


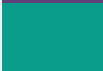

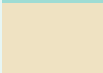







MALALA_® FUND

Annual Report

April 1, 2021–March 31, 2022

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FROM OUR BOARD CHAIR

A note from Malala

Girls are standing up for their right to learn — despite enormous obstacles — across the world.

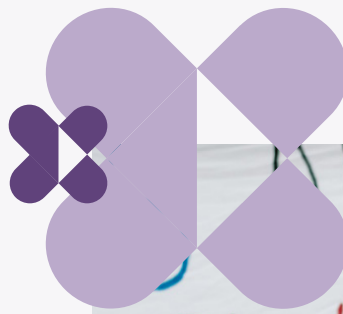
In Ethiopia, young women met with policymakers to ensure school reopening plans took their needs into account. At COP26, girl activists called on world leaders to mandate climate education in their countries' curriculums. And when Taliban leaders forbade girls' education in Afghanistan, girls and women took to the streets with overwhelming courage to fight for their right to go to school.

It is an honour to be fighting alongside them — one that wouldn't be possible without friends like you. The 2021–22 annual report highlights some of the progress we've made for girls over the past year with your continued support.

In Afghanistan, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan, Turkey and — as of this year — Bangladesh and Tanzania, we supported the work of local educators and activists who are breaking down barriers to girls' education in their communities.

Over the past year, Malala Fund grants helped more than 10 million girls continue their studies during pandemic-related school closures.

Your support also allowed Malala Fund to raise awareness about the climate crisis's disproportionate effects on girls. Through our advocacy at events like COP26, we helped leaders understand that educating girls has the potential to help communities not only better withstand the effects of climate change — but also reduce the rate and impact of global warming.



And when the Taliban regained power in Afghanistan, we took swift action to support our Afghan Education Champions who faced retribution for their activism for girls' education. In this report, you'll read about our ongoing efforts to provide alternative girls' education provisions in Afghanistan and amplify the voices of girls and women demanding their rights be restored.

You'll also learn about new initiatives like the Girl Programme, which gives young women the tools they need to advocate for education and equality in their communities and a platform for the world to hear their voices. Through the Girl Programme, Malala Fund is amplifying the voices and demands of girls around the world and investing in women-led groups fighting for a fairer future.

Lastly, you'll read excerpts from some of this year's most-read stories on Assembly, Malala Fund's digital publication and newsletter, where girls shared their perspectives on local issues that grabbed international attention — from the crisis in Venezuela to equality in women's sports.

Looking back on this year, I am more certain than ever that our mission for every girl to learn and lead is the best bet to secure a safe, prosperous future for us all. Thank you for standing with us as we work towards it.

With gratitude,

Malala



ABOUT US

The girls' education crisis

The world is facing a girls' education emergency. **Nearly 130 million girls were out of school before the pandemic** — and 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:

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.

COVID-19

In crises like the COVID-19 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.

Insecurity

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

Climate change

Around the world climate-related events like flooding, droughts and increased exposure to zoonotic diseases amplify the inequalities girls face, limiting their ability to access and complete 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.

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.



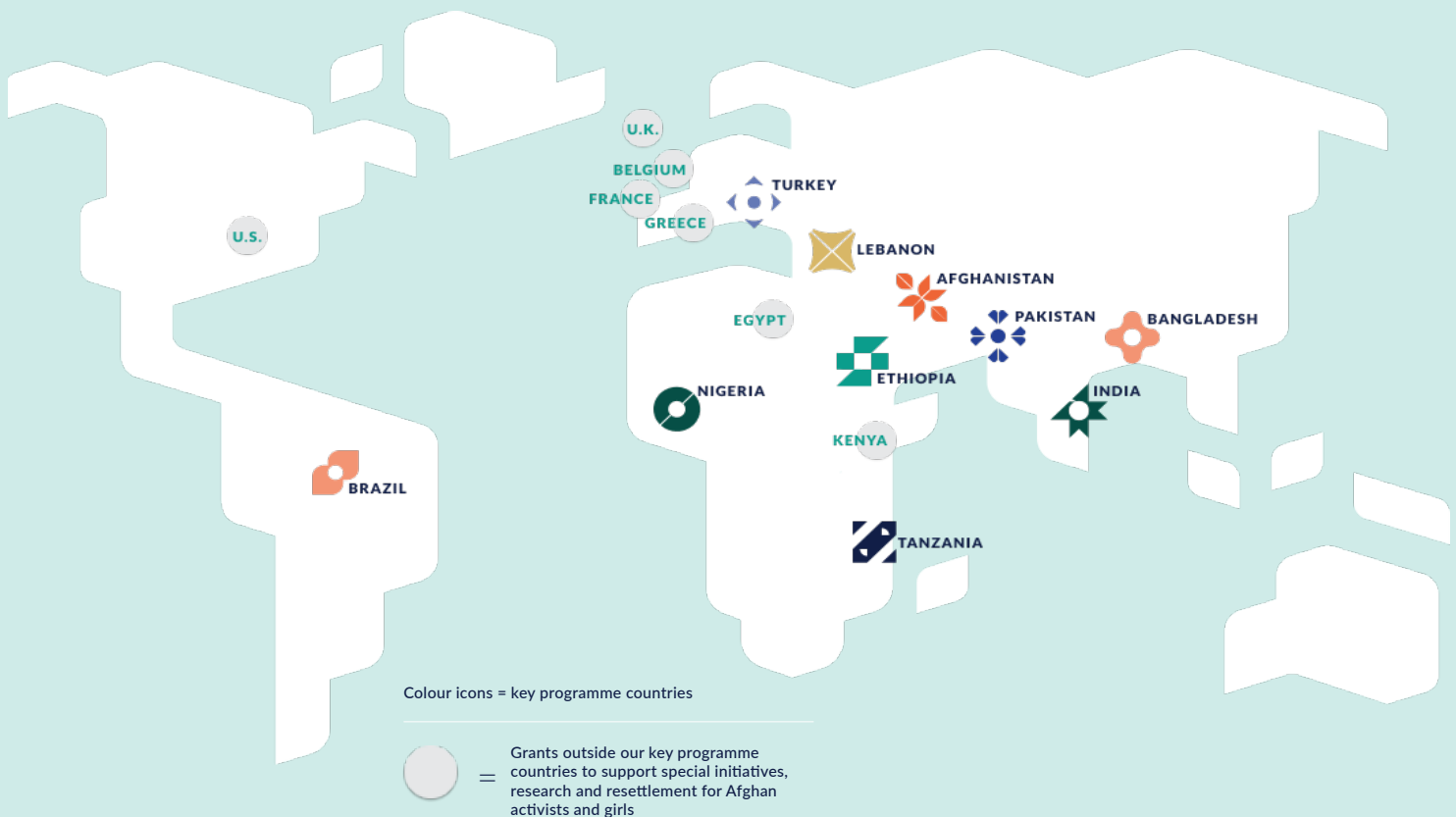
We help develop the next generation of young leaders

