history and registration and governance documents of the candidates' organisations, as well as site visits and in-person meetings with their colleagues.

Alumni

Most of Malala Fund's grants to education champions' organisations last three years, but our association and work together extends well beyond this timeframe. When advocates join our network, they agree to continue participation in regular national and global network meetings, even after the conclusion of grant funding. Alumni of the programme can apply for small grants to fund joint advocacy projects with other members of the network and may be selected to represent Malala Fund at speaking events or mentor newer grantees.

Network expansion

Over the strategic plan period, we will increase the number of advocates we support in countries where we currently work (Afghanistan, Brazil, India, Nigeria and Pakistan, as well as two countries hosting Syrian refugees, Lebanon and Turkey) and expand to up to 10 new countries over the next five years, at a rate of one to two new countries per year.

Recognising that countries are at different stages in their efforts to get all girls in school and learning, we will consider the following when selecting expansion countries: issues of supply, access and quality for girls, the country's education systems and infrastructure, and interventions needed to keep girls in school for



12 years. We will identify the types of advocates and strategies with the greatest potential impact in different contexts, test various models and scale-up proven approaches.

Malala Fund believes that bringing education champions together adds value to advocacy efforts — sharpening individual impact and building a collective force to speak more credibly and coherently in state, national, regional and global conversations. To this end, we will continue to facilitate networking and collaboration, convening grantees and other key actors to learn from each other's work and create joint advocacy strategies.

The Malala Fund team and co-founders will work with the network to bring girls' education issues to national and global attention. In past interventions, Malala and Ziauddin played a pivotal role in amplifying local advocates' messages and influencing heads of state and senior decision-makers. During the strategy period, we will create more opportunities for our co-founders to participate in joint advocacy with local advocates, particularly at the state and national level.

How Malala Fund will achieve this goal

- **Increase the number of advocates we support in countries where we currently work** (Afghanistan, Brazil, India, Lebanon, Nigeria, Pakistan and Turkey) and expand our advocate network in up to 10 additional countries. In the next five years, we aim to bring approximately 170 new educators and advocates into our network, providing them and their organisations with at least \$20 million in new grants.
- **Offer advocates capacity-building support** delivered by local / regional experts and mentors in advocacy, campaigning, leadership, organisational management and well-being. Offer mentoring training to former programme participants willing to serve as peer mentors to incoming advocates.
- **Fund and facilitate national, regional and global networking and collaboration**, regularly convening local education advocates and other key actors to learn from each other's work and identify opportunities for collective action.

Expected impact by 2025

More girls in developing countries will benefit from primary and secondary education as education funding and policy decisions better reflect their local experience. Twelve years of education for all girls becomes a social expectation as local advocates address norms that suppress ambition for girls. Global, national and local leaders are held accountable for their efforts on girls' education by an active network of advocates that continues to push for progress for girls.

- **Increase local advocates' access to decision-makers in their countries**, national and international media, experts and thought-leaders in their area of focus, and global forums on education.
- **Identify opportunities for our co-founders to participate** in local, national and global advocacy alongside and in support of local advocates.
- **Document and disseminate learning from this networking model** in order to inform wider sector efforts to address girls' education challenges.





2

Deliver tangible change in targeted geographies

Together, India, Nigeria and Pakistan are home to more than 40% of the world's out-of-school girls. Young women in all three countries face substantial challenges to completing 12 years of education and learning the skills they need to thrive as adults.

While India has higher overall enrolment rates than Nigeria and Pakistan, the country still has 27 million out-of-school girls, the majority of whom are upper secondary school age. Only 64% of girls at this level are enrolled in school.²¹ Additionally, India faces challenges in education quality. The Annual Status of Education Report (ASER) released in January 2019 showed that almost half of children in grade five cannot read a grade two text and that girls lag significantly behind boys in math.²²

In Pakistan, only 30% of girls are enrolled in upper secondary school. Like India, education quality in Pakistan is low for too many students, especially girls. Their ASER data shows that at grade five, around 50% of children fail to perform tasks in reading and math appropriate to grade two and that girls lag behind boys in both subjects.²³

Nigeria's failure to fully report education data creates difficulties in assessing girls' education, but research indicates girls face significant



challenges in both access and learning. Girls in Nigeria average just four years of schooling,²⁴ and one in three young women ages 15-24 — a total of five million — cannot read a single sentence.²⁵

None of the three countries is contributing 6% of GDP to education, the internationally-recognised benchmark for low- and lower-middle-income countries to ensure every child has access to 12 years of school.

Malala Fund will build on our work in these key countries over the next five years by developing intensive partnerships with state or provincial governments, local education advocates, wider civil society, business leaders and others to accelerate progress for girls' education and demonstrate effective approaches to getting all girls in school and learning. These sub-national level partnerships will involve a comprehensive strategy for change and result in measurable progress on girls' enrolment, retention and attainment in education.

