

**Commonwealth Education Fund - Zambia**

# **Revised strategic plan 2005-2007**

**June 2005**

**CEF Management Committee-Zambia**

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## EXECUTIVE SUMMARY

This is a second version of the revised strategic plan for CEF Zambia 2005-2007 based on the feed back from CEF UK management committee. We have prioritised key areas of focus and made the activities more specific, realistic measurable and time bound for better impact in the remaining period of CEF.

Commonwealth Education Fund programme in Zambia will continue support to education civil society organizations in Zambia to enable them engage more effectively with Government, and contribute to the attainment of education for all goals.

Building on the past experience and knowledge of working with the Zambia National Education Coalition (ZANEC), CEF Zambia will continue to support institutional capacities building of CSOs for greater participation in the design, monitoring and evaluation of education for all goals. The support will further enable local communities monitor government spending on education and will place more emphasis on documentation of lessons and best practices particularly that which is related to OVCs with a view of informing CSOs policy engagements.

The Education for All targets of increased and equitable access to better quality education for all children continues to be a medium and long-term aspirations for Zambia. The large number of out of school children, the low enrolment and achievement rates, the lack of teachers in schools particularly the rural schools and the impact of HIV/AIDS on teachers and pupils are but some of the major challenges of education provision in Zambia today. The government of Zambia has responded to these challenges in a number of ways but its efforts are met with a number of complexities, the main ones being lack of financial resources, a sheer lack of commitment, poor coordination amongst education sector ministries and the limited capacities of CSOs to engage effectively with government.

A national process focusing on addressing the EFA goals has been initiated within the Ministry of education. In offing is the EFA Secretariat to coordinate the EFA activities. An immediate task of this secretariat has been to coordinate the development of the National EFA Plan that is still in the process and faces a number of challenges such as coordination.

Civil society organizations, CBOs and NGOs and international NGOs engaged in education are more into service provision than advocacy, supplementing Governments effort in education service delivery. Currently, only a handful of these CSOs are into education advocacy. However many have now realized the value added to education provision by getting engaged into advocacy work and the formation of ZANEC is one clear example of this realization.

CEF support will focus on specific capacity building interventions of CSO to help set a much stronger foundation for budget monitoring, advocacy and lobby, along side the support towards advocacy, alliance building and lobby related activities. The support will be at two levels, national level through national coalition, networks and alliance for advocacy and lobby and community level through CBOs and NGOs for lessons and best practices to feed into national policy dialogue.

The key strategy will be to foster strong alliance building with the education sector ministries, ZANEC, ZCSS and any other national educational alliances and networks. 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 Education sector Ministries, 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.

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 that 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, school boards, school committees and the communities at large.

This plan recognizes that impact on the gender equity goal can be made if certain measures such as the free education directive is well defined and linked to the UNICEF GEM program heightening the need and commitment of parents and teachers to encourage girls to remain in school. Other measures could include more female teachers in administration and the rural areas providing an opportunity for mentoring and role modeling.

For the CEF Zambia goal to be attained, attention will be given to building links with a host of initiatives at different levels. These include the MoE strategic plan for the next three years, the PAGE at the national level and local levels. The SADC education related initiatives, ANCEFA and will continue supporting the Education Global Week of Action and the education campaigns at national, regional and global level respectively.

An elaborate M&E system outlining clear outcome indicators and means to obtain data from the process will be designed in tracking progress in the programme, and the ultimate impact of the intervention strategy. This will involve both the short- and long term data collection utilizing qualitative and quantitative for monitoring the process and to contribute towards the national CEF information system respectively.

It is anticipated that by December 2007 CEF interventions in Zambia would have contributed to:

- ZANEC being a formidable civil society organization.
- A better organized and focused education civil society around common interests and issues of concern and that there will be a greater networking and collaboration amongst the local education NGOs as well as greater linkages with regional and international networks in education.
- Enabling civil society organizations and communities in selected districts in the provinces feel confident to monitor education budget at community level and contribute effectively to national policy dialogue.
- Policies in education issues that were previously absent designed and implemented i.e. adult education
- A situation in which government and civil society is constantly working together and dialoguing
- Clearly documented CSOs 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 directive on EFA and a national plan of action incorporated into the education sector Ministries.
- The fifth National Development plan defines education among the key priorities for development

## **REVISED STRATEGIC PLAN 2005-2007**

### **Second version - May 2005**

#### **1.0 Back ground**

There has been a number of revisions to the initial strategic plan developed in 2002/2003 and its important to note that even though programme objectives and priorities may have slightly changed, the overall goal for CEF Zambia programme remains the same.

#### **2.0 Introduction**

The second version of the revised CEF proposal is a result of the many processes and activities that were undertaken in the past year through partner engagement at various levels. This includes the revision processes of the 2004 annual work plan and budget by ZANEC/CEF, the budget tracking workshop, the partner's capacity needs assessment study and the mid term evaluation, as well as feedback and recommendations from the CEF management committee UK.

#### **3.0 Over-view of progress since September 2003**

There has been a good amount of progress recorded since September 2003. The 2003-2005 strategic plan was developed and approved by CEF UK in February 2004, but was later revised upon recommendations from CEF UK.

The revision took a lot more time than expected and in the process dealt with other capacity and management issues of the CEF key-implementing partner ZANEC, as well as changes in the management of CEF at national level. The progress being highlighted is based on these change processes.

The CEF management committee was reconstituted to widen representation that includes; private sector, cooperating partners involved in the education sector in Zambia, Zambia national education coalition (ZANEC) and educationalists. The terms of reference for the CEF management were developed and adopted. The funding guidelines for implementation of the CEF programme were also developed and disseminated to partners through a workshop in December 2004. in order to widen CSO participation in the programme, ZANEC will no longer sub grant CEF funds to its partners but individual member organisations can now request for funding directly from CEF Zambia.

CEF management commissioned the capacity needs assessment for its partners and the findings have fed into the development of the capacity building plan for the partners. Key capacity issues identified are around advocacy and lobbying, alliance building, networking, partnership building, communication, research skills and organisation management related capacity skills, and also other needs related to budget tracking work.

CEF initiated work around education budget tracking, creating awareness amongst its partners as well as supporting the process of a joint education budget tracking study for 2004 financial year. The study is partly a learning exercise to develop partners' skills in budget work such as in data collection, analysis, report writing and advocacy.