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

With the launch of the Girl Programme, the expansion of our Education Champion Network into Tanzania and Bangladesh and emergency response supporting the evacuation and resettlement of Afghan girls' education advocates and their families, Malala Fund was able to provide more research, advocacy and activist support grants to our partners than ever before this fiscal year (April 1, 2021–March 31, 2022).

Fiscal Year		Champions supported	Additional partner organisations	Countries	Cumulative amount invested	Cumulative students reached
1	2017–18	9	-	4	\$3.5M	792,873 ¹
2	2018–19	27	-	6	\$7.3M	1,676,294 ²
3	2019–20	39	-	7	\$11.7M	2,338,053 ³
4	2020–21	61	23	8	\$15.9M	14,278,302 ⁴
5	2021–22	81	75	10	\$25.8M	17,955,582 ⁵





RESPONDING TO CRISES

How we mobilised in times of need

In 2021, crises like the ongoing COVID-19 pandemic, conflict, violence in and around schools and climate change posed severe threats to girls' education across our programme countries — especially in Afghanistan, where the de facto authorities have closed girls' secondary schools indefinitely.

Throughout these challenges, Malala Fund has remained steadfast in our vision of a world where all girls can learn and lead.

Here's how we responded to the most pressing crises of the past year:



AFGHANISTAN

In the last two decades, millions of Afghan women and girls received an education. Now, human rights and education advocates fear this progress will be lost. The Taliban — who barred girls from attending school and violated women’s rights during the late 1990s — seized control of the country once again in August 2021. At the time of writing, girls’ schools are closed, women and girls have been stripped of their basic rights and Afghanistan’s economy faces near-total collapse.



Deema Hiram

As the situation in Afghanistan unfolds, Malala Fund has remained committed to our partners in Afghanistan and to the thousands of Afghan girls that their organisations support.



Enayat Nasir



Zarqa Yaftali

Evacuating and resettling our in-country partners

Since 2017, Malala Fund has invested close to \$1.9 million in Education Champions’ organisations in Afghanistan. Their work has focused on addressing a nationwide shortage of female teachers through recruitment and improving education quality and learning outcomes by investing more in teacher training development. Following the Taliban takeover in 2021, Malala Fund has committed more than \$1 million in emergency grants to support the evacuation and resettlement of Malala Fund’s In-Country Representative and seven Education Champions from Afghanistan, along with 36 of their family members. We are also supporting the safe resettlement of more than 200 additional Afghan human rights defenders.



Mohammad Rahim Jamii

Rallying support for Afghan girls' education

In September 2021, one month after Taliban leaders closed school gates for Afghan girls, Education Champion Zarqa Yaftali, former Chairperson of the Independent Human Rights Commission in Afghanistan Shaharзад Akbar and Malala launched an open letter in partnership with Avaaz calling on leaders to take urgent action to reopen girls' secondary schools. To promote the letter, Malala and Zarqa Yaftali spoke to BBC World News's Yalda Hakim. Within the space of three days, the open letter received one million signatures from around the world.

Putting activist voices at the heart of global advocacy

In September 2021, Malala Fund — in partnership with the U.N. Deputy Secretary General and UNICEF — hosted a high-level panel in the margins of the U.N. General Assembly on girls' education in Afghanistan. The panel brought together Afghan women's rights activists, educators and members of the international community, and aimed to focus attention on girls' education as an urgent priority in the global Afghanistan response.



Rights in jeopardy

How the international community should respond to the girls' education crisis in Afghanistan



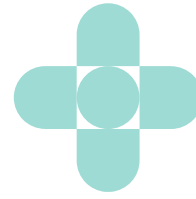
Supporting alternative girls' education provisions in Afghanistan

With the continued closure of schools for girls, in March 2022 Malala Fund invested in a pilot programme that aims to meet the food, health and learning requirements of children in Afghanistan. It will reach 37,300 students aged 4–16 years old, of which 22,380 are girls. The programme will be implemented through a consortium of on-the-ground partners.

Outlining a roadmap for the international response

In March 2022, Malala Fund published and disseminated our policy brief, *Rights in jeopardy: How the international community should respond to the girls' education crisis in Afghanistan*. The brief calls on the international community to take urgent action to tackle the humanitarian and economic crises facing Afghanistan, prevent the collapse of the education system and work to ensure Afghan girls are able to return to school.





CLIMATE CHANGE

Malala Fund's research estimates that, without action, 12.5 million girls in low- and lower-middle-income countries could have their education curtailed due to climate-related events each year.

Yet evidence shows that closing gender gaps in education can help countries better adapt to the effects of climate change and decrease the rate and impact of global warming. That's why Malala Fund is advocating for leaders to recognise the impact that climate events have on girls' education and the critical role gender-equal education can play in building a greener, fairer future.