We will focus our efforts at the state or provincial level, where we believe we can achieve the greatest impact over a five-year period. In India, Pakistan and Nigeria, the provincial or state government's policy and funding priorities have the most immediate effect on girls' schooling. We will seek to work in the most influential provinces or states in order to increase the prospects of other sub-national governments adopting successful interventions and, ultimately, influencing the federal government's policy, approaches and funding for girls' education.

In selecting the provinces and states where we will work, we will study the extent to which our three focus areas — social norms, quality and financing — impact girls' education in the area. We will also consider how the presence of other stakeholders, including public and private sector, civil society and international development organisations, will impact our ability to drive change. We expect to launch this work successively, working in one country to start and then replicating and incorporating learnings from the model in new geographies.

Through strong partnerships with government and non-government stakeholders at the provincial or state level, Malala Fund will pursue the following goals:

- Consensus on the barriers to girls' education and the steps needed to progressively provide primary and secondary education for all girls.
- Policy frameworks that provide every girl with the opportunity to access a full cycle of primary and secondary education.
- More and better targeted government financing for girls' education.
- The elimination of policy and legal barriers to girls' education, such as those restricting the access of married or pregnant girls to school or allowing for early marriage.
- Reduction in gender bias in education delivery (e.g., including gender-responsive pedagogy in teacher training, reviewing the content of curricula and textbooks and identifying ways to support girls' participation in all subjects).
- Measurable change in public opinion of the roles of women and girls in society and the value of girls' education.

We will work with research institutions and evaluation experts to document and measure the impact of our sub-national partnerships. In order to ensure that Malala Fund's work in these geographies is bringing added value and enhanced or accelerated impact, we will build in regular reviews of impact against an initial baseline assessment at the inception phase of each partnership.

As we begin to prove impact in one geography, we will work with national partners and our network of education advocates to bring successful innovations to senior leaders in other provinces or states and the federal government. Where we believe interventions hold real promise beyond our chosen geographies, we will engage our co-founders in targeted advocacy towards ministers of education and finance as well as heads of state.



How Malala Fund will achieve this goal

- ◆ **Identify provinces or states that have the most potential for impact** and determine whether existing stakeholders, including the state or provincial government, see a role for Malala Fund and the proposed approach.
- ◆ **Work with provincial or state government officials and local stakeholders to form a steering committee** for the partnership and develop a shared set of targets and goals. Where feasible, we will work within existing coordination mechanisms.
- ◆ **Coordinate and create alliances across sectors** and provide small-scale funding to support some collective activities.
- ◆ **Strengthen the capacity of local educators, activists and civil society to influence government officials** and hold them accountable for partnership goals, and to use media digital communication tools to change public opinion and build a sub-national movement for girls' education.
- ◆ **Monitor progress and impact**, including by advocating for improvements to, and building consensus around, state- or province-level education data.
- ◆ **Deploy our co-founders to advocate** on behalf of the partnership at a national level and amplify results.
- ◆ **Grow Malala Fund's operational presence** in the province, state or country with a team of three to five people.





Expected impact by 2025

Girls in selected provinces or states in India, Nigeria and Pakistan will benefit from better-funded, higher-quality education through the adoption and implementation of sub-national girls' education improvement plans and effective cross-sector partnerships for education reform, providing a model for scaling up efforts across each country.



3



Amplify girls' voices and their advocacy efforts

In the foreword to this plan, Malala wrote of her and her friends, at 11 years old, organising to defend their right to go to school. In Malala Fund's first six years, we have met many girls like Malala from Brazil to Syria, India to Iraq, fighting against great odds for their education.

Over the last few years, the world has seen a groundswell in youth activism, with girls and young women emerging as powerful movement leaders in climate change, school safety, democracy and gender equality campaigns.

Still, in too many communities around the world, experience is equated with age and young people are excluded from agenda-setting conversations about their own futures. Girls who are marginalised, living in poverty or belong to racial or religious minorities have the best understanding of threats to their own education – and their engagement can enhance the impact and sustainability of change. Yet, girls with the most experience of education challenges often have the least visibility or access to power.

Malala Fund believes that listening to the experiences of girls and young women, amplifying their voices, giving them the tools to advocate for their own education, supporting their strategies for change and providing the resources they need to build their own movements is fundamental to achieving lasting, positive improvements in girls' education.