CEF played a key role in building the institutional capacity of the main focal partner in the CEF programme, ZANEC. This involved working with various members of the

ZANEC secretariat, the ZANEC Board and other cooperating partners to ZANEC in a number of ways to improve ZANEC understanding of its role and ability to deliver its work, mission and commitment to achieving its organisational goal. CEF facilitated the development of the ZANEC management and administrative guidelines and the ZANEC constitution. We also contributed to the establishment of the harmonised support to ZANEC amongst cooperating partners namely, DCI and DANIDA as funding partners and DFID and Royal Netherlands Embassy as strategic partners.

### **3.1 Major changes to the plan since the previously approved strategy**

There were no major changes to the previously approved strategy except for the funding modalities to ZANEC secretariat and its partners as indicated earlier. Many of the planned 2004 activities have been brought forward to 2005 as they are still within the identified needs. In addition, the revised strategic plan has incorporated issues raised from the capacity needs assessment, the revised ZANEC strategic plan, the budget tracking work, the mid term evaluation process and UK CEF management committee feedback.

The general focus particularly for 2005 will be on specific capacity building interventions of CSO to help set a much stronger foundation for advocacy and lobbying, along side will be limited support towards advocacy, alliance building and lobby related activities but will eventually gain more ground in 2006.

However, it's worth noting that with the current institutional changes going on within ZANEC, the engagement of the technical assistance is likely to upset the ZANEC 2005 annual work plan and budget and may be revised around April/May 2005.

### **3.2 Summary of learning from the country level mid term evaluation.**

Some of the key lessons from the mid term review were:

- CEF management needs to clarify it's roles and responsibilities much more clearly to avoid overlapping amongst the Lead agency, CEF secretariat.
- The CEF programme in Zambia needed more publicity.
- CEF Zambia recently developed funding guidelines need to be well understood by the intended beneficiaries.
- CEF Zambia needed to priotise the key areas of focus for the remaining implementation period for greater impact.
- CEF Zambia support to documentation of best practices, and lessons learnt in relation to education provision for OVCs needed to be strengthened.

## **4.0 Contextual analysis**

### **4.1 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 of education for all (EFA), with the perfect intention of maximising quality over quantity.

The recently 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. The plan is supported by a number of donors through a sector pool funding mechanism and a small number of donors are into project support funding.

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 training for youth across relevant ministries, develop a programme to set up adult literacy programmes and strengthen the gender component at primary and secondary levels.

There is, however, a striking absence of a direct mention of the EFA goals in the strategic plan, and how the MoE and other ministries with an education agenda, wish to address them in terms of strategies and financing.

There are major gaps in the National Educational Strategic Plan specifically related to the EFA goals. Stakeholders in the education sector would expect that the EFA goals would be a part of the national plan, however, the following areas have been found to be missing:

- i. Non existence of a child policy which makes it difficult to regulate the Early Childhood Care, Education and Development (ECCED) and the lack of strong government presences in the field that has given rise to the commercialisation of the sector for profit against it being a service and a right to a child, particularly for the poor communities. The few NGOs working to meet the needs of the poor; work in isolation of standard curriculum, materials and personnel. The NGOs lack the capacity to support teacher-training programmes particularly those in the fields of children with special education needs.
- ii. The inadequate policy provisions in relations to the OVC and CSEN. The lack of accurate information on these two aspects as most of the organisations is working in isolation. There is limited institutional support and capacity to satisfactorily provide the service. Above all, most of the innovations in this area emphasise more on enrolment than completion of the education cycle by these children.
- iii. Inadequate policy guidance for life skills of youth. The poor co-ordination among the organisations and weak program linkages to advance the life skills movement in Zambia is a general problem. This is coupled with limited qualified personnel and inadequate resources to finance (loans) the entrepreneurship initiatives of young people. The absence of a clear-cut community structure to coordinate life skills training for the youth 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.
- iv. Adult education has no clear-cut policy within which it operates and it cuts across different education sector ministries. Currently adult education is operating outside the basic education framework. Institutional capacity, advocacy skills, technological appreciation is poor among those organisations dealing with the subject matter.
- v. Despite having a National Gender Policy, there is no exclusive budget for gender interventions and an 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 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.

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 effect is the EFA Secretariat to coordinate the development of the EFA plan. The process is participatory, involving a wider cross-section of NGOs like Oxfam and the civil society. An immediate task of this secretariat has been to coordinate the development of the National EFA Plan. Various studies have been carried out which have fed into the process. This includes the situational analysis on Early Childhood Care, Development and Education and Adult education. However, contrary to the earlier arrangement of an action plan, a policy framework has been developed, and a symposium to reflect on the draft report was done. The final document is expected by the end of May 2005. Current challenges related to the development of the EFA framework are:

1. The EFA Secretariat contract came to an end in December 2004 and has not been renewed, they are only working to finalise the document.
2. EFA goals cut across many education sector ministries and each ministry already has national a Strategic plan in place, many of them running up to 2007.
3. There is no established national institution to coordinate the EFA process but it is expected that education sector ministries will buy into the EFA framework and develop individual action plans.

Pursuant to the provision of universal primary education (UPE), in 2002 the government introduced the free education policy for primary education - Grade 1 to 7, which entails removing all user and PTA fees that pupils in primary schools were asked to pay. Late 2004 the Ministry of Education commissioned a study on the impact of free Basic education policy on access to education. The study revealed that the FBE policy produced mixed results. Even though the basic school enrolment increased, the policy was constrained by other non-costs barriers to access such as inadequate infrastructure and financial resources to meet the many needs of the schools.

The government's intentions are often met with complexities, with the principal ones 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.

#### **4.2 Civil Society Engagement in Education**

The involvement of civil society organisations in the national education sector dates back to before the Dakar Convention of 2000 when CSOs supplemented government efforts in education service delivery. There has been a pro-active engagement into what are now formally the EFA goals except the service delivery is not well coordinated. 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.

Many CSOs have now realised the value added to education provision by getting engaged in advocacy work, the formation of ZANEC is one clear example of this

realisation. Through a consultative process, Zambia National Education Coalition (ZANEC) was incepted in 2001. 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.

Key to all this is the fact that government has recognised the important role civil society partnership are playing in supplementing its effort in providing education services as well as their strategic importance with regard to EFA goals. This kind of relationship could be an entry point for lobbying and advocacy as much as the CSOs experience gained in service delivery can be used as a tool for advocacy.

#### **4.2.1 Major Gaps among education CSOs**

Given the current scenario towards the attainment of education for all goals in Zambia, Civil society organisations through advocacy and lobbying, can play a key role in helping the government be more accountable to its commitments.

Currently, only a handful of these CSOs are into education advocacy and many of them of them lack the necessary skills and capacities to effectively engage with government.