Change the subject campaign

In September, Malala Fund launched *Change the Subject: How studying climate change can create a greener, fairer future* — a digital campaign amplifying the voices of young women around the world calling on their leaders to prioritise climate education at COP26. Through a series of original pieces on Assembly, young climate activists around the world explained how climate change has affected their community and education, what they're learning (and not learning) about the climate crisis in school and what actions they wanted to see leaders take at COP26.

Pushing for commitments from world leaders

Malala Fund worked closely with two youth-led networks to push for ambitious commitments from governments at COP26. With Transform Education, Malala Fund Fellows and others collaborated at the Global Education Summit in July and UNGA in September to launch a call to action ahead of COP26.



Supporting young feminist climate activists at COP26

To help ensure young climate activists' voices and perspectives reached leaders at the 2021 United Nations Climate Change Conference, Malala Fund provided funding to YOUNGO to support activists' attendance at the conference and provided an important platform for girls to be heard through Targeting the Connections, which was co-created with multiple youth partners. Malala also joined two panels, adding visibility and support for young feminist climate leaders.



Investing in building climate-resilient education systems in Bangladesh

In March 2022, Malala Fund invested \$650,000 in programmes designed to build more gender-equitable, climate-resilient secondary education systems in regions of Bangladesh that are particularly susceptible to the threats of climate change.



OUR PROGRAMMES AND ADVOCACY

Partnering with activists at every level so all girls can learn and lead



Malala Fund works in countries facing the greatest barriers to girls' education with a focus on three thematic areas: education finance, quality education and social norms. Malala Fund Education Champion projects centre around one or more of these themes.



In FY2021–2022, we welcomed 24 new Education Champions, who joined 61 other leaders in our Education Champion Network. Education Champions implement individual projects and work collectively in their countries — as chapters — to advance change at the local and national levels.



Here is a recap of our advocacy work with Education Champions across Bangladesh, Brazil, Ethiopia, India, Lebanon, Nigeria, Pakistan and Tanzania.



BANGLADESH



YEAR ESTABLISHED: **2021**
EDUCATION CHAMPIONS: **3**

Country-wide, girls face lack of access to schools, early dropout, low education budgets and vulnerability to natural disasters. These challenges lead to lower quality education that inadequately prepares students for future stages of education or work.

Our new Education Champions in Bangladesh are working to ensure quality education for secondary school-aged girls, building girls' climate change resiliency and minimising the digital divide between girls and boys.



Prioritising climate and digital education

CAMPE is influencing schools and regional and national decision-makers to provide students with a gender-responsive, climate-resilient and digitally-oriented secondary education. With their grant, CAMPE is working across eight districts in Bangladesh to support girls' access to safe, quality education.



Building climate resilience

Girls from marginalised, remote, climate-impacted communities in northern Bangladesh often experience barriers to education. With their grant, **Friendship** is working to minimise the digital divide, build climate resilience and support and train young climate advocates.



Mobilising community support

POPI is mobilising community support for girls' education and creating gender-sensitive and climate-resilient school environments in haor areas of Bangladesh. With their grant, POPI is raising awareness about girls' education by challenging social norms and championing change at the community level for the most marginalised girls.

Meet our newest Education Champions

Manzoor Ahmed

Runa Khan

Murshed Alam Sarker

BRAZIL



YEAR ESTABLISHED: 2018

EDUCATION CHAMPIONS: 12

Through gender discrimination research, girl advocate training and education policy reform, Education Champions in Brazil are creating lasting change to ensure that Black, Indigenous and quilombola girls – and all girls in Brazil – can safely attend and learn in school.

This year, the chapter's joint advocacy focused on supporting the safe return to school in Pernambuco. By working with COVID-19 crisis management committees and school communities, the chapter supported the development of hygiene practices for schools, recommendations on personal protective equipment, safe ratios of students per classroom, remote activities and protocols around school meals. They also trained girls to monitor school activities in five municipalities to ensure schools comply with COVID-19 health protocols.



Denise Carreira



Helping girls advocate for better school policies

Centro das Mulheres do Cabo (CMC), led by Education Champion Cassia Jane Souza, identifies causes of high school girls' dropout rates in Cabo de Santo Agostinho and works with girls to advocate for gender-responsive education policies that keep them in school. In response to their efforts, the local government committed to improving school facilities to promote safer classroom environments, implementing a menstrual dignity programme to provide sanitary pads to girls in public schools, expanding their response to school dropouts to incorporate a gender lens and implementing a programme to address gender-based violence in public schools. These policy changes, once adopted and implemented, could benefit over 30,000 students.



Forming a coalition against ultraconservatism in education

Ação Educativa formed a Coalition Against Ultraconservatism in Education with 30 leading education and human rights entities. Led by Education Champion Denise Carreira, the Coalition currently has 10 lawsuits in progress against the Supreme Court to challenge gender-related policy violations and recently achieved a major victory when the Supreme Court acknowledged the unconstitutionality of laws prohibiting the discussion of gender themes in schools. Ação Educativa also built a database of resources for educators to help them discuss gender equality in their classrooms. They also launched a guide for teachers on how to protect themselves from threats against free speech. This guide had more than 150,000 downloads and in-person training courses for more than 450 educators and activists.



Cassia Jane Souza

Meet our newest Education Champions

Givânia Maria da Silva
Suelaine Carneiro

Andressa Pellanda*
Cleo Manhas*

*Education Champions who joined the network in FY2021-2022 without receiving a grant from Malala Fund

ETHIOPIA



YEAR ESTABLISHED: 2020

EDUCATION CHAMPIONS: 5

An ongoing civil conflict in Ethiopia has exacerbated the country's education emergency, where only 25% of girls currently attend secondary school. An even larger issue is unfolding in rural areas where schools are sparse.

Education Champions in Ethiopia are building networks in local communities to improve school conditions, end gender-based violence and advocate for the implementation and accountability of policies that prevent child marriage. This year, their advocacy focused on centring girls' voices to raise awareness around and combat the impacts of COVID-19 on girls' access to education.



