

## **CEF ZAMBIA STRATEGIC PLAN 2003-2005**

### **1.0 Introduction**

This strategic plan represents the thinking of a number of partners in CEF programme for Zambia. It attempts to provide a comprehensive programme of action that builds on the earlier proposal, clearly defining how the work links into the three criteria under the CEF. It is worth to note that while the earlier proposal presented a more thematic focus, cognisance was made on the need to define our work based on the three strategies outlined in the CEF and yet without losing our thematic direction. The advantage to positioning the programme in this manner is the ease in reporting as outlined.

### **1.1 Overview of progress since Sept 2002**

There is little progress reported since September 2002. This has been attributed to the slow pace at which funds were disbursed. The only key thing has been the fact that during the September meeting key organisations and possible partners under the five thematic themes of the Zambia programme were identified. Perhaps it is also worth to mention that some work has been undertaken such as the starting process to having an adult education policy, with the drafting of the initiate document. It is envisioned that resources accrued under the CEF would be used to bring all stakeholders to a national workshop and meetings that would culminate in the adoption by government of a policy on adult education.

Secondly some discussions have continued with the ministry of education on the need for a plan of action on EFA, including the need to bring together the various ministries and government departments working on the components in EFA for better coordination and synergy.

### **1.2 Highlight actions taken to respond to questions raised by the Management Committee in response to your interim plan**

Top on the agenda of the CEF process since September 2002 has been reorganizing and repositioning of the Zambia National Education Coalition (ZANEC). ZANEC will play a major role in the implementation of the CEF initiative in Zambia. A series of meetings were arranged to marshal a way forward. The recruitment process of the Executive Director of the coalition has been started with initial contributions from Oxfam. Preparations have also been made to launch ZANEC and CEF initiative in Zambia, but these efforts have been delayed due to lack of funds.

There won't be a separate National CEF Coordinator as earlier on planned. The coordination of the CEF activities has been incorporated into the Oxfam Nation Wide Advocacy Programme (NWAP), a programme that deals with a number of advocacy issues including education. NWAP will work closely with

both the National CEF Management Committee, comprising Oxfam and HODI (representing Action Aid in Zambia), and ZANEC through the CEF Committee and the Executive Director. This is intended to give more power to the coalition rather than retaining it in the ranks of Oxfam.

The Government EFA Secretariat will not be funded using the CEF resources as earlier on indicated. Efforts are being made to bring others on board to ensure that there is a functioning system within the ministry that will deal with EFA issues, and with which the CEF Zambia programme can closely collaborate.

In compliance to the notion of having a website provided by the central team, as per the agreement in Nairobi - Kenya, the CEF Zambia programme has dropped the intention of setting up a website.

Involvement of the corporate world in the provision of education was discussed during the very recent CEF Strategic Planning meeting. The critical thinking is to find a strategic area of partnership that will accelerate activism around the provision of education. This will be consolidated at the Business launch planned for once the executive director is in office. Much of this work will link into other initiatives that have been undertaken by the British Council Corporate Governance programme, and the Partnership Forum.

CEF Zambia programme takes cognizance of the fact that the CEF money can be used to support adult literacy. The angle this inclusion will take is to build the capacity of civil society organisations in contributing strategically to achievement of the 2005 and 2015 goals.

Funds that were initially budgeted for the EFA Secretariat and Website have been realigned into the initial linking to the criterion 2 monitoring government spending, an area that had been omitted in the initial Zambia proposal.

## **2. Contextual analysis**

### **2.1 Government Position and National Level Initiatives Towards the EFA Goals**

While it has always been conceived as a *factor* of personal and national development, education in Zambia has continued to exhibit fairly low growth. This is manifested in low progression rate, high drop out rate, low gross and net enrolment ratios, and the general plummeting quality. Of clear concern to all stakeholders in the provision of education, is the need to meet the challenge for education for all (EFA), with a perfect intention of maximising quality over quantity.

The government, through the Ministry of Education (MoE), has started a national process focusing on addressing the EFA goals in an effort to meet the 2015 target. In offering is the EFA Secretariat to coordinate the EFA activities. The process is highly participatory, involving a wider cross-section of NGOs like Oxfam and the civil society. An immediate task of this secretariat will be to coordinate the development of the National EFA Plan.