The major gaps include:

- 4.3.1.1 Limited capacities and skills in policy design and analysis to enable them advocate and lobby government for pro-poor policies
- 4.3.1.2 Weak partnership and networking skills amongst CSO. In many cases CSO working in the different areas of education service delivery work in isolation. Documentation of lessons and best practices as well as Information sharing amongst CSOs and government is very weak.
- 4.3.1.3 Limited capacities to monitor government expenditure on education and the overall implementation of the education sector plan to make govt. more accountable to the people.
- 4.3.1.4 Coalition building in the education sector is a new phenomena in Zambia and CSOs, particularly the Coalition secretariat working in the education sector need to understand their role in the coalition to be able to contribute effectively. The current national education coalition is still in it's infancy and requires both institutional and technical support to function effectively.

These limitations are the more reason why CEF strategy will directly focus on CSOs, strengthen the necessary skills and collaboration to enable them help government ensure that the poorest and most marginalized children are able to enrol and complete quality basic education.

## **6.0 CEF Zambia strategy**

The revised CEF Zambia strategy will broadly contribute to strengthening networks of civil society organisations to engage with government, local and international communities to ensure quality basic education.

It will seek to build strong alliances with the Ministry of Education and other education sector ministries, Zambia Community School Secretariat, Children in Need Network, Forum for African Women Educationalists in Zambia, Adult Education Associations and any other national education coalition or networks across EFA thematic areas. These alliances will provide an opportunity to improve on the education sector through recognised organs with specific EFA thematic focus. In addition, linkages will be sought

with International organisations such as World Vision, Plan Zambia and CARE who run education programmes in various locations.

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 three years, EFA strategic framework and implementation plan, the Programme for the Advancement of Girls Education( PAGE), the girls education movement launched by UNICEF and the Forum for African Women Educationalists( FAWEZA) and the various education sector ministries that deal with formal and non-formal education. In addition, greater effort will be made to link into the debt, National Development Plan process and the budget analysis processes.

In terms of regional initiatives, CEF shall support SADC, ANCEFA and any other regional education related initiatives. Exchange visits to other CEF programmes in the region and elsewhere will be encouraged.

At global level, we will continue to support CSOs participation in the education global week of action, the education campaigns and the UN millennium development goals nationally. CEF shall also support participation by attendance or paper presentation to world education conferences where necessary.

In monitoring the impact of CSOs engagement with government and other education stake holders, specific 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.

**6.1 Overall Goal: To contribute to the strengthening of networks of civil society organisations to engage with government, local communities and the international community to ensure quality basic education.**

**6.2 Strategic priority one : Capacity building of CSOs**

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

Under this strategic priority, CEF will provide technical and financial support to the Zambia National Education Coalition (ZANEC), Zambia Community Schools Secretariat (ZCSS) and Forum for African Women Educationist (FAWEZA). Attempts to broaden civil society participation will be made using the developed CEF funding guidelines. CEF will publicly call for proposals in the three CEF core criteria and priority shall be given to national coalitions networks or alliances.

CEF will directly support EFA thematic activities. In 2005 priority will be towards support to early child-hood education and development, gender and adult literacy thematic groups.

**6.2.1.1 Specific objective 1: To enhance skills of civil society organizations for greater participation in the design, implementation and monitoring of EFA programme.**

To enhance CSOs engagement with government and strengthen networks and coalitions of CSOs, CEF will support partner training in policy designing and analysis, advocacy, lobby, partnership building, networking, HIV and Education mainstreaming approaches monitoring and evaluation skills through workshops, exposure visits and practical assignments.

Code	Activities	Indicators	Timeframe	Partner
6.2.1.1a	Facilitate partner skills training in :  Policy design and analysis,	Skills training for CSOs	June 2005	CEF
		CSOs engagement and representation in policy dialogue with government and specific education sector ministries increase	July 2005	CEF/Consultant
		CSO recognised and incorporated into government policy processes at national and regional level	December 2006	CEF/Consultant
6.2.1.1b	Advocacy and lobby	<ul style="list-style-type: none"> <li>❖ Number of CSOs producing policy positions increases.</li> <li>❖ Submissions to the NDP improve</li> <li>❖ Better and well informed CSO participation in the Sector Advisory Groups</li> </ul>	August 2005	CEF/Consultant
6.2.1.1c	Partnership, coalition and network building.	Greater network and collaboration with government and amongst CSOs	September 2005	CEF/Consultant
6.2.1.1d	Monitoring and evaluation systems	CSOs develop and use monitoring tools for the EFA implementation process	October 2005	CEF/Consultant
		The number of CSOs position/shadow reports on EFA process increase	April 2006	
		CSOs quality engagement in education sector ministries annual reviews increase.	April 2007	
6.2.1.1e	HIV and Education mainstreaming approaches	<ul style="list-style-type: none"> <li>❖ HIV clearly defined in curriculum, and extra curriculum activities</li> <li>❖ CSOs better able to articulate HIV issues in education</li> <li>❖ Better response for HIV and AIDS</li> </ul>	Oct 2004	CEF/Consultant

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

CEF will support partner forums for critical discussion and strategising on policy influencing issues as well as dialogue between government, international organisations and education NGOs to explore implementation of EFA. CSO processes of engagement in education sectors annual reviews and other national development processes will be strengthened. Campaigns on identified thematic themes and partner attendance at regional and international forums on EFA will also be supported.

CODE	Activities	Indicators	Timeframe	Partner
6.2.1.2a	Partner forums – EFA thematic groups, government and other education stakeholders.	<ul style="list-style-type: none"> <li>❖ Issues around EFA implementation identified, discussed and incorporated into the national review by education sector ministries</li> <li>❖ CSOs input into national educational and NDP processes increase by a percentage.</li> <li>❖ Greater network and collaboration between government and education CSOs</li> <li>❖ Innovative forums on HIV and AIDS discussions</li> </ul>	July 2005 2006 2007	ZANEC/THEMATIC
6.2.1.2b	Support information gathering analysis and sharing	<ul style="list-style-type: none"> <li>❖ CSOs are better informed and up to date on education issues nationally and internationally.</li> <li>❖ CSOs position/shadow reports on EFA process increase in number</li> </ul>	July 2005 2006 2007	ZANEC
6.2.1.2c	Support partner advocacy/lobby campaigns – radio, TV and print media.	<ul style="list-style-type: none"> <li>❖ Campaign materials for the identified EFA themes developed.</li> <li>❖ Each thematic group put up at least one big campaign annually.</li> </ul>	August 2005 2006 2007	ZANEC/ZEDAO VOICE OF THE YOUTH
6.2.1.2d	Partner attendance at two regional and one international EFA forums/conferences	<ul style="list-style-type: none"> <li>❖ ZANEC links with regional and international EFA processes.</li> <li>❖ Strengthened linkages between national, regional and international coalitions.</li> </ul>	By December 2005	ZANEC
6.2.1.2e	Support national consultations on adult education policy and ECCED.	<ul style="list-style-type: none"> <li>❖ Clearly defined policy on adult education and literacy &amp; ECCED</li> </ul>	July 2005	ZANEC/THEMATIC

### 6.3 Strategic focus two: Budget work

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

We shall support training in budget tracking/monitoring for CSOs, school management committees, parent teacher associations, women groups and school going children to particularly monitor GRZ basic school grants at school level and national education budget processes.