Raising awareness about the harms of early marriage

Education for Sustainable Development (ESD) advocates to reduce child marriage and improve school conditions for girls. They established social accountability groups to address child marriage in six schools, overseeing approximately 18,650 students. Simultaneously, they are working with 60 community-based organisations to promote girls' education and advocacy on the harms of early marriage. ESD's local research and advocacy also resulted in the inclusion of bylaws that combat child marriage and create mechanisms to punish efforts around early marriage across 60 kebeles and community groups.



Hosting inaugural Annual Girls Network Forum

In July 2021, the Ethiopia Chapter hosted its first Annual Girls Network Forum, convening 87 female students and teachers from four regions across Ethiopia to discuss education challenges during the pandemic. Students and teachers shared their demands and hopes for the new school year and presented them to government officials, including representatives from the Ministry of Education. On International Day of the Girl, Education Champions hosted a research forum where 10 girls presented their education demands to the Ministry of Education, the Ministry of Women and Social Affairs, UN Women and more. In March 2022, the chapter hosted an event highlighting the need for psychosocial support for girls still living with trauma.



Meet our newest Education Champions

Assefa Getaneh Jembere

Dehab Mustefa Mohammed

INDIA



YEAR ESTABLISHED: 2018

EDUCATION CHAMPIONS: 16

Education Champions in India are advocating for extension of the Right to Education Act, which would provide free and compulsory education for all children ages 6–14. They are also working to counteract the ongoing effects of the COVID-19 pandemic and campaigning for an increase in government spending on education to account for 10% of India's national budget. Their individual projects work across India with minority and Dalit communities — where girls are most at risk — to reenrol and train girls to speak out for their rights.



Advocating alongside girl leaders

Working with girl leaders, Education Champions from **NEDAN** and **NERSWN** advocated legislators for gender-responsive education policies in the state of Assam. Education Champion Dr. Digambar Narzary drafted a new education policy for the Bodoland Territorial Autonomous District Council that incorporated girls' demands for free education and the provision of sanitation facilities. The policy also aimed to support high school girls' retention to higher secondary school, school infrastructure gaps and teacher recruitment to serve local demands.



Campaigning to extend the Right to Education Act

In January 2022, the India chapter launched a public campaign to demand for an extension of the Right to Education (RTE) Act to include 15–18-year-olds, which aims to increase girls' enrolment, attendance and retention in secondary schools. The chapter mobilised more than 45,000 girls from across 50 districts and five states to write postcards to the prime minister of India to extend the RTE Act. The chapter also engaged with 30 district education offices to push for girls' education investments. As a result of their efforts, the government invited Education Champions to review their approach to gender equity in education programmes and teacher training.



Keeping girls learning and safe during COVID-19

RTE Forum provided 1,000 girls between the ages of 10–18 in the Hamirpur district with learning kits to keep them engaged in studies during COVID-19 school closures. They also counselled girls and parents on COVID-19 guidelines. Once in-person engagement became safe, the team regularly visited households to monitor girls' well-being, encourage parents to keep children engaged in school and discourage marriage as a solution in times of crisis.

Meet our newest Education Champions

Purnima Gupta
Ritupon Gogoi

Naval Kishor Gupta*
Mousumi Kundu*

Annie Namala*

*Education Champions who joined the network in FY2021–2022 without receiving a grant from Malala Fund

LEBANON



YEAR ESTABLISHED: **2017**

EDUCATION CHAMPIONS: **5**

The pandemic, sociopolitical and economic instability and the 2020 explosion in Beirut have devastated Lebanon's education system. An unstable power supply and increases in child labour and early marriage further threaten girls' learning. Schools also struggle to retain teachers and secure fuel for transportation and electricity for classes.

Our Education Champions in Lebanon are promoting access to quality education for the most marginalised girls, while transforming discriminatory social norms, combating negative coping mechanisms and addressing inequalities affecting girls' education.



Improving access to education

RMF improves access to inclusive quality education and life skills programmes for the most marginalised girls in Lebanon. The group works to reduce poverty in Bab Al Tebbaneh, an area especially in need of support.



Building pathways for girls' leadership

LOST works to improve girls' secondary school access and retention. The organisation encourages young women to consider pathways as community leaders and influencers in Baalbeck-Hermel, a region with strict gender norms and stereotypes.



Meet our newest Education Champions

Assem Chraif

Dr. Hasna Tanios

NIGERIA



YEAR ESTABLISHED: 2017

EDUCATION CHAMPIONS: 14

Our Education Champions in Nigeria are countering the impacts of COVID-19 on girls' education and advocating for progressive amendments to education legislation. There is a specific focus on securing 12 years of safe, free, quality education under the Universal Basic Education Act (UBE Act) and the adoption of the Safe Schools Declaration (SSD). This year, the chapter was particularly focused on pushing for the amendment of the UBE Act, hosting conversations with high-level representatives on various platforms to encourage support for the UBE Act amendment and participating in constitutional review public hearings on the right to education.



Increasing government funding for schools

Centre LSD advocates to remove hidden fees in public schools and increase budgetary allocations for girls' education. As a result of their efforts, the Adamawa State Commissioner for Education, Chief Wilbina Jackson, issued an official warning against public schools collecting illegal fees and is capping extracurricular fees charged to families. Centre LSD's advocacy has also resulted in the recruitment of more teachers to government schools, rehabilitation of public schools to ensure girl-friendly washrooms and government funding for 46,420 students' exam fees in 2021.



Building girls' advocacy skills

In honour of International Day of the Girl, the Nigeria chapter partnered with Malala Fund to host a three-day workshop for and with 40 young Nigerian girls to discuss their concerns around safe schools and how to advocate for solutions. They learned advocacy storytelling skills and drafted a declaration asking the Nigerian government for policy changes that prioritise girls' education, which they presented to local leaders.