Pursuant to the provision of universal primary education (UPE), the government recently introduced the free education policy for primary education - Grade 1 to 7, which entail the removing all user and PTA fees that pupils in primary schools were asked to pay. In the same vein the Ministry of education

The government's intentions are often met with complexities, chief among them being lack of financial resources, weak collaborative efforts among the stakeholders, inconsistency in the policy, and sheer lack of commitment on the part of the government. This will impact negatively on the wholesome provision of education, particularly as regards quality.

## **1.2 Zambia's National Education Policy Framework - The Gaps**

The newly developed National Education Strategic Plan is a most recent government framework to guide the education provision process in the country. The plan spans between 2003 and 2007. There is, however, a striking absence of a direct mention of the EFA goals, and how the MoE wishes to address them in terms of strategies and financing. This absence is the more reason for a more direct strategy focusing on the EFA goals.

What is contained in the Strategic Plan is a mere expression of interest by the government to collaborate with other stakeholders on ECCED, set up regulatory frameworks for CSEN and OVC, coordinate life skills across relevant ministries, develop a programme to set up adult literacy programmes and strengthen the gender component at primary and secondary levels.

### **1.2.1 Major Gaps Identified**

Based on the six EFA goals, five (5) thematic areas were extracted, and these will form the platform for CEF engagement, and they include early childhood care, education and development (ECCED); universal primary education (UPE)

for children with special education needs (CSEN) and the orphan and vulnerable children (OVC); life skills for youth (vocational and psychosocial); adult education and gender parity. The sixth goal that deals with the aspect of *quality* has been factored into the other thematic areas as a paramount requirement.

Whilst appreciating the process that the government has initiated towards the EFA elements, numerous gaps have been identified. Some of these gaps border on the capacity of the government to deliver lack of resources (both financial and human) irresponsive policy framework, and poor institutional capacity to provide quality service.

#### **1.2.1.1 Thematic Area 1: Early Childhood Care, Education and Development**

There is a sheer lack of political commitment to the existing child policy, and this has led to no detailed programs on ECCED, lack of a supreme national organ to regulate the ECCED operations and the general demise of the once government-supported ECCED centres dotted across the country. Accurate data on ECCED is lacking giving rise to inappropriate monitoring system of ECCED operations including personnel, material and standard curriculum. Lack of capacity on the part of NGOs to support the training program of ECCED teachers particularly those in the field of CSEN. Lack of government strong presence in the field of ECCED has also given rise to the commercialisation of the sector for profit against it being a service and a right to a child.

#### **1.2.1.2 Thematic Area 2: Universal Primary Education for CSEN and OVC**

There is inadequate following on the policy provisions in relationship to the OVC and CSEN. This makes the situation as though there is no policy framework. There is also widespread lack of accurate information of these two aspects as most of the organisations are working in isolation. Institutional support and capacity is lacking to satisfactorily provide the service. Most of the innovations in this area have emphasised on the enrolment and not the completion of education cycle by these children.

#### **1.2.1.3 Thematic Area 3: Life Skills for Youth (vocational and psychosocial)**

Whilst there is a policy in place addressing the life skills of youth, there is an inadequacy in terms of policy guidance. And among the programs running, there is poor co-ordination among the organisations and weak program linkages to advance the life skills movement in Zambia. Qualified personnel in the field of life skills are limited, and there are inadequate resources to finance (loans) the entrepreneurship initiatives of young people. Absence of a clear-cut community structure has led to the poor flow of resources at the grass

root level. Lack of innovativeness and motivated implementers has negative impact on the movement. There is an emphasis on the vocational aspect and not the psychosocial one, which is equally important.

#### **1.2.1.4 Thematic Area 4: Adult Education**

This area of focus lacks a clear-cut policy framework within which to operate, e.g. teaching methodology and curriculum. Currently the adult education is operating outside the basic education mainframe making it difficult to monitor. The recurrent budget from the government is small considering the extent of provision of adult illiteracy in the country. There is no concise data on the operations of adult education initiatives in the country. Institutional capacity – advocacy skills, technological appreciation – is poor among those organisations dealing with the subject matter. Lack of a policy is partly due to unclear ownership of adult education between the Ministry of Education and the Ministry of Community Development and Social Services.

#### **1.2.1.5 Thematic Area 5: Gender Parity**

Despite having a National Gender Policy, there is no exclusive budget for gender interventions and implementation plan to guide the process. The new structure of the Ministry of Education has excluded the gender unit, rendering the implementation of gender issues rather ad hoc. Gender issues have often been misconstrued to mean women issues, and so lack support even among policy makers. There is wide spread lack of advocacy skills among implementers, and the weak linkages with non-educational NGOs whose work is related to gender dilutes the efforts. This area is also plagued by limited disaggregated data, and inadequate intervention focus on high school and tertiary levels. HIV/AIDS has continued to minimise the good intentions of gender initiatives by placing a girl-child at the helm of adversity at household level. In rural and peri-urban areas, there is a sheer absence of role models to provide a point of reference for the girl-children.

