



Zizi Afrique
Foundation

ALL CHILDREN AND YOUTH LEARNING AND THRIVING

THE STRATEGY
2021 - 2025



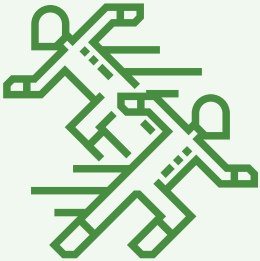
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Acronyms and Abbreviations

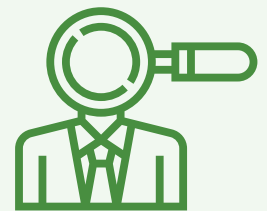
| | |
|--------------------|---|
| ALiVE | Assessment of Life Skills and Values in East Africa |
| CBC | Competency Based Curriculum |
| CBET | Competency-based Education and Training |
| CBO | Community Based Organisations |
| COVID-19 | Coronavirus Disease 2019 |
| ICAN | International Common Assessment of Numeracy |
| ICARe | International Common Assessment of Reading |
| KICD | Kenya Institute of Curriculum Development |
| MELS | Monitoring, Evaluation, Learning and Sharing |
| PAL Network | People's Action for Learning Network |
| RELI | Regional Education Learning Initiative |
| RFP | Request for Proposal |
| TVET | Technical and Vocational Education and Training |
| WCD | Whole Child Development |
| WYD | Whole Youth Development |
| TaRL | Teaching at the Right Level |
| ZAF | Zizi Afrique Foundation |

Who are we?



We are an **agile**, not-for-profit company committed to improving learning outcomes for children and youth furthest behind. Zizi (derived from mzizi in Kiswahili) denotes a big, strong root that sustains the plant through the wet and dry spells. We envision a strong foundation for all children, where they are well-equipped with the foundational skills for learning, and smooth transition for all youth, where they are well-equipped with skills for life and work.

We are **curious**, and are therefore constantly seeking solutions to complex problems in education. We are evidence-driven and evidence-focused. We generate evidence to inform the improvement of learning and training outcomes through first adapting tested innovations then seeking individual and local knowledge on what works. We are committed to the learning agenda, thus keep ourselves informed on local and global developments in education.

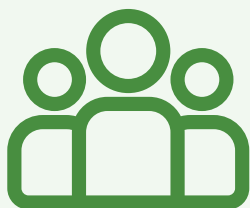


We **collaborate** with others and contribute to the building of a strong community of actors for the improvement of learning and training. We bridge relationships between the civil society and government. We converge the existing expertise and passion to accelerate the improvement of learning and training outcomes, especially for children and youth furthest behind.

We believe that education is a **social service** that should be provided by **government**. We use evidence to hold everyone to account for the learning and training promises made nationally, regionally and globally. We believe in openly sharing what we produce and in being **honest** about our successes and failures.



Our work is driven by five main assets



People

We consider people as the foundational resource, which we use towards building relationships within and across the borders, and towards responding to emerging challenges. We are well connected to many people both at the grassroots (communities, schools, CBOs) and at the top (government, regional and global institutions). We have and continually build a team of committed and passionate staff. We recognize and use our potential power of connections with staff, communities and grassroots, partners, government and regional and global institutions.

Capacity

We have built internal [institutional] capacities in research and evidence generation, assessment of learning, policy advocacy and institution-level interventions, sustaining collaboration across partners and organizing high-level convenings. We understand that capacities are always in flux and will evolve as we learn and adapt to the realities that emerge. However, we are intentional in identifying and strengthening such capacity gaps.



Voice

We engage with our stakeholders through evidence and amplify voices to influence policy and practice. We are listened to by the government, civil society and the media, and our opinion is highly sought after.

Financial Resources

We are trusted by funding partners. We use our networks to connect to new and innovative ways of funding our work. We are prudent with resources and strive to allocate them efficiently to achieve the most impact.



Systems

We have invested in strong learning and management systems that ensure efficiency, transparency and accountability in the management of the resources bestowed on us. We have a Board that is committed to sound organizational governance and that is passionate in driving our cause.