Meet our newest Education Champions

Gideon Olanrewaju
Fagorusi Oluwasola

Toyin Chukwudozie*
Emmanuella Nwahiri*

*Education Champions who joined the network in FY2021-2022 without receiving a grant from Malala Fund

PAKISTAN



YEAR ESTABLISHED: 2017

EDUCATION CHAMPIONS: 19

Our Education Champions in Pakistan advocate for improving school infrastructure in rural regions, reaching more girls with digital curricula and amending the national education requirement from 10 to 12 years.

Together, the chapter has been advocating to policymakers and parliamentarians at the federal and provincial levels to take immediate and long-term actions so girls can continue their formal education during and beyond the pandemic period.



Building strategic partnerships in Pakistan

In February 2022, Malala Fund launched STEAM Education for Girls, a strategic partnership with the federal government of Pakistan. Over the next five years, we will provide technical assistance and communications support to develop a national STEAM policy and operational framework that will allow private sector and international collaborations at the school level. This programme aims to reach 13,000 public high schools benefitting all students, but includes a focus on improving girls' access and agency.



Using media to highlight the right to education

The Pakistan Chapter of Education Champions has been leading a media campaign in local communities across 14 districts to highlight the right to free and quality education for girls. The campaign amplifies inspiring stories of success around girls' education and shares relevant information about local enrolment efforts. The campaign aims to raise awareness and improve the perception of adolescent girls, parents, educationists, policymakers, public representatives and their constituents around girls' right to education.



Increasing the girls' education budget

In 2021, **Blue Veins** successfully advocated the Khyber Pakhtunkhwa (KP) state government to increase girls' education funding by 24%. This increase included commitments to establish 70 girls' secondary schools for 21,000 girls, rehabilitate 2,100 schools affecting 630,000 students, and waive admission fees to increase girls' enrolment. In a landmark allocation, the KP government also announced that it would dedicate 47% of its 2022–2023 fiscal budget to education. The funding will promote girls' education through adequate facilities, standardisation of primary and secondary schools to strengthen enrolment and retention and transition of girls into secondary school.

Meet our newest Education Champions

Anbreen Ajaib
Ehtisham Adil

Muhammad Azhar
Nabiya Maniar*

*Education Champions who joined the network in FY2021–2022 without receiving a grant from Malala Fund

TANZANIA



YEAR ESTABLISHED: **2021**

EDUCATION CHAMPIONS: **3**

Gender-based violence, poverty and early and forced marriage pose threats to girls' education in Tanzania. Teenage pregnancy and perceived low value of girls' education are additional barriers girls currently encounter.

Our new Education Champions in Tanzania are challenging harmful social norms and advocating for gender-responsive budgeting to support girls' enrolment, retention and completion of secondary school.



Advocating for safer education

PWC empowers women and girls in remote areas of northern Tanzania. The council works to increase enrolment, retention and completion rates of girls in five secondary schools by challenging social norms and pushing for a safer, more inclusive, quality education.



Influencing policies for equal education access

TEN/MET works with advocates to fight for equitable access to quality education across the country. The group partners with local communities, amplifying their concerns and carrying out advocacy work with an informed collective voice to influence policies on basic education in Tanzania.



Pushing for change in partnership with the community

HakiElimu advocates for equal access to quality, basic education in Tanzania. The group trains community members to gather evidence on girls' education, campaigns for policy changes and challenges the social norms keeping girls from school.

Meet our newest Education Champions

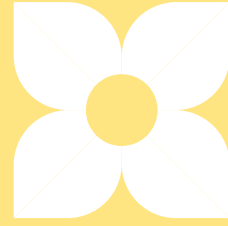
Rose Kalage

Grace Scorey

Nasra Kibukila

CENTRING GIRLS

How we amplify the voices of young women



At Malala Fund, we believe girls should speak for themselves and tell leaders what they need to learn and achieve their potential. In 2021, we grew our efforts to give young women the tools they need to make change in their communities and a platform for the world to hear their voices.



GIRL PROGRAMME LAUNCHES



The Malala Fund Girl Programme is a bold new approach to youth-led advocacy with two main components: the **Malala Fund Fellowship** and the **Feminist Fund**.

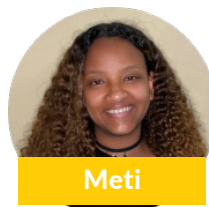
Malala Fund Fellowship

In 2021, we welcomed 10 young women from Brazil, Ethiopia, India, Nigeria and Pakistan into the Malala Fund Fellowship, an 18-month programme designed to equip girls with the skills and experience to promote greater gender equality within their families, communities and countries. To date, the fellows have participated in global and national conferences including COP26, the Commission on the Status of Women and the launch of the 2022 UNESCO Gender Report, as well as supporting the development of Malala Fund's COVID-19 response strategy. Their findings have informed our work as we continue to support partners navigating the challenges caused by the pandemic.

"My experience as a Malala Fund Fellow is great because I am managing to advocate with other girls from my community for a better education."



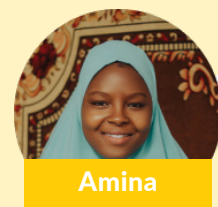
Bianca



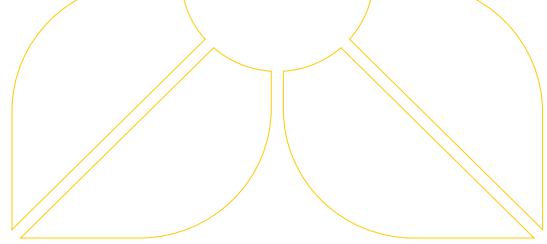
Meti

"Being a part of the fellowship is an interesting journey with even more interesting people."

"The fellowship gives me the opportunity to meet young women around the world to share our experiences, identify difficulties facing girls and brainstorm ideas to solve them ideas to solve them."



Amina



Feminist Fund

The Feminist Fund invests in feminist and women-led movements, groups and organisations addressing the barriers preventing girls from completing 12 years of education. Our grants support initiatives working with girls and young women who are unable to develop their agency and realise their rights due to systemic inequalities, discrimination or oppression.