In addressing the aspect of quality in the above thematic areas, attention will be placed on indicators like teachers, availability of relevant materials, infrastructure capacity of relevant institutions, learning environment in relationship to the girl-child, teacher/pupil ratio, distance to the nearest school, pupil/book ratio, geographical differential in the drive towards EFA goals. This will also involve a closer monitoring of the dynamics of the current free education policy as recently introduced by the Government.

### **1.3 Civil Society Engagement in Education**

The involvement of civil society organisations in the national education sector dates way back before the Dakar Convention of 2000. There has been a proactive engagement into what are now formally the EFA goals. The Dakar convention simply prompted the need for a collective responsibility and strong

bargaining position among these organisations, to begin to take on the government on pertinent issues around education, especially on EFA goals, and universal primary education and completion.

Through a consultative process, Zambia National Education Coalition (ZANEC) was incepted in 2000. Its' overall aim is to co-ordinate and harmonise the activities of member organisations, and ensure resonance with the government programme on education. Its inception is a realisation that partnerships between the civil society and the government would not be meaningful unless civil society was organised and its efforts well co-ordinated. Among the pioneers of ZANEC are AEAZ, PANUKA, People Action Forum (PAF), Zambia Community Schools Secretariat (ZCSS), and Forum of African Women Educationist of Zambia (FAWEZA). Care Zambia and Oxfam have always been the strategic allies.

### **3.0 National Level CEF Process**

The CEF Proposal - Zambia is a product of lengthy but relevant consultative process. This was kick-started with the Nairobi workshop, prior to which Oxfam and HODI, the national CEF collaborating partner and representing Action Aid (AA) in Zambia, developed the concept note that was presented in Nairobi.

A national process towards the final development of the proposal followed soon after the Nairobi meeting. On the 7<sup>th</sup> August a meeting was held in Lusaka whose objective was to analyse the EFA goals and draw up thematic working groups. ZANEC, which hosted the meeting also co-facilitated at the same meeting alongside Oxfam.

Five thematic working groups were set up mainly to develop the concept notes from which the national CEF proposal was synthesised. Between 19<sup>th</sup> and 20<sup>th</sup> August a national workshop was held at which time the thematic working groups presented their concept notes. Oxfam facilitated the process and took the lead in consolidating the draft proposal, which was shared among the participating ZANEC members and HODI for comments. And the final meeting was held on 6<sup>th</sup> September at which time members ratified, with adjustments, the contents of the proposal.

Since then some consultation was held in January 2003 to revise the work plan for the first six months in line with the fact that little if anything had been implemented since the inception proposal. Subsequently another meeting was held in February that drew up this proposal for 2003-2005.

Given the delay in funding and the slow paced activity implementation little has been done to create the necessary links to the private sector to solicit

their partnership and support towards education for all. However, plans are to buy into on going processes of private sector involvement in the education sector. For instance, Barclays Bank Zambia Ltd has just introduced a social responsibility community initiative aimed at providing support to community based schooling initiatives, and similarly so for many other businesses.

#### **4.0 CEF Strategy**

In designing this proposal, cognisance was made of the fact that the government does not have adequate resources needed to implement the EFA goals and secondly, there is no National Action Plan on EFA yet. This then becomes the entry point of intervention of CEF in Zambia.

The proposition of CEF in Zambia will thus revolve around:

1. Support the process of developing the National Action Plan on EFA,
2. Building the capacity of the community to advocate for the equitable implementation of the free primary education policy and public expenditure on education,
3. Strengthening civil society (i.e. ZANEC) capacity to monitor and influence the national process towards the implementation of EFA goals.

In addressing the gaps identified in each of the thematic areas, the programme will follow through the declaration of intent as set out in the Strategic Plan and the free education policy.

The key strategy will be to foster strong alliance building with the ministry of education, ZANEC and ZCSS. Building the capacity of civil society organisations to engage in a more effective manner with government is of strategic importance to the CEF programme in Zambia. Working with the ministry of education, the CEF programme will remain in resonance with the government's vision on EFA, while ZANEC will provide a coordinated platform for operations among the participating members. The alliance with ZCSS, which is the coordinating agency for community schools that support universal primary education for orphans and vulnerable children and children with special education needs, provides an opportunity to improve this sector of education through a recognised organ with specific focus.