As a process of capacity strengthening CEF will support joint (MOE/CSOs) budget tracking study, information gathering, analysis and compilation of information leaflets, position papers to use in government dialogue and public campaigns.

Some funds will be allocated for promoting linkages with organisations working on budget tracking and analysis such as CSPR and JCTR.

**6.3.1.1 Specific Objective 3:** Strengthen skills and knowledge in budget tracking and analysis amongst CSO at national district and school level.

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

Code	Activities	Indicators	Timeframe	Partner
6.3.1.1a	Support partner <b>training in budget tracking work</b> at national and community level.	<ul style="list-style-type: none"> <li>❖ Simple budget tracking instruments developed.</li> <li>❖ Increased participation of women in budget tracking work at school level.</li> <li>❖ Increased participation of School committees and Boards in budget tracking work</li> <li>❖ District budget formula for school allocations revised.</li> <li>❖ CSOs input into national educational budget processes increase by a percentage.</li> </ul>	July-December 2005  2006  2006 2007	ZANEC PANUKA ZCSS ZEDAO VOICE OF THE YOUTH
6.3.1.1b	Support community participation in school based budget monitoring	<ul style="list-style-type: none"> <li>❖ Over 10 CSO and 10 school committees/PTAs participate in budget tracking work at school level in each District in southern and Copper belt provinces.</li> </ul>	July 2005  2006 2007	PANUKA ZCSS ZEDAO VOICE OF THE YOUTH
6.3.1.2a	Support campaigns for increased budget allocation to education.	<ul style="list-style-type: none"> <li>❖ Advocacy and lobby strategy and materials developed and fed into national budget processes.</li> <li>❖ Budget analysis and position paper developed.</li> <li>❖ National education budget increase by 5%.</li> </ul>	Nov.-Dec 2005 2006 2007	ZANEC VOY
6.3.1.1a	Support <b>joint budget tracking study</b> between Ministry of education and CSOs	<ul style="list-style-type: none"> <li>❖ Increased accountability that will result into better utilisation of school resources by the head teacher and the management committee</li> <li>❖ Increased confidence amongst CSOs engaged in budget tracking.</li> <li>❖ MOE strengthens the management and monitoring of basic school grants.</li> <li>❖ Funds disbursed by MOE reaches</li> </ul>	June 2005  December 2005  2006	ZANEC

		the intended beneficiaries in a timely manner ❖ Strengthened collaboration between CSO and MOE	2007	
6.3.1.2b	Support education budget forum	❖ Promote linkages with CSPR,JCTR, stakeholders and any other CBOs doing budget tracking work.	Nov.2005, 2006, 2007	<b>ZANEC</b>

#### 6.4. Strategic priority three ; innovative ideas

##### 6.4.1 Criteria 3: Support innovative ways for civil society 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

In encouraging innovations and sharing of ideas CEF Zambia will directly support ZANEC member organisations or any other local education organisation in issues of documenting innovative ways in a way that it influences education policy.

In recognition of the negative impacts of HIV and AIDS on education and the schooling system, special attention will be paid to incorporating HIV mainstreaming and documenting the innovative approaches from various organisations in tackling the effects of the pandemic either in enabling schooling for orphaned children, provision of treatment and care, and mitigating impact. Oxfam linkages will be critical in this regard.

In addition, CEF will support research work on inclusive schooling (INSPRO) in basic schools for children with special education needs and CSOs linkages to national research institutions for the purpose of education related research. CEF will continue supporting CSOs participation in national and international days such as national Global week of Action, teachers' day, HIV/AIDS etc.

Innovative approaches will be identified through a public call and individual organisations will bid for the documentation support. A two-day workshop/gallery walk will be organised at which best innovative approaches will be presented and displayed. Government officials, private sector (business house) parliamentarians and the community at large will participate in identifying the innovative approach for the year. This will be an annual event. Private sector will play a dual role to select and sponsor the most deserving innovative approach of their choice for the purpose of expanding on that particular piece of work or to support the process of integrating the ideas into government policy.

**6.4.1.1 Specific Objective 5:** To identifying civil societies innovative approaches that support the attainment of Education for All goals.

**6.4.1.2 Specific Objective 6:** Ensure greater government spending for quality, basic education and increase access for girls and vulnerable children

CODE	Activities	Indicators	Timeframe	Partner
6.4.1.1a	Support a two days workshop/gallery walk on innovative approaches to education delivery.	❖ Government and private sector funds innovative approaches to the attainment of EFA ❖ A collection Innovative approaches. ❖ More Education NGOs participating in the CSPR NGO day	August 2005	CEF