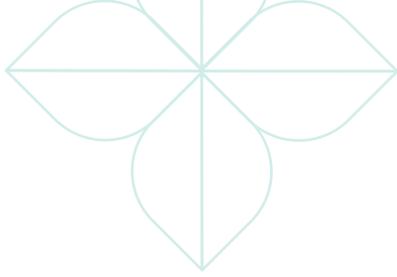
Not only are girls important for progress today but, by strengthening their confidence and status as activists, we are investing in future leaders who can promote greater gender equality within their families, communities and countries.

Over the next five years, Malala Fund will help develop the next generation of young advocates who can shape local, national and global action for education and equality. We will launch a new programme of grantmaking, training and movement-building focused on girls and young women.

At the local level, we will offer a fellowship track to a small number of girls, ages 15-19, in each of Malala Fund's programme countries or regions. Fellowships will be open to girls who show promise as education advocates and provide one to two years of intensive training in the following core competencies: empathy, collaboration and communication, critical thinking, community organising, negotiation, public speaking, social media and digital literacy, self-care, education-specific advocacy and national policymaking.

Fellows will advise on and participate in Malala Fund's wider work by helping to develop local advocacy strategies, joining Malala for meetings with local, national or international leaders, creating digital content, giving interviews to media outlets and attending or speaking at conferences. We will also support fellows to develop and deliver education advocacy projects in their communities through both training and micro-grants.

At the national level, Malala Fund will offer grants to organisations with existing and thriving programmes to train girls in the basics of education advocacy. By funding the work of partner organisations who specialise in training young people, we can reach thousands of girls in multiple regions, including rural areas. We will seek to identify and support the advocacy of girls who are least likely to benefit from good quality education and help them bring the challenges they face to the attention of decision-makers. We will measure and assess our grantees' various programme models, contributing to our understanding of what works best in leadership and mentorship for girl advocates, particularly from among more marginalised populations.



By participating in grantee-led programmes, we hope each girl will:

- Understand the issues that impact girls' education in their community.
- Feel confident to negotiate with their families for their own education.
- Understand how policy decisions are made and how advocacy helps shape them.
- Consider taking the next step in their advocacy journey and applying for Malala Fund's fellows track.

At the global level, Malala Fund will continue to develop innovative, creative opportunities for every girl in every country to feel they are a part of our mission and can contribute to our work. As so many girls and young women are inspired by Malala's story, millions around the world have come to Malala Fund seeking inspiration for their own activism, representation through stories of young women like them and opportunities to help other girls go to school.

In July 2018, Malala Fund launched Assembly, a digital platform for girls to share their stories, the challenges they face and how they're working for change in their communities. To date, Assembly has published stories from girls in more than 80 countries, translated content in 12 languages and reached hundreds of thousands of readers. Over the next five years, we see Assembly as the "meeting place" for girls around the world — from the United States to Pakistan, Brazil to Nigeria, United Kingdom to India and beyond — and a source of ideas and inspiration in their fight for education and equality.

To further cultivate a global movement for girls' education over the next five years, we will offer online training resources like our Girl Advocate Guide and an offline gathering where girls around the world can spend time together, learn from each other and develop joint projects.





Expected impact by 2025

More girls are speaking out on issues affecting their education and decision-makers hear their voices. Young women help to shape attitudes and agendas, accelerating change. Around the world, girls feel connected to the global movement for girls' education and more able to have an impact on challenges they face.

How Malala Fund will achieve this goal

- ◆ **Develop and launch a targeted fellowship programme**, based around a core curriculum, which will provide girls in our programme countries with the opportunity to develop advanced advocacy skills; build their confidence to publicly advocate in national, regional and global settings; develop and implement strategies to mobilise their peers as education advocates; contribute to Malala Fund's wider advocacy efforts; increase visibility through contributions to Assembly; and connect to a global network of peers, mentors and supporters.
- ◆ **Provide financial support to local and national organisations to provide advocacy training** and mobilise girls and young women to engage with a range of stakeholders in their communities and countries.
- ◆ **Give girls who graduate from grantee-led programmes the opportunity to apply** for the Malala Fund fellows track and further develop their advocacy skills, profile and networks.
- ◆ **Grow Assembly's audience** — particularly in our new programme countries — and expand our original content to feature the voices and experiences of more girls around the world.



Commitment to accountability

Malala Fund holds leaders accountable for their commitments to girls — and we hold ourselves to the same standards. We regularly assess our impact, apply findings to future work and share our results. Through effective and efficient use of our funds, we create tangible change in places where girls are most likely to miss out on secondary education. Malala Fund recognises that in the fight to see every girl in school, there are no easy solutions. We are committed to reevaluating and improving our efforts.