The programme will strive to build the capacity of Zambia Community Schools Secretariat (ZCSS), an umbrella organ of OVC and CSEN, and reposition it in such a matter that it addresses the quality issues in education delivery particularly that which is provided in a non-formal system.

Cardinal to this strategy will be an endeavor to ensure that the benefits of Free Primary Education Policy (FPEP) do not remain within the confines of formal education system, but by way of engaging the MoE to fully implement the Memorandum of Agreement (MoA) between ZCSS and MoE (1998), non-formal education will receive a fair share.

Because of increasing number of community schools (who have become more relevant to the provision of basic education in Zambia today), civil society agitation for increased education financing will be incorporated. Capacity building of communities to monitor education financing and management of schools will be promoted through PTAs and school boards, district community schools and community schools parents associations and associations of community schools teachers, including teachers unions.

## **5.0 CEF strategy nationally**

**Goal: To Contribute to the strengthening of strong network of civil society organisations to engage with government, local communities and the international community to ensure quality basic education.**

**Criteria 1: Strengthen civil society participation in design and implementation of national and local education plans especially through support for broad based national alliances and coalitions**

**Specific objective 1:** Enhance institutional capacity of civil society organisations for greater participation in the design, implementation and monitoring of EFA programmes

### **Activities**

- Facilitate the recruitment of the ZANEC executive director
- Support the development of accountable systems and mechanisms for the emergence of effective alliances and networks
- Officially launch CEF in Zambia
- Facilitate greater networking and linkages among education NGOs
- Create linkages with national teachers unions and other interest groups
- Support processes that link into other initiatives on education and children's rights
- Support the development of provincial coalitions to broaden the network
- Directly support thematic groups to effectively engage on their priority areas
- Support capacity building for national coalitions and thematic group partners i.e. proposal design, monitoring and evaluation systems, accountable financial procedures and systems etc

### **Expected Results**

- ZANEC becomes a fully fledged and well recognised network
- The Zambia management structure becomes fully operational and effective
- The ministry of education strategic plan clearly defines and incorporates activities on EFA
- The ministry of education strategic plan clearly defines and incorporates activities for CSEN and OVCs
- Meetings and forums are held to deliberate issues on EFA
- Provincial and district committees are established
- Private sector closely supports education activities and initiatives
- At least two forums are held with the private sector per year
- Government adheres to international covenants and harmonises customary and statutory provisions
- Regular national and Local Forum on the 5 thematic areas conducted

**Specific Objective 2:** Enhance capacity of civil society organisations to critically engage with government, the private sector and international community for policy influencing

### **Activities**

- Host dialogue between government international organisations and education NGOs to explore implementation strategies for EFA
- Facilitate training in advocacy and policy design for greater understanding
- Host forums for critical discussions and strategising on influencing policy directions
- Facilitate linkages into international processes on EFA

- Support attendance to regional and international forums on EFA and related issues
- Support the development and implementation of campaigns on the identified themes in EFA
- Continue support to the Global week of action at national level
- Strengthen processes of engagement in the PRSP and other national development processes

#### **Expected results**

- NGOs gain greater access to resources and proficiency in advocacy
- Education coalitions make submissions to parliamentary committees on education at least twice a year
- Education coalitions are part of government negotiation teams on education
- Education coalitions are making contributions and submissions to the pre and post budget initiatives
- At least each thematic group delivers one big campaign in 2004

#### **Partners in this category include:**

- Zambia national Education Coalition (ZANEC) the lead coalition for NGOs working in education
- Zambia Community Schools Secretariat (ZCSS)
- Forum for African Women Educationalist- Zambia Chapter
- Adult Education Association of Zambia (AEAZ)

#### **Over what timescale:**

- All activities will be done over a period beginning June 2003, as a continuation of the first six months of the CEF programme in Zambia

#### **Criteria 2: Enable local communities to monitor spending on education both at national and local levels (budget analysis/tracking)**

**Specific Objective 4:** Strengthen links with organizations working in budget analysis and tracking to enhance skill and knowledge

#### **Activities**

- Directly contract Catholic Commission for Justice and Peace to conduct needs assessments on budget analysis and tracking among members NGOs, unions, and school committees
- Support CCJP to conduct training in budget analysis and tracking
- Support information gathering, analysis and compilation of information leaflets, position papers and others to use in government dialogue and public campaigns