6.4.1.2a	Support government and CSOs forum on innovative ideas.	<ul style="list-style-type: none"> <li>❖ CSO innovative approaches incorporated into national plans of education sector ministries.</li> <li>❖ Strengthened collaboration between CSOs and education sector ministries.</li> </ul>	July 2005 2006/2007	ZANEC
6.4.1.1b	Support identification and documentation of innovative approaches to education delivery.  Publish	<ul style="list-style-type: none"> <li>❖ At least one innovative approach in each thematic group documented.</li> <li>❖ Clearly documented best practice in girls education, OVCs and CSEN</li> <li>❖ Publication of innovative ideas</li> <li>❖ Innovative approaches shared with a wider range of education stakeholders.</li> <li>❖ CSO become more creative in approach</li> </ul>	October 2005  2006  2007	CEF
6.4.1.2b	Support CSOs participation in national and international days eg Global week of action, teachers day, national NGO day etc.	<ul style="list-style-type: none"> <li>❖ Better serviced teachers</li> <li>❖ Public awareness on CSOs innovative approaches increase.</li> <li>❖ Increased number of CSOs engaging in education</li> </ul>	2005-2007	ZANEC ZEDAO VOY
6.4.1.2c	Support research on implementation of INSPRO policy in Northern, copperbelt and western provinces	<ul style="list-style-type: none"> <li>❖ Children with special education needs (CSEN) enrolment and retention rate increase by 10%.</li> <li>❖ Policy change around INSPRO.</li> <li>❖ Improved school environment for CSEN</li> <li>❖ Government responds to the needs of CSEN in non INSPRO schools</li> </ul>	September 2005	CEF/ZANEC CHIN
6.4.1.2d	Support CSO forums on girl's education. OVCs, CSEN, orphans and HIV/AIDS in education	<ul style="list-style-type: none"> <li>❖ Policy change on girls and orphan education</li> <li>❖ Girls and CSEN friendly school environment</li> <li>❖ Better coordination of Orphan support</li> <li>❖ Better care and treatment for children and teachers living with HIV and AIDS</li> </ul>	2005  2006	ZANEC FAWEZA ZCSS CHIN
6.4.1.2e	Support development of HIV/AIDS manual for ECCED care givers	<ul style="list-style-type: none"> <li>❖ HIV/AIDS mainstreamed in ECCED centres</li> <li>❖ Increased awareness of HIV/AIDS issues amongst ECCED care givers</li> </ul>	July 2005 2006	Mulumbo
6.4.1.2f	Support HIV/AIDs voluntary & counselling corners in schools	<ul style="list-style-type: none"> <li>❖ Increased information sources and centres</li> <li>❖ Increased confidence for school authorities and children to discuss HIV and AIDS in open safe environment</li> <li>❖ Reduce incidence of abuse</li> </ul>	2006	ZANEC FAWEZA

## 6.5 Enabling Strategy

This will embrace all sub activities related to the effective and efficient management of CEF programme in Zambia by both CEF management and the key implementer- ZANEC

### 6.5. 1 Objective 7: To enhance effective and efficient delivery of services by CEF Zambia

These are sub activities related to general management and administration of CEF programme in Zambia, management support to CEF committee, office support, personal emoluments, travels, fuel and vehicle maintenance and any other activities arising from the CEF engagement and dialogue with partners and line ministries it also includes local and international travel, monitoring and evaluation visits, exposure visits and staff skills enhancement.

The objectives under this criterion are:

- To continue to support the general management and administration of CEF programme in Zambia
- To build up a Management Committee which is motivated and committed towards education in Zambia
- To build a staff which that meets the needs of the CEF Zambia programme
- Develop cost-effective and efficient programmes with multiple partner organisations

Code	Activities	Indicators	Timeframe	Partner
6.5.1a	Administrative and management costs	<ul style="list-style-type: none"> <li>❖ Timely reporting on CEF programme activities.</li> <li>❖ Well-informed secretariat on education issues nationally and globally.</li> </ul>	2005 2006 2007	CEF
6.5.1b	Develop communication strategy for CEF & Other CEF publications	<ul style="list-style-type: none"> <li>❖ Increased awareness of CEF programme amongst the CSOs and the general public</li> <li>❖ Number of CSOs participating in CEF programme increase</li> </ul>	July 2005 2006 2007	CEF/Consultant
6.5.1c	Support publication of CSO innovative ideas	<ul style="list-style-type: none"> <li>❖ Increased awareness of CSO innovative approaches amongst the policy makers and the community at large.</li> </ul>	October 2005 2006,2007	CEF

### 6.5.2 Criteria 2 : Sustainability of CEF - Zambia

CEF will work towards the development of clear sustainable plan for CEF activities by the end of 2005 that would ensure the current coordinated donor support to ZANEC does not disadvantage the work of the national education coalition. CEF will seek to strengthen cooperate partnership with business and donor communities supporting the education sector for the purpose of sustaining CEF work beyond March 2007

**6.5.2.1 Objective 8: To develop options of management and administration of CEF Zambia objectives after 2007**

<b>Code</b>	<b>Activities</b>	<b>Indicators</b>	<b>Timeframe</b>	<b>Partner</b>
6.5.1a	Develop a corporate strategy	Number of private sector willing to support CEF beyond March 2005	July 2005	CEF
6.5.1b	Identify key partners with identical priorities as CEF	Number of donors willing to support civil society fund.	Dec 2005	CEF
6.5.1c	Host sustainability workshop for CEF partners.	Sustainability plan for Zambia in place	August 2005	CEF
	Develop a CEF sustainability plan beyond March 2007	Sustainability plan for Zambia in place	September 2005	CEF
6.5.1d	Host private sector forums to support edu. CSOs and HIV/AIDs private sector initiative to education.	Increased number of CSOs supporting CSOs innovative approaches and other education sector ministries.	November 2005 Dec 2006	CEF
6.5.1e	Mid term and End of programme review	Revision of programme implementation	Feb 2005 March 2007	CEF

**6.5.3 Criteria 3: Effective and Efficient Delivery of Services by ZANEC Zambia**

**6.5.3.1 Objective 9 ; To strengthen Institutional capacities of CSOs**

Under this criteria CEF will to support ZANEC national secretariat. CEF will continue working with ZANEC secretariat to strengthen its role of coordinating, facilitating and being a political voice for the civil society organisations engaged in education. CEF will support exchange visits to Kenya and Tanzania national coalitions, ZANEC annual general meetings/ conferences, thematic meeting and linkages to other national and regional coalitions.

In recognising the effects and impact of HIV/AIDDS we shall support the secretariat to developed an HIV/AIDS workplace policy.

CEF shall offer Institutional support it's partners and support develop accounting systems and mechanism for effective alliance and networks.

<b>Code</b>	<b>Activities</b>	<b>Indicators</b>	<b>Timeframe</b>	<b>Partner</b>
6.5.3.1a	Partner training workshop in financial management and report writing	Partner reports met CEF reporting standard Timely submission of reports Feedback to quarterly reports	August 2005 2006	CEF
6.5.3.1a	Training workshop on the role of coalition as a coordinating body of CSOs engaged in education	Coalition activities reflected in the ZANEC work plan.	August 2005	CEF
6.5.3.1a	Support exposure visits for ZANEC secretariat/NEC to Kenya or Tanzania	Confidence to manage the coalition	September 2005	ZANEC
6.5.3.1a	Participate in ZANEC/ZCSS/FAWEZA informal donors meetings	Donor harmonised support improves ZANEC performance positively acknowledged	2005 2006 2007	CEF
6.5.3.1a	Facilitate ZANEC thematic management meetings, networks and linkages	Thematic activities organised nationally Thematic campaign	September 2005 2006 2007	ZANEC
6.5.3.1a	Support ZANEC secretariat develops of HIV/AIDS workplace policy and accountable systems and procedures.	Efficient and effective secretariat Improved management of ZANEC	October 2005	ZANEC

## 7.0 Programme monitoring and evaluation

A log frame has been developed, involving clear outcome indicators and channels and means to obtain data from the process in tracking progress in the programme, as well as the ultimate impact of the intervention strategy. Both the short- and long-term data collection methods, qualitative and quantitative will be utilised to monitor the process, and to contribute towards the national CEF information system respectively.