Our Key Achievements

The work of Zizi Afrique commenced in April 2015, inspired by Uwezo’s regional assessment and the question: Are our children learning? Zizi Afrique Foundation was incubated by ZiziAfrique Limited until its formal registration in 2018. The Foundation prides itself in five key achievements:

Sustaining advocacy for youth competences

30

TVET institution partnerships

20

Counties in Kenya

The Foundation has impacted over 10,000 youth, in partnership with over 30 TVET institutions in 20 counties in Kenya. The key focus of Zizi’s interventions has been equipping youth with the holistic competences demanded for work and life, with the support of Porticus and the Safaricom Foundation. Through research, the foundation has deepened understanding on skills for life and work, suggested a conceptual framework for understanding youth facing extreme adversity and informed the competency framework for the Competency-based training curricula in Kenya.

10,000

Youth impacted



The foundation has energized civil society advocacy efforts and supported the establishment of two networks in TVET, with over 100 member institutions. The external evaluation conducted by IDinsight, (2020) concluded: *Zizi Afrique has contributed to increased interest, awareness, and understanding of the importance of integrating Whole Youth Development (WYD) in TVETs in Kenya. The organization has delivered effectively and efficiently and is generally viewed as a trusted and reliable partner.*

The foundation has accelerated the learning of more than 17,000 children in over 120 primary schools in three counties in Kenya. Supported by a private foundation and the Safaricom Foundation, Zizi Afrique has adapted the Teaching at the Right Level (TaRL) methodology to the Kenyan context, and trained more than 10 civil society partners on TARRL. Results of learning camps show that with only 30 days of intervention, 50 percent of children can move up to two levels in their reading and numeracy competences thus regaining hope for learning and thriving.

Accelerating Learning

17,000

Children impacted

In over

120

Primary schools



Collaborating for localized assessments

Zizi Afrique has championed the development of localized assessments for both academic and non-academic competences. Within the People's Action for Learning (PAL) Network, Zizi Afrique has supported the development of the International Common Assessment of Numeracy (ICAN), as well as the International Common Assessment of Reading (ICARe), as part of the global south contribution to the monitoring of SDG 4.1.

Since August 2020, the Foundation has been leading more than 20 civil society organizations in Kenya, Tanzania and Uganda to implement the Assessment of Life Skills and Values in East Africa (ALiVE). The vision is to develop contextualized, open-sourced tools, use these tools to assess adolescents (13-17 years) through household-based assessments and use the evidence to drive education systems' focus on these critical competences, through curricular and public accountability.

Convening Civil Society for improved learning

The Foundation serves as the Country Hub for the Regional Education Learning Initiative (RELI). This is an initiative of around 70 civil society organizations in Kenya, Uganda and Tanzania, learning from and with each other to improve learning outcomes across East Africa. As the Hub, Zizi Afrique catalyses learning and the collaborative advocacy for the learning of all children.

Our limitations and threats



Young

We are a young organization, only three years old. We have a lot to do in building a stable and long-serving organization and in achieving our vision.

Adapting to work with government

The leaders of the organization are trusted by government, and now serve in various government boards. This has worked to our advantage in gaining access to the top and epitomizing the maturity needed to influence decisions. This necessitates however, well-adapted approaches to working with government, to leverage on the outsider-insider position to influence change.



Reliance on Donors

Our work is funded 100 percent by donors. This is an indication of the trust we enjoy, but donor priorities do change and this could leave the organization exposed.

Isolation

The last decade has witnessed gradual weakening of civil society in Education. Capacities are low and many organizations now work at the community level, with little attention and access to the top. COVID-19 has worsened the situation, with diminishing funding and digression of priorities. The capacity to collaborate, support and grow with others is needed more than ever before, to avert the risk of isolation.

We are bothered by three problems

Education in Sub-Saharan Africa has witnessed much transformation over the last decade, but many challenges persist. COVID-19 has exacerbated an already worse situation. Zizi Afrique is especially bothered by three contexts:

1. Too much schooling, too little learning

Sub-Sahara Africa trails the rest of the world in learning outcomes,¹ and this is a great threat to Africa's future. In many countries, more than half of the children cannot read or do simple arithmetic. Following the prolonged COVID closures and the inequitable access to learning opportunities at home, children from poor households and those with disabilities have fallen further behind in learning. Historically, the exultation of examination scores over the holistic development of the child has yielded a generation of rote learners deficient of the core competences needed for life and work: thinking, self-confidence, communication, values and digital technology skills.



Studies in Kenya ² have established that nearly half of the youth aged between 15-25 years lack functional literacy and numeracy skills and that they struggle with most of the skills demanded by employers today: life skills, values and social-emotional competences. Female youth, school drop-outs and youth with disabilities have less access to training and work opportunities.

Learning outcomes are also inequitably low. In the 'districts at the bottom' ³, children have just as much as a tenth of the chances of acquiring foundational competences compared to their counterparts elsewhere in their country. Most of the children furthest behind are in rural arid areas, attend the public school, and come from economically-deprived households.