To date, the Girl Programme has invested \$1.4 million in 15 organisations around the world to help thousands of girls develop advocacy, leadership and movement-building skills.

Some of our grantees include:



Afar Community Initiative Sustainable Development Association (ACISDA)

Afar Community Initiative Sustainable Development Association (ACISDA) is a youth-led organisation whose mission is to improve conditions for pastoral women and girls in the Afar region of Ethiopia through project activities focused on increasing gender equality and women's rights, eliminating gender-based violence and harmful traditional practices, ensuring access to education and improving maternal health.



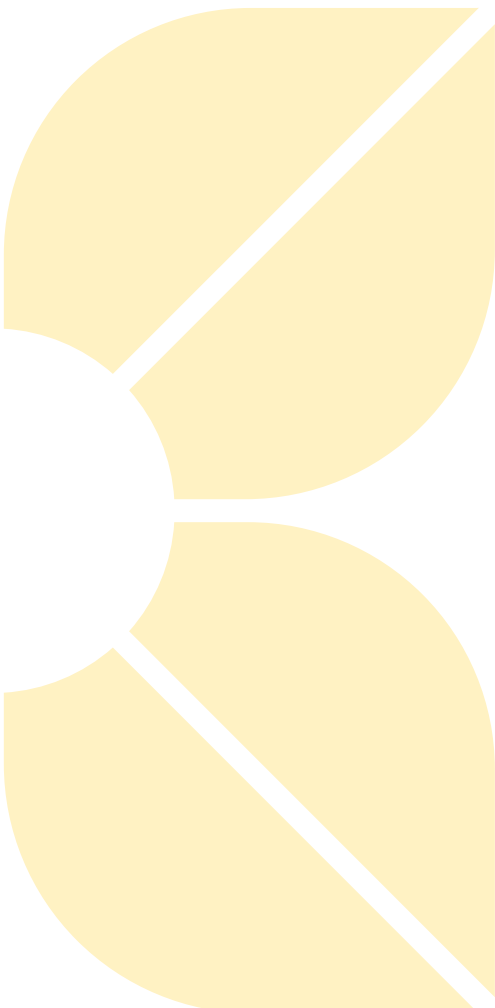
Oroddho Foundation

Oroddho Foundation in Bangladesh is led by a group of young women working to end gender-based violence and address the challenges faced while accessing sexual and reproductive health rights (SRHR). They deliver educational programmes in schools to teach adolescents comprehensive sexuality education and run a campus ambassadors programmes where they mentor students on healthy interpersonal relationships via interactive boot camps and workshops.



Instituto Minas Programam

Instituto Minas Programam was created in 2015 by three young Brazilian women to challenge gender and racial stereotypes that influence science, technology and computing in Brazil. Their activities include creating free and exclusive learning spaces for young women, creating and sharing female-led content and new references on science and technology and spreading learning materials and thematic content on their blog and social networks.



ASSEMBLY

A by girls, for girls publication by Malala Fund



Some of our most-read stories featured girls' perspectives on local issues that grabbed international attention:



"Girls' education problems in the Dominican Republic are tangled with other issues that affect the nation, but most especially with machismo and the deficiency of our education system."

— **Isamar Marte Núñez,**

a student from the Dominican Republic writes about why girls aren't learning in her country



"Since the Taliban took over Afghanistan and forbade us from going to school, girls like me have had to deal with the daily routine of adolescence without the excitement of life as a student."

— **Serene*,**

an Afghan student, reflects on her life since the girls' education ban
*Serene is a pseudonym



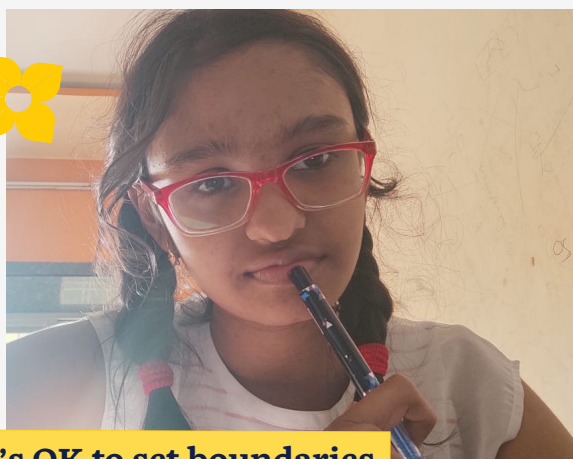
"Here in Egypt, girls and women who want to pursue professional football receive very little institutional support. Only a few clubs have women's teams, and the funding and resources they are given are merely symbolic."

— **Rooka Saeed Mousa,**

a 20-year-old Egyptian student and football player, describes why her country's football clubs are losing female players

Mental health

In Assembly's mental health issue, girls and young women around the world opened up about their experiences with mental health and shared advice and resources for looking after your mental and emotional well-being.



"I wish I had known that sometimes it's OK to set boundaries if I am already stressed or have a lot to do and it does not make my efforts as an activist any less important." — GARGI BHAVSAR

Afghanistan

As the crisis in Afghanistan continues to unfold, Assembly is committed to amplifying the voices of young Afghan women speaking out for their right to learn and lead.

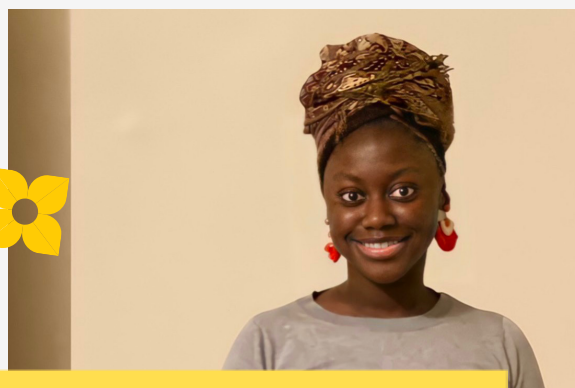


"Afghan girls and women aren't able to learn. We can't work. We don't have any opportunities. These are the most difficult days of my life." — AAZOSH*

*Aazosh is a pseudonym

Girls' education

Young women around the world wrote about the barriers girls face when going to school in their communities and how they're fighting for their right to learn.