We will hold ourselves accountable to our donors, our partners and the girls we serve by:

- **Evaluating the success of our strategic plan through an impact framework**, which includes detailed theories of change, measures of success and impact / outcome level indicators for each of our three goals.
- **Developing Monitoring, Evaluation and Learning (MEL) frameworks** for each area of our work, which will collect data to inform our impact framework.
- **Investing in organisational MEL capacity** by creating dedicated systems, building staff and partners' skills and using the most innovative tools and technologies.
- **Creating an organisational learning system** where staff, partners and programme participants review internal monitoring and data results, and adjust programmes accordingly.
- **Commissioning independent external evaluations** on key programmes, policy and advocacy initiatives.
- **Sharing impact and lessons** with external and internal stakeholders.





Measuring our impact

The impact framework will measure changes in agency of girls and partners; institutional structures at local, national and global levels; attitude, behaviour and practices of girls, gatekeepers, duty bearers and decision-makers; and, ultimately, tangible and intangible resources for girls.²⁶

The following defines how we will measure progress in each area:

Agency:

Changes in the agency of the girls and our partners. We will measure the evidence that girls are advocating for their rights through greater access to information and changing their perceptions of self-worth, choice and ability to exercise their voices. We will monitor partners' increased advocacy capacity, collective action through networks and access to decision-makers. We expect to see girls and partners creating progress for girls' education in their communities.

Indicative measures:

- *Girls involved in Malala Fund projects take personal or collective action for girls' education (e.g., convince their families to support their education, work with partners or peers to advocate for girls' education).*
- *Instances where Malala Fund's partners gain access to decision-making spaces and opportunities to influence local or national political and religious leaders.*



Institutional structures:

Changes in the formal and informal social rules and practices that prevent girls from receiving a quality education. We will measure changes in the policies, mechanisms, norms and procedures of governments, financial institutions and the private sector. These changes can come about from internal or external pressure from the local, national or global levels.

Indicative measures:

- *In at least five countries where Malala Fund works, local and national political leaders change existing laws and policies related to social norms that prevent some girls from attending school.*
- *In at least three countries where Malala Fund works, national governments commit to increased and better financing for education.*

Attitude, behaviour and practices:

Changes in the feelings and beliefs of key enablers towards girls' education. We will assess changes in girls, their families, community leaders and decision-makers. We will measure these through self-reported evidence (e.g., public opinion surveys) and observed changes regarding social norms and perceptions.

Indicative measures:

- *Malala Fund-supported social norms campaigns result in assessable change in public perception in favour of girls' right to go to school.*
- *Political, religious and business leaders speak publicly about the importance of girls' education.*

Resources:

Changes in girls' and partners' beliefs that they can create progress for girls' education and in their ability to actually create progress. Key changes we will measure include girls' and their families' perceptions of their capabilities and worthiness, their health and safety, and their knowledge, skills and social capital.

Indicative measures:

- *In areas where Malala Fund works, girls feel supported by their families, communities, government and a global network of peers to pursue their education.*
- *In areas where Malala Fund works, demand for enrolment of girls in school measurably increases.*





Conclusion

Malala Fund has an ambitious plan for the next five years. We will advocate for governments to provide more funding for education, campaign to change social norms that deny girls' potential and work for quality education that prepares young women to shape the world around them.

We'll increase our investment in the most important people in this fight: local advocates, educators and the girls we serve. We'll grow our global presence and make sure the next generation of education activists has the tools they need to achieve lasting progress. We will publicly report our successes, setbacks and what we learn.

We've made measurable progress in our first five years — but we can and must do more. For girls who are out of school, five years can mean the difference between a life they choose or a life chosen for them. For their future — and ours — we must deliver our most ambitious, transformational work yet.

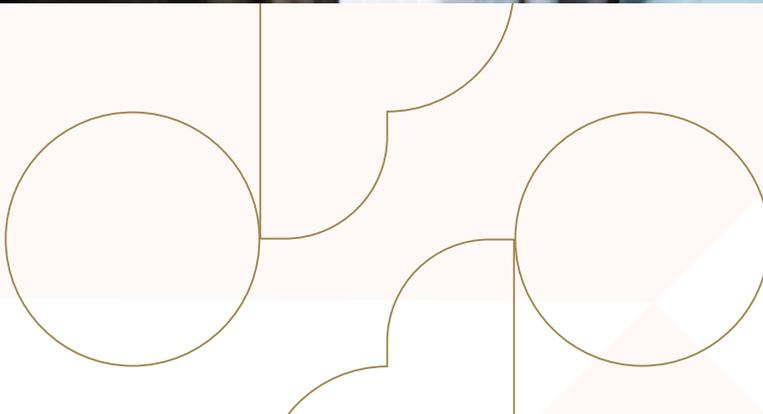
We will not stop until we realise Malala's dream of seeing every girl in school and learning. But we can't do it alone. We hope you will join us in working for a world where every girl can choose her own future.

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