In the Technical and Vocational Education and Training (TVET) in Kenya, a young person attending a vocational training centre has less than half of the chances of acquiring a skill compared to their counterparts in Technical Training Institutes and National Polytechnics⁴ – all government institutions. The Competency Based Curriculum (CBC) and Competency-based Education and Training (CBET) are improving the relevance of education, but much more effort is needed to make education work for all children.



¹ World Development Report 2018

² Dalberg 2019. *Whole Youth Development among Youth not in employment, education or training in Kenya.*

³ Jones and Ruto 2014, *Learning Inequality in East Africa*

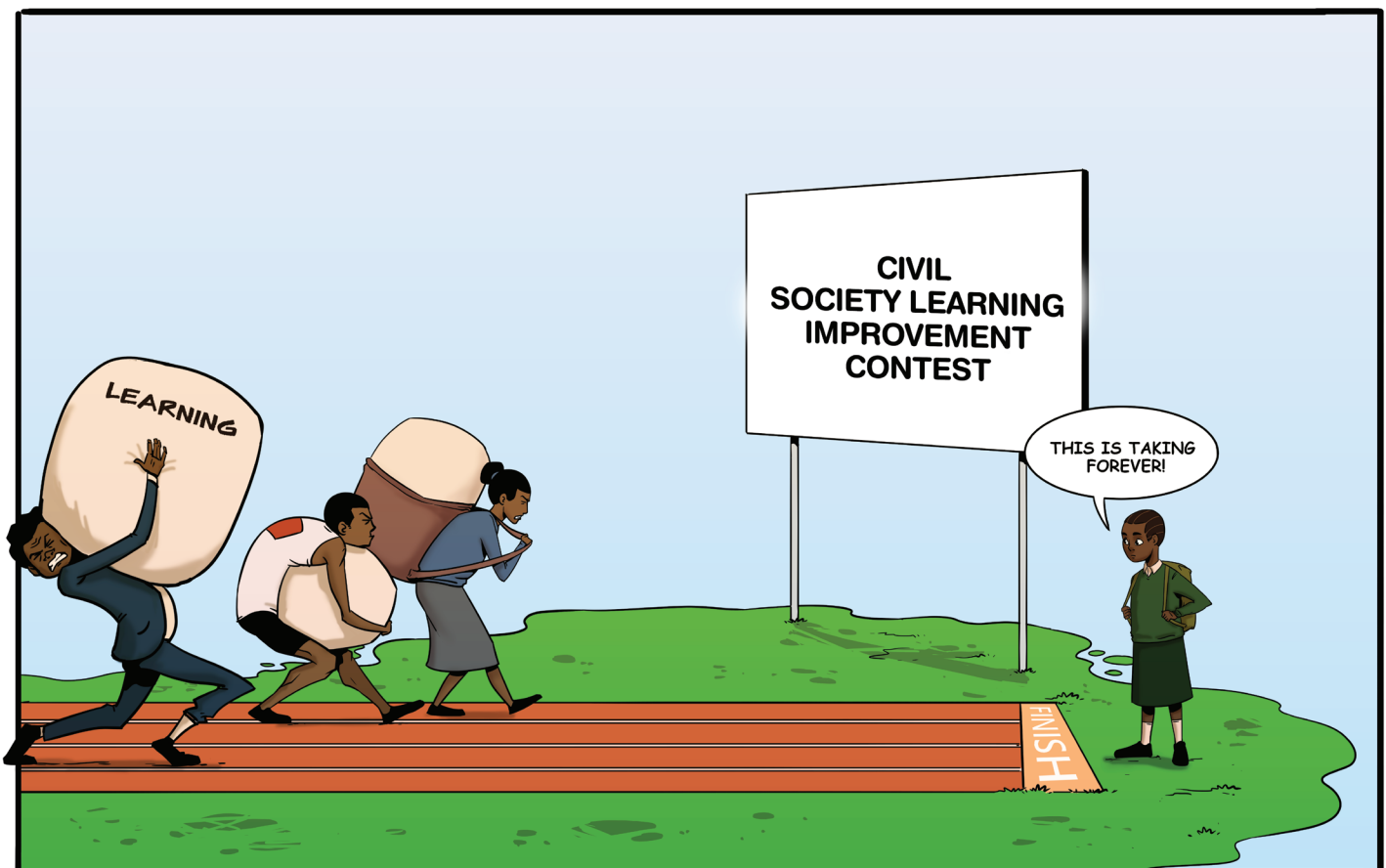
⁴ APHRC 2019. *Whole Youth Development, competences of youth in TVET institutions in Kenya.*

2. Crowded interventions, but little progress

The decade of activism for learning [2007-2015] yielded one thing: calling attention for more interventions. Arguably, there has never been as much penetration of Sub-Saharan Africa by school-based interventions than has happened over this last decade. In Kenya, there has not been a shortage of non-state interventions in the education space. Hundreds of civil society actors are doing something to improve the quality of education in thousands of schools and communities.