"My teachers, mostly White, were not equipped with the sensitivity, nuance and cultural knowledge needed to address the colourism and xenophobia I experienced." — TIGIDANKAY SACCOH

Our readers

Top 10 countries by readership:

1. U.S.
2. India
3. U.K.
4. Canada
5. Philippines
6. Pakistan
7. Australia
8. South Africa
9. Nigeria
10. Indonesia

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



177,028 users



268,764 page views



Girls 18–24 as majority contributors



1.2 million views on TikToks featuring Assembly stories



In 2022, Assembly was honoured as a **winner in the inaugural Anthem Awards under the Diversity, Equity and Inclusion category.**

Our acceptance video featured young women from our worldwide community.

OUR ORGANISATION AT A GLANCE

Reaching new heights with a global team



Growing our team

We welcomed 13 new team members across our U.S. and U.K. offices, created a human resources department, strengthened programme support staff and expanded our fundraising team.

Extending our footprint

We broadened the reach of our programmes to Bangladesh and Tanzania. We created country offices, run by national teams, in both Nigeria and Pakistan — two countries where Malala Fund is now registered as a national entity.

Expanding our board

We added three members to our Board of Directors. Learn more about them on the right.



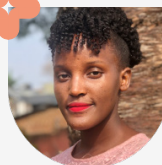
Modupe Adefeso-Olateju

Modupe is managing director of The Education Partnership Centre and programme director of LEARNigeria. She advises education policymakers and trains public officials and development organisations on strategic planning and monitoring and evaluation.



Pearl Uzokwe

Pearl is the director for governance and sustainability at Sahara Group Limited in Nigeria. Pearl has worked with donor country governments like France, the U.K. and South Africa, in addition to private nonprofits like the Bill & Melinda Gates Foundation and the Emerging Africa Infrastructure Fund.



Vanessa Nakate

Vanessa is a climate justice activist from Uganda and founder of the Africa-based Rise Up Movement. In January 2019, she began striking for the climate in her hometown of Kampala after witnessing droughts

and flooding devastate local communities. She now campaigns to highlight how the climate crisis is impacting countries across Africa.

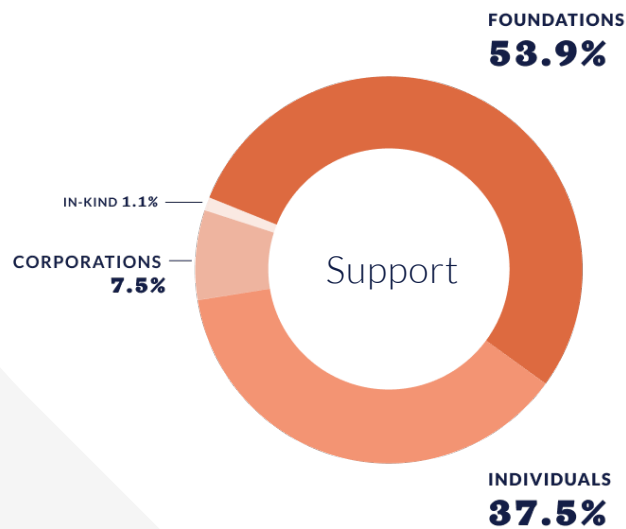


Breaking down our revenues and expenses

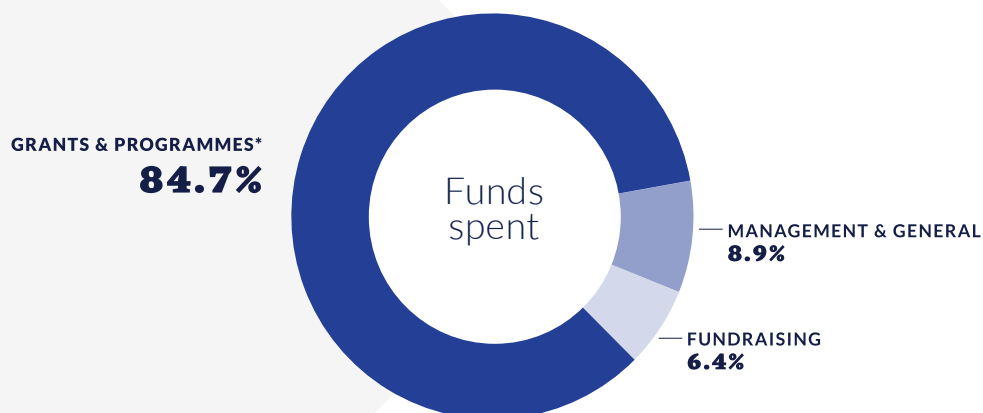
These figures detail where our support came from this year and how we spent our funds.



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

REVENUE AND SUPPORT

	2022	2021
Contributions and grants	\$28,985,744	\$16,060,305
Investment income	\$(293,236)	\$277,737
Contributed services and materials	\$312,706	\$120,650
Total revenue and support	\$29,005,214	\$16,458,692

EXPENSES

Programmes services	\$17,927,773	\$8,979,925
Management and general	\$1,873,773	\$1,104,182
Fundraising	\$1,355,700	\$1,089,332
Total expenses	\$21,157,246	\$11,173,439

Change in net assets	\$7,847,967	\$5,285,253
Net assets at beginning of year	\$20,859,363	\$15,574,110
Net assets at end of year	\$28,707,330	\$20,859,363

U.S. Board of Directors

Malala Yousafzai (Chair)
 Alaa Murabit
 Françoise Moudouthe
 Lynn Taliento
 Modupe Adefeso-Olateju
 Pearl Uzokwe
 Vanessa Nakate
 Ziauddin Yousafzai
 Susan McCaw