- Support linkages into the national budget input process and analysis of the national budget
- Initiate school committee learning and understanding of how budgets are formulated and how they can track expenditure
- Lobby government for a more transparent system of materials provisions to all schools under the free education policy directive
- Commission studies to explore the extent to which HIPC funds have been utilized
- Commission nation wide study on the "freeness" of education with aim of making concrete recommendations to government on the basic expenditure required to ensure the free education directive
- Lobby donor agencies to fulfill their commitments during the consultative group meetings
- Link into Jubilee Zambia work to monitor the HIPC conditionalities as regards education and related concerns

### **Expected results**

- Government adopts a debt monitoring mechanism that is all inclusive, transparent and accountable
- Studies are commissioned and recommendations form basis for campaigns and positions statements
- Simple, participatory tools and systems are designed for use by school committees and the communities to monitor budgets
- The free education policy directive is revised according to the findings of the free education study
- Government allocates better and more resources for the effective implementation of the free education policy directive
- The national budget reflects a 20% increase in education allocation in 2004
- Stiffer measures are instituted to deter mismanagement and misappropriation of HIPC funds met for education

### **Partners**

- Catholic Commission for Development, Justice and Peace
- ZANEC
- ZCSS
- And other NGOS in the thematic groups as defined in the conceptual background

### **Over what timescale**

- The initial work of building knowledge and understanding will done within the first year beginning March 2003. Creating linkages and ways of collaborating.

- Over the two years, capacity will have been extended to the district and community level.

**Criteria 3: Support innovative ways for communities to ensure that all children (especially girls and the most vulnerable) are able to access quality education within the framework of national education plans - in a way that links to advocacy**

**Specific Objective 5:** Ensure greater government spending for quality, basic education and increase access for girls and vulnerable children

### **Activities**

- Building on the work done by UNICEF use the findings of various studies on OVCs and CSEN to design a national wide campaign to raise the issues and influence policies, particularly the ministry of education strategic plan
- Document, as a way of raising the profile of work around CSEN and OVCs
- Lobby for the formulation of policy on non-formal education, including adult education
- Continue to lobby for improved skills and status for teachers
- Build the capacity of community parent teacher associations to monitor school performance and participate in curriculum development
- Build the capacity of community parent teacher associations to manage resources for the provision of NFE
- Facilitate forums to influence design of quality curriculum for NFE, and links to formal and higher education
- Facilitate the design of life skills training for marginalized and vulnerable children
- Facilitate processes to link into the UNICEF initiated Girl's Education Movement to encourage girl's education, particularly progression and retention.
- Lobby government for school responsive environment for girl's education
- Encourage government to design policies that recognise the role of female teachers for mentoring and role modelling
- Facilitate the design of programmes that recognise the impacts of HIV/AIDS, and other special circumstances

### **Expected Results**

- The free education policy directive is revised according to the findings of the free education study
- Government allocates better and more resources for the effective implementation of girl's and OVCs education
- A more coordinated and resourced community schools movement
- Education and information regarding HIV/AIDS is fully incorporated in the school curriculum and extracurricular activities

- Better HIV/AIDS awareness and preventive behaviour among teachers and pupils
- Sufficiently trained and skilled parents of pupils in the community schools to ensure well managed schools
- Enrollment and progression rates rise to above 65% in selected communities
- Better physical infrastructure and conducive learning environment
- A well trained and resourced cadre of teachers motivated to remain in community schools
- Parents and communities positively change their attitude towards girls' education
- Percentage of girls continuing with schooling rises
- No recorded drops in enrolments for both boys and girls
- Greater linkages between NFE and the possibility of continuing in formal systems
- Improved teaching and learning practices
- School leavers able to read, write and do numeracy activities
- Pupils acquire greater access to learning materials
- Rise in percentage of children with life skills

#### **Partners**

- ZCSS
- Young Women's Christian Association (YWCA)
- Young Men's Christian Association (YMCA)
- FAWEZA
- People's Action Forum
- PANUKA
- Pre-School Association
- Adult Education Association of Zambia
- Child Care and Adoption Society of Zambia
- Guides Association of Zambia
- Family Life Movement of Zambia
- Children in Need

#### **Over what timescale**

Beginning June 2003

### **4.2 Overall Expected results**

**4.2.1 How will you demonstrate a significant and measurable national level impact on increasing gender equity and advancing towards UPE?**