Have all these interventions however, delivered results? Are children now learning? On a small scale, our recent assessments in Turkana, Tana River and Bungoma indicate that the improvements are not significant and the challenge of learning persists. A recent analysis⁵ of 'what works in improving learning' admitted 229 global studies to meta-analysis - randomized control trials and program evaluations. More than half of these were focused on Sub-Saharan Africa. The authors established extreme divergence of views on what works and concluded that 'many things have been found to work, but each depending on what they set out to prove'.

Inevitably, it will take greater coordination of the actors in education to deliver the promise of equitable, inclusive and quality education and lifelong learning to our children by 2030.



1 World Development Report 2018

2 Dalberg 2019. Whole Youth Development among Youth not in employment, education or training in Kenya.

3 Jones and Ruto 2014, Learning Inequality in East Africa

4 APHRC 2019. Whole Youth Development, competences of youth in TVET institutions in Kenya.

3. Youth unemployment and the future of work

Investing in human capital is the priority to make the most of this evolving economic opportunity. Three types of skills are increasingly important in labour markets: advanced cognitive skills such as complex problem-solving, socio-behavioural skills such as teamwork and skill combinations that are predictive of adaptability such as reasoning and self-efficacy. Building these skills requires strong human capital foundations and lifelong learning.
[World Development Report 2019:3]

Youth unemployment in Africa has soared, and even then, much of the work that youth do today cannot sustain them. The economies are unable to produce jobs to serve the bulging youth population, but youth also largely lack the competences needed to create, access and retain jobs. By 2040, it is estimated that 40 percent of the world's new entrants to the job market will be supplied by Africa.⁶ A crisis of 'unskilled labour supply' is likely to yield an unfortunate crisis of the 'world's new slaves', like is already happening in the current 'labour' supply to the Middle East. The current trajectory reveals a future in which Africa will labour for the rest of the world with negligible returns to herself.



The second phase to this is the unpredictable future of work. The rapid technological disruption breeds a challenge to the current education and training. We are educating children and training the youth, with little certainty on what they may be doing 10 years from today. One thing is certain, that academic and technical skills are important, but far too inadequate to face this future⁷ with confidence, skilling and re-skilling of youth (and the work force) is necessary, to rapidly adopt new technologies and accumulate the competences most needed for learning, living and working.

This Zizi Afrique strategy seeks to address these contexts by networking with other actors to improve learning and training in order to equip every young person with the values and competences required to thrive in life and at work.

⁵ Evans and Popova 2016. *What really works to improve learning in developing countries? An analysis of divergent findings in systemic reviews.*

⁶ World Bank (2019). *World Development Report 2019. The Changing nature of work.*

⁷ Ibid.

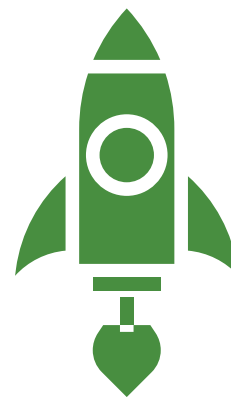
OUR VISION

A world where all children and youth learn and thrive.



OUR MISSION

We consolidate evidence and innovate solutions to shape policy and practice, to equip all children and youth with competences for learning, living and working.



OUR CORE VALUES

Among others, Zizi Afrique is driven by five core values:



Ubuntu

We believe that we cannot succeed alone. We collaborate with others and support others to achieve their dreams, giving voice to organizations working at the community level. We take our social contacts seriously. At our office, humanness is our leading belief. The other person matters just as much as ourselves. We work to create a better world for each other and for all of us.



Curiosity

We are inquisitive and we are genuinely interested in what we do not know.

We take time to listen, read from the existing knowledge, and learn from those with the experience or the answers to the questions bothering us.

We take calculated risks to try out new things and new ways of working.



Respect

We value what others do and take their worldviews seriously, even when that differs from ours.