## 7.1 LOGFRAME

### Common wealth Education Fund Strategic Plan 2005-2007

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

Narrative summary	Verifiable indicators			Means of verification	Assumptions and risks
	2005	2006	2007		
<b>Overall objective: Access to quality basic education for all improved</b>	Improved basic school enrolment for girls and boys Increased community participation in school management and monitoring	Elimination of gender parities in basic schools	Improved basic school enrolments, retention and completion rates	Education statistics reports, NDP Edu. Country reports	Improved govt planning & monitoring of edu. Delivery through CSOs involvement
<b>Specific objective 1:</b> strengthen CSOs participation in the design and implementation of national and local education plans through support to broad based national alliances and coalitions	Issues around EFA implementation identified, discussed and incorporated into the national review by education sector ministries	Greater network and collaboration between CSOs and government	Improved CSOs engagement in education issues	Country EFA reports Education sector ministries annual review reports, CEF end of programme report National coalition reports	Political environment favourable for CSO/government dialogue CSOs genuinely engage in EFA processes
<b>Specific objective 2:</b> Enable communities to monitor spending on education both at national and local levels	Community participation in school governance. MOE strengthens the management and monitoring and of basic school grants.	Better utilisation of education resources by school manager and other education stakeholders	The flow of funds from MOF to schools improves.	District education board reports, Auditor generals report MOE monitoring reports	Government recognises civil/community participation in edu. Budget monitoring/tracking.
<b>Specific objective 3:</b> Support to documents innovative approaches for civil society that ensures children ,especially girls access quality basic education in way that links to advocacy and policy change.	Strengthened collaboration between CSOs and education sector ministries.	Expanded opportunities for marginalized children girls orphans and CSEN (enrolment and retention rates)	Education sector ministries recognised and incorporates specific measures and increase resources for OVCs, CSEN and girls	CSOs reports MOE reports	Availability of govt. funds to take on innovative ideas

			education		
<b>Output 1: 1.1 Local education CSOs participate in national EFA planning and monitoring processes.</b>	CSOs engagement and representation in policy dialogue with government and specific education sector ministries increase by a percentage.  CSOs better able to articulate HIV/AIDs issues in education	CSO recognised and incorporated into government policy processes at national and regional level.  Better government response to HIV/AIDs in Education	EFA implementation well coordinated across education sector ministries	Meeting reports Coalition reports Education sector ministries reports	CSO able to articulate issues during policy dialogue
<b>Output 2: 2.1 Communities fully involved education budget tracking at various levels of education delivery</b>	Increased participation of CSOs, school committees, PTA and women groups in budget tracking work	Increase accountability of education resources at various levels	All fund disbursed by MOF for education reaches the intended beneficiaries	CSOs/school committees reports on BT National budget speeches GRZ auditors report. GRZ Anti corruption reports	Govt recognised CSOs budget tracking. Govt anti corruption wing support CSOs
<b>Output 3: 3.1 CSOs innovative approaches to education of the most vulnerable children especially girls and orphans adopted as national interventions</b>	CSOs innovative approaches funded by government and the private sector. Government and the general public increase confidence on the work of Edu.CSOs. .	Innovative approaches incorporated in education sector ministry plans and budgets	Enrolment and retention rates for the girls, orphans and most vulnerable children increase	Education sector ministry reports, annual work plans and budget, EFA thematic reports	Govt ability to source for more fund for the education sector.
<b>Activities 4.2 Facilitate skills training to CSOs in education in policy planning and monitoring processes 4.3 Fund CSOs to participate in education forums and conferences 4.4 Fund CSOs to lobby government for attainment of education for all goals 4.5</b>	CSOs quality engagement in education sector ministries annual reviews increase by a percentage  Greater network and collaboration with government and amongst CSOs	CSOs quality engagement in education policy processes	Better coordination and implementation of EFA related activities.	Education sector ministry reports, annual work plans and budget, EFA thematic reports	
<b>Activity 2 Facilitate skill training in budget tracking and analysis</b>	CSO/Communities feel confident to engage in education budget tracking work.	.Public debates on education budget increase by a percentage	Improved CSOs participation in education budget work	Training workshop report CSO reports	CSOs/communit y willing to participate in budget work.

<b>Activity 3.</b> <b>Facilitate documentation and publicising CSOs innovative approaches to education of the most vulnerable children especially girls and orphans.</b>	CSOs innovative approaches to education increase in coverage	Improved awareness of CSOs innovative approaches amongst communities	Public supports local CSOs innovative approaches to education	Media report Workshop reports	MOE. Private sector and public support
	<b>Resources: Fund GBP</b> Partner grants- 126,000 Partner support costs- 20,500 Partner training – 15,000 Admin cost – 27,762 <b>Total budget – 189,267 GBP</b>	Partner grants- 83,105 Partner training – 3,000 Admin cost – 27,566 <b>Total budget – 113,671 GBP</b>	Partner grants 7,000 Admin cost – 27,462 <b>Total budget – 34,462 GBP</b>		

## 8.0 BUDGET IMPLICATIONS IN BRITISH POUND(GBP)

	2005	2006	2007	Total	Spent 2004	Total Pro. Budget
Partner support costs	20,500	0	0	20,500		
Partner training cost	15,000	3000		18,000		
Grant to partners	126,000	83,110	7,000	216,110		
Oxfam administrative costs	27,762	27,566	27,462	82,790		
<b>Total year budget</b>	<b>189,267</b>	<b>113,671</b>	<b>34,462</b>	<b>337,400</b>	<b>112,600</b>	<b>450,000</b>

## 9.0 Expected results

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

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

### 9.1 By March 2006

- Increased collaboration and networking that has not been possible in the past
- Increased networking and collaboration with government
- Better organised and focused civil society around common interests and issues of concern
- Increased linkages with regional and international networks in education
- Policies in education issues that were previously absent drawn i.e. adult education policy
- National budget allocation for education focused activities increase by a percentage.
- Improved accountability of education resources at school and District levels.
- Expansion in opportunities for marginalized children (enrolment, retention and progression rates)
- Increased CSOs participation in budget tracking work.