#### **4.2.2 What changes in civil society and in the school system do you expect to result from CEF activities?**

##### **(i) By April 2004**

- Increased opportunity for collaboration and networking that has not been possible in the past
- Greater networking and collaboration with government
- Better organised and focused civil society around common interests and issues of concern
- Greater linkages with regional and international networks in education
- Policies in education issues were previously that has been absent i.e. adult education policy
- More resources for education focused activities
- Expansion in opportunities for marginalized children

##### **(ii) By the end of CEF in December 2005**

- Education policy that recognizes and incorporates specific measures and resources for OVC, CSEN and girls education
- A formidable civil society
- A situation in which government and civil society is constantly working together and dialoguing
- Clearly documented best practice in girls education, OVCs and CSEN
- Greater resources allocated to the education sector to ensure effective implementation of the free education directive
- A more pronounced policy on free education
- A more pronounced directive on EFA with the possibility of a plan of action incorporated into the ministry of education strategy

#### **5. Links between national, regional and international work**

In order to ensure that the goal for CEF in Zambia is attained considerable attention will be paid to building links with a host of national and local initiatives that include the ministry of education strategic plan for the next five years, the programme for the advancement of girls education, the girls education movement launched by UNICEF and the forum for African Women educationalists, the various national ministries that deal with formal and non-formal education. In addition, greater effort will be made

to link into the debt and PRSP processes, and the budget analysis processes.

In terms of regional initiatives, these will include SADC education and related initiatives, and the ANCEFA. In addition, once the programme is up and running efforts will be made for exchange visits with other CEF activities in the region and elsewhere.

As regards the global initiatives, effort will continue on the Education Global week of action and the education campaign, and the UN millennium development goals.

## **6. Gender Issues**

### **6.1 How will this plan make an impact on the gender equity goal by 2005?**

- The free education directive if well defined would lessen the need for family choice as regards schooling
- More female teachers in administration and rural areas would provide opportunity for mentoring and role modelling
- Linking into the UNICEF GEM programme would heighten the need and commitment of parents and teachers to encourage girls to remain in school
- Linking into women's organisations would add value to the campaign for girls education
- A better defined adult education policy would contribute to ensuring greater parental participation in the school system
- Better coordination and resources for CSEN and OVCs would ensure better options

### **6.2 Other gender issues**

- Curriculum relevance
- Gender sensitive infrastructure
- Lessening of the cultural practice of early marriages
- More schools will mean lessened distance

## **7. Monitoring and evaluation:**

Data management through an elaborate monitoring and evaluation system will be crucial in tracking progress in the programme, and the ultimate impact accrued from the intervention strategy. Clear outcome indicators will be devised, and channels and means to obtain data from the process well incorporated. This will involve both the short-term collection of data for monitoring the process and long-term process to contribute towards the national CEF information system. Both qualitative

and quantitative data will be utilised so as to provide a comprehensive, activity and impact-based picture.

**What kinds of evidence will you collect to show changes in?**

**1. Civil society participation in decision-making on education**

- Ministry of education review reports
- Ministry of education's strategy Annual reports
- Conference delegation team lists
- Pre- and post budget submission reports

**2. Changes in national education policy and practice that result from this**

- EFA plan of action
- Greater resources for girls, OVCs and CSEN education
- Adult education national policy
- Comprehensive free education policy

**3. Consequent improvements in the school system, including improvements in access and gender equity?**

- Infrastructure that is gender and female friendly
- School hours that respond to the needs of the learner
- More females in administration and school management
- Enrolment, progression and retention rates/records
- Attendance records
- Rules and regulations that respond to the needs of the learner i.e. uniform
- Learner responsive curriculum

**8. Risks and assumptions**

- Insufficient know-how and capacity within ZANEC to fully undertake some technical work involving advocacy, information technology, budget tracking, monitoring.
- In undertaking the CEF activities there seems to be a thin line between the capacity building needs of the participating organisations and the on-going programs of these organisations. The temptation will be high to make a strategic overlap.
- The CEF program may become redundant if it does not fully engage itself within the government-recognised structure and does not follow a normative framework as laid by the government.
- There is a possibility that the activities and impact of CEF will be concentrated along the contours of communication and transportation (urban) as opposed to the rural areas.

- The success of the CEF operations is contingent upon a systematic and timeous flow of financial resources. It is held that an appropriate funding modality will be adopted to ensure this.
- Continued cohesion among the members of ZANEC partaking in the CEF activities is of vital importance to the program. It would be necessary that all ZANEC members remain resolved to the CEF ideals.