We are sensitive to the feelings of others and take time to listen and understand their points of view.

We embrace our differences and value diversity in our engagement with others.



Safety

We seek to secure ourselves while we work and protect all those we work with. We take the security of our assets and resources seriously.

We invest to create safe learning and working environments, and to enhance the physical, psychological and mental wellbeing of everyone.



Accountability

We are answerable to ourselves and to others. We are prudent with resources and openly share what we are learning and creating.

We are honest on both our successes and failures. We uphold professionalism and spare no effort to deliver in our promises.

Theory of Change

Zizi Afrique will contribute to the nurturing of a generation of children and youth who are well-equipped with the skills for learning, skills for living and skills for working.

Our Theory of Change is founded upon the ecological lens, in its four constituent conceptual spaces: individual, household/family, societal/community and systems. These spaces of vision actualization undergird the three pillars of the strategy:

Evidence & Learning | Advocacy | Innovations for Practice

Ultimately, when the vision is achieved, individual children and youth will equitably learn and build holistic development competences for their well-being; families and households will emerge as mini-ecosystems where children and youth achieve their aspirations and thrive; systems and structures in East Africa will produce equitable, quality learning and training outcomes for children and youth, and above all, the African society will be like one large household, where people are happy and empowered, and where competencies and skills drive access to opportunities and thriving for all.

To achieve this, a strong evidence base will be a firm foundation for both policy change and improved practice, to accelerate holistic development outcomes of learning and training. Thus, three wheels will have to move in synchrony, supported by eight strategies to reach the desired end.



Evidence generation and learning

First, generating, consolidating and sharing evidence will be a key ingredient to the desired changes in policy and practice. This will be achieved through two strategies. One, studies and assessments of learning will be conducted to generate evidence on the development of the whole child, and used to address the crisis of learning. Two, the evidence will be packaged, shared and communicated to influence learning, practices and policies (internal & external). The first key-most question will be on understanding the whole child development competences in the context of East Africa.

The second question will revolve around the holistic development of competences needed for youth to meet the rapidly changing demands of 21st century working and living. The third question is on the methods that would work best for assessing and nurturing these competences in the context of East Africa, to reach the children and youth furthest behind. The fourth question is on what works in achieving system change for the equitable development of competences. Lastly, will be the question on what works in establishing impactful and sustainable local organizations in Africa, and how to support this for The Foundation and her partners.



Advocacy for policy change and implementation




Secondly, the vision of the foundation will be achieved through working with others to shape policy, for system-wide change. This will be pursued through three strategies. One, the evidence generated will be used to mobilize and persuade strategic actors to pay attention to and support the production of holistic development competences. The foundation will engage the government directly, as well as through networks and collective action with civil society and the private sector. Thus, the Foundation will broker relationships with key decision makers in the education sector, targeting especially basic education and TVET. Two, the Foundation will also catalyse collaboration and serve as a hub for convening key stakeholders in the sector. Three, the Foundation will raise awareness among teachers, communities and parents, to:

- 1) Understand and appreciate holistic development competences;
- 2) Understand their role in nurturing these competences; and
- 3) Promote system accountability for developing these competences for all children and youth.

Innovations for improved practice

Lastly, innovation will be a key ingredient to improving practice. While innovation will be based on existing evidence on what works, innovations will also be a useful source of evidence for informing education. First, adapting tested innovations to local contexts will be a quick win for improving learning and training outcomes for those furthest behind. Within this, fidelity monitoring will be key, so that promising models and frameworks are piloted, monitored and adapted as a basis for quality evidence for learning, influence and scale. The interventions will also target the production of as many teachers and volunteers as possible, who possess the skills needed to tip the change, through hands-on exposure, training, mentoring and coaching. Once this happens, possibilities for impact at scale will be pursued through a dual approach: adoption by government and adoption by community-based and school-focused partners.

Key outcomes, Impact and Strategies

| STRATEGIC PILLAR | BY 2025 | STRATEGIES |
|--|--|--|
| <p>Evidence Generation and Learning</p>  | <p>Studies include 150,000 children and youth</p> | <p>Research & Evidence – Generating evidence through strategic studies and assessments</p> <p>Sharing evidence – packaging, sharing and communicating the evidence</p> |
| <p>Advocacy for policy change and implementation</p>  | <p>Animate networks of more than 100 member institutions reaching at least 2 million children and youth</p> <p>Active collaboration and participation with at least 10 national, regional or global initiatives</p> <p>At least 3 policies influenced reaching 5