### 9.2 By March 2007

- 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 directive on free education.
- A more pronounced directive on EFA and a national plan of action incorporated into the education sector ministries strategies.

## 9.3 Gender Issues

### 9.3.1 How will this plan make an impact on the gender equity goal ?

- 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 female parental participation in the school system.
- Better coordination and resources for CSEN and OVCs would ensure better options.

### **9.3.2 Other gender issues**

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

### **9.4 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.

CEF partners will submit quarterly reports and these will contribute to the national CEF reports. The CEF M&E framework that guided the midterm review will continuously be used but particularly every other quarter to monitor progress against the CEF set objectives and for the purpose of reviewing the set M&E framework for the final programme evaluation process in 2007.

### **9.5 What kinds of evidence will you collect to show changes in Civil society participation in decision-making on education**

- Education sector Ministries annual review reports.
- CSOs attendance to major education - Conference delegation team lists.
- Pre- and post budget submission reports by CSOs
- CSOS reports submitted to the Parliamentary education sub committees

### **9.6 Changes in national education policy and practice that result from this**

- EFA plan of action developed
- Increased resources for girls, OVCs and CSEN education
- Adult education national policy
- Comprehensive free education policy
- ECCED well coordinated and resourced

### **9.7 Consequent improvements in the school system, including improvements in access and gender equity?**

- Infrastructure that is gender, female CSEN 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
- Improved accountability of school resources.

## 10.0

### 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 timely 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.

**THE COMMONWEALTH EDUCATION FUND- ZAMBIA  
2005 ACTIVITY PLAN**

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

	<b>Activity</b>	<b>Verifiable indicator</b>	<b>Partner</b>	<b>Budget in GBP</b>	<b>Time frame</b>
<b>Specific objective 1: To enhance skills of civil society organisations for greater participation in the design implementation and monitoring of EFA programmes</b>	Facilitate partner skills training in :  Policy design and analysis,	<ul style="list-style-type: none"> <li>❖ Skills training for CSOs</li> <li>❖ CSOs engagement and representation in policy dialogue with government and specific education sector ministries increase</li> <li>❖ CSO recognised and incorporated into government policy processes at national and regional level</li> </ul>	CEF/Consultant	2000	July
	Advocacy and lobby	<ul style="list-style-type: none"> <li>❖ Number of CSOs producing policy positions increases.</li> <li>❖ Submissions to the NDP improve</li> <li>❖ Better and well informed CSO participation in the Sector Advisory Groups</li> </ul>	CEF/Consultant	3000	August
	Partnership, coalition and network building.	Greater network and collaboration with government and amongst CSOs	CEF/Consultant	2000	Sept.
	Monitoring and evaluation systems	<ul style="list-style-type: none"> <li>❖ CSOs develop and use monitoring tools for the EFA implementation process</li> <li>❖ The number of CSOs position/shadow reports on EFA process increase</li> <li>❖ CSOs quality engagement in education sector ministries annual reviews increase</li> </ul>	CEF/Consultant	2000	Oct.
	HIV and Education mainstreaming approaches	<ul style="list-style-type: none"> <li>❖ . HIV clearly defined in curriculum, and extra curriculum activities</li> <li>❖ CSOs better able to articulate HIV issues in education</li> </ul> <p>Better response for HIV and AIDS</p>	CEF/Consultant	2000	Oct.

<b>Specific Objective 2: Enhance capacity of civil society organisations to critically engage with government, the private sector and international community for policy influencing</b>	Partner forums – EFA thematic groups, government and other education stakeholders.	<ul style="list-style-type: none"> <li>❖ Issues around EFA implementation identified, discussed and incorporated into the national review by education sector ministries</li> <li>❖ CSOs input into national educational and NDP processes increase by a percentage.</li> <li>❖ Greater network and collaboration between government and education CSOs</li> <li>❖ Innovative forums on HIV and AIDS discussions</li> </ul>	ZANEC THEMATIC GROUPS	4,000	June/july
	Support information gathering analysis and sharing	<ul style="list-style-type: none"> <li>❖ CSOs are better informed and up to date on education issues nationally and internationally.</li> <li>❖ CSOs position/shadow reports on EFA process increase in number</li> </ul>	ZANEC	3,000	June- Decemb er
	Support partner advocacy/lobby campaigns – radio, TV and print media.	<ul style="list-style-type: none"> <li>❖ Campaign materials for the identified EFA themes developed.</li> <li>❖ Each thematic group put up at least one big campaign annually.</li> </ul>	ZANEC ZCSS ZEDAO VOY FAWEZA	15,000	July- Decemb er
	Partner attendance at two regional and one international EFA forums/conferences	<ul style="list-style-type: none"> <li>❖ ZANEC links with regional and international EFA processes.</li> <li>❖ Strengthened linkages between national, regional and international coalitions.</li> </ul>	ZANEC	4,000	August
	Support national consultations on adult education policy and ECCED.	<ul style="list-style-type: none"> <li>❖ Clearly defined policy on adult education and literacy</li> </ul>	ZANEC THEMATIC GROUPS	3,000	July/Aug ust

<p><b>Specific Objective 3:</b> Strengthen skills and knowledge in budget tracking and analysis amongst CSO at national district and school level.</p> <p><b>Specific Objective 4:</b> Strengthen links with organizations working in budget analysis and tracking to enhance skill and knowledge.</p>	Support partner <b>training in budget tracking work</b> at national and community level.	<ul style="list-style-type: none"> <li>❖ Simple budget tracking instruments developed.</li> <li>❖ Increased participation of women in budget tracking work at school level.</li> <li>❖ Increased participation of School committees and Boards in budget tracking work</li> <li>❖ District budget formula for school allocations revised.</li> <li>❖ CSOs input into national educational budget processes increase by a percentage.</li> </ul>	ZANEC	4,000	July
	Support community participation in school based budget monitoring	<ul style="list-style-type: none"> <li>❖ Increased accountability and utilisation of school resources by Head teachers</li> <li>❖ Over 10 CSO and 10 school committees/PTAs participate in budget tracking work at school level in each District in southern and Copper belt provinces.</li> </ul>	ZANEC PANUKA ZEDAO VOY	19,000	July-December
	Support campaigns for increased budget allocation to education.	<ul style="list-style-type: none"> <li>❖ Advocacy and lobby strategy and materials developed and fed into national budget processes.</li> <li>❖ Budget analysis and position paper developed.</li> <li>❖ National education budget increase by 5%.</li> </ul>	ZANEC	2,000	November
	Support <b>joint budget tracking study</b> between Ministry of education and CSOs	<ul style="list-style-type: none"> <li>❖ Increased accountability that will result into better utilisation of school resources by the head teacher and the management committee</li> <li>❖ Increased confidence amongst CSOs engaged in budget tracking.</li> <li>❖ MOE strengthens the management and monitoring of basic school grants.</li> <li>❖ Funds disbursed by MOE reaches the intended beneficiaries in a timely manner</li> <li>❖ Strengthened collaboration between CSO and MOE</li> </ul>	ZANEC	10,000	June-August