U.K. Board of Trustees

Akhter Mateen (Chair)
 Malala Yousafzai
 Fayeeza Naqvi
 Susan McCaw

Nigeria Board of Directors

Ziauddin Yousafzai
 Lynn Taliento
 Modupe Adefeso-Olateju
 Pearl Uzokwe

OUR DONORS

With gratitude and thanks



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

Leadership Council

Susan Buffett
Tim Cook
Joe Gebbia
Landry Family Foundation
Susan McCaw

Laureate

Apple

Humanitarian

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Troper Wojcicki Foundation
Waverley Street Foundation

Envoy

Hawk Foundation

Ambassador

Cochlear Foundation
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D.W. Legacy
Frame Fatales of
Games Done Quick
North Star Charitable
Foundation
Open Society Foundations
Palo Alto Networks
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Salesforce

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Stavros Niarchos Foundation
Studio 1854
Twilio
WilmerHale
Wilstar Social Impact
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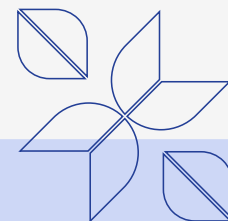
Advocate

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Foundation
Justin White & Molly Lynch
Meta
Lemonade
Kayla Mills
TikTok

Supporter

Au Xchange
BetterHelp
Bainum Family Foundation
Baker Hughes
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Foundation, Inc.
Morgan Lewis
MRI Software
Nathan Kirsh Foundation
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PopSockets
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Stephen & Christine
Schwarzman
Bertrand Serlet
Sumita Sinha
Snowbird Foundation
Spring Street Giving Fund
Martin Smith
Craig & Dorothy Stapleton
Ken & Pat Warner
Wood Group UK



What our donors are saying



“When girls can safely receive an education, everyone benefits. This is the best long-term investment I could ever make for the future well-being of humanity.”

— **Michael**



“My daughter can study whatever she wants and I am so grateful for that! I wish this for all girls.”

— **Sandra**



“I believe massively in what they are doing! The latest situation in Afghanistan has made me feel even more strongly about this.”

— **Rebecca**



“Malala Fund is changing the world: breaking down social stigmas, empowering future leaders and educating girls. I want to be part of their efforts. That is why I donate.”

— **Kayla**



“One of our family’s top priorities is empowering women through education, and the Malala Fund addresses this goal perfectly.”

— **Joshua**

FROM OUR CEO

Reflections on the last year

Over the last year, we have witnessed how the most challenging issues of our time — from protracted conflict to political and social unrest to environmental disasters — exacerbate girls' education access worldwide. Our work in places like Afghanistan, Ethiopia and Lebanon became even more complex, as girls face compounded barriers to attend school.

Because of supporters like you, we continue to be on the front lines, working alongside local activists who understand how these issues impact their communities better than anyone else.

At Malala Fund, our belief that girls are the change-makers we seek is more steadfast than ever. The 2021–2022 Annual Report details the launch of programmes like the Malala Fund Fellowship, which provided opportunities for young women in several of our programme countries to connect, learn and take action to improve the lives of girls in their communities. This past year the fellows participated in conferences like COP26, the United Nations Commission on the Status of Women and the launch of the 2022 UNESCO Gender Report, meeting with senior government leaders and decision-makers and advocating for the rights of girls and young women.

You'll also read about the growth of Malala Fund's Education Champion Network, which welcomed a new cohort of champions and expanded into Bangladesh and Tanzania.



Our partners in these countries are making strides in combating threats to girls' education like lack of access to schools, gender-based violence and vulnerability to natural disasters.

And in March 2022, Malala Fund published our latest briefing, *Rights in jeopardy: How the international community should respond to the girls' education crisis in Afghanistan*, just as the Taliban closed schools for Afghan girls. Our policy work is coupled with emergency response support for both the evacuation and resettlement of Malala Fund colleagues and partners from Afghanistan, including several dozen family members, as well as the safe resettlement of 200 additional Afghan human rights defenders. The courage and resolve that our co-founders, Malala and Ziauddin, have modeled in this moment has been an inspiration for our global team.

These and countless other initiatives are only possible with your ongoing commitment to Malala Fund. Thank you for your steadfast support. Together, we will keep building towards a future where every girl can learn and lead.

Sincerely,

Suzanne Ehlers



ENDNOTES

1. FY17–18: 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. FY18–19: 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.

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.

3. FY19–20: 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.

4. FY20–21: 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.

5. FY21–22: 3,677,280 students reached in FY21–22; approximately 273,073 students reached through Malala Fund's COVID-19 response initiative + 3,404,207 students reached through the Education Champion Network programme.

- *COVID-19 breakdown:* 273,073 total students – 54,233 students (33,013 girls + 21,210 boys) enrolled in school; 16,003 students (10,445 girls and 5,558 boys) attended skills training; 55,111 students (28,285 girls and 26,826 boys) received COVID-19 support (materials, lessons, alternative classes); 26,883 students (18,359 girls and 8,524 boys) were reached through trained teachers; 2,003 students (1,100 girls and 903 boys) were reached through policy change and 118,850 students (73,713 girls and 45,137 boys) digital tech access.
- *Education Champion Network breakdown:* 3,404,207 total students – 75,380 students (63,776 girls + 11,604 boys) enrolled in school/non formal education programmes; 74,279 girls were reenrolled; 5,398 students (4,962 girls + 436 boys) attended skills training; 38,913 students (31,738 girls + 7,175 boys) reached through trained and recruited teachers; 2,591,413 students (1,368,400 girls + 1,223,013 boys) benefited from policy change and 618,824 students (587,903 girls + 30,921 boys) reached through digital tech access and other remote learning support.

WAYS TO GIVE

Support Malala Fund's fight for girls' education



With more than 130 million girls out of school today, we need your help to reach the most vulnerable girls who are denied an education.

MALALA.ORG/DONATE