	Support education budget forum	❖ Promote linkages with CSPR, JCTR, stakeholders and any other CBOs doing budget tracking work.	ZANEC	3,000	November
<p><b>Specific Objective 5:</b> To identifying civil societies innovative approaches that support the attainment of Education for All goals.</p> <p><b>Specific Objective 6:</b> Ensure greater government spending for quality, basic education and increase access for girls and vulnerable children</p>	Support a two days workshop/gallery walk on innovative approaches to education delivery.	<ul style="list-style-type: none"> <li>❖ Government and private sector funds innovative approaches to the attainment of EFA</li> <li>❖ A collection Innovative approaches.</li> <li>❖ More Education NGOs participating in the CSPR NGO day</li> </ul>	CEF	3,000	August
	Support government and CSOs forum on innovative ideas.	<ul style="list-style-type: none"> <li>❖ CSO innovative approaches incorporated into national plans of education sector ministries.</li> <li>❖ Strengthened collaboration between CSOs and education sector ministries.</li> </ul>	ZANEC	4,000	July
	Support identification and documentation of innovative approaches to education delivery.  Publish	<ul style="list-style-type: none"> <li>❖ At least one innovative approach in each thematic group documented.</li> <li>❖ Clearly documented best practice in girls education, OVCs and CSEN</li> <li>❖ Publication of innovative ideas</li> <li>❖ Innovative approaches shared with a wider range of education stakeholders.</li> <li>❖ CSO become more creative in approach</li> </ul>	CEF/ZANEC/Consultant	5,500	June-November
	Support CSOs participation in national and international days eg Global week of action, teachers day, national NGO day etc.	<ul style="list-style-type: none"> <li>❖ Better serviced teachers</li> <li>❖ Public awareness on CSOs innovative approaches increase.</li> <li>❖ Increased number of CSOs engaging in education</li> </ul>	ZANEC	5,000	July-December
	Support research on implementation of INSPRO policy in Northern, Copperbelt and western provinces	<ul style="list-style-type: none"> <li>❖ Children with special education needs (CSEN) enrolment and retention rate increase by 10%.</li> <li>❖ Policy change around INSPRO.</li> <li>❖ Improved school environment for CSEN</li> <li>❖ Government responds to the needs of CSEN in non INSPRO schools.</li> </ul>	CEF/Consultant	4,000	August

	Support development of HIV/AIDS manual for ECCED care givers	<ul style="list-style-type: none"> <li>❖ HIV/AIDS mainstreamed in ECCED centres</li> <li>❖ Increased awareness of HIV/AIDS issues amongst ECCED care givers</li> </ul>	Mulumbo	9,000	June-Dec.
	Support HIV/AIDs voluntary & counselling corners in schools	<ul style="list-style-type: none"> <li>❖ Increased information sources and centres</li> <li>❖ Increased confidence for school authorities and children to discuss HIV and AIDS in open safe environment</li> <li>❖ Reduce incidence of abuse</li> </ul>	ZANEC FAWEZA	1,000	July – Dec.
<b>Objective 7: To enhance effective and efficient delivery of services by CEF Zambia</b>	Administrative and management costs	<ul style="list-style-type: none"> <li>❖ Timely reporting on CEF programme activities.</li> <li>❖ Well-informed secretariat on education issues nationally and globally.</li> </ul>	CEF	27,668	Jan- Dec
	Develop communication strategy for CEF & Other CEF publications	<ul style="list-style-type: none"> <li>❖ Increased awareness of CEF programme amongst the CSOs and the general public</li> <li>❖ Number of CSOs participating in CEF programme increase</li> </ul>	CEF	4,000	June-Dec.
	Support publication of CSO innovative ideas	<ul style="list-style-type: none"> <li>❖ Increased awareness of CSO innovative approaches amongst the policy makers and the community at large.</li> </ul>	CEF	4,500	Oct./ Nov.
<b>Objective 8: To develop options of management and administration of CEF Zambia objectives after 2007</b>	Develop a corporate strategy	Number of private sector willing to support CEF beyond March 2005	CEF	0	June
	Identify key partners with identical priorities as CEF	Number of donors willing to support civil society fund.	CEF	0	June-Dec.
	Host sustainability workshop for CEF partners.	Sustainability plan for Zambia in place	CEF	3,000	August
	Develop a CEF sustainability plan beyond March 2007	Sustainability plan for Zambia in place	CEF	0	September
	Host private sector forums to support edu. CSOs and HIV/AIDs private sector initiative to education.	Increased number of CSOs supporting CSOs innovative approaches and other education sector ministries.	CEF	2000	July - December

	Mid term and End of programme review	Revision of programme implementation	CEF	4,000	Feb
<b>6.5.3.1 Objective 9 ; To strengthen Institutional capacities of CSOs</b>	Partner training workshop in financial management and report writing	Partner reports met CEF reporting standard Timely submission of reports Feedback to quarterly reports	CEF	1,000	August
	Training workshop on the role of coalition as a coordinating body of CSOs engaged in education	Coalition activities reflected in the ZANEC work plan.	CEF	500	July
	Support exposure visits for ZANEC secretariat/NEC to Kenya or Tanzania	Confidence to manage the coalition	ZANEC	4,000	June-Dec
	Participate in ZANEC/ZCSS/FAWEZA informal donors meetings	Donor harmonised support improves ZANEC performance positively acknowledged	CEF	0	May-Dec
	Facilitate ZANEC thematic management meetings, networks and linkages	Thematic activities organised nationally Thematic campaign	ZANEC	13,000	June-Dec.
	Support ZANEC secretariat develops of HIV/AIDS workplace policy and accountable systems and procedures.	Efficient and effective secretariat Improved management of ZANEC	ZANEC	2,000	Oct.
			<b>Total</b>	<b>GBP189,267</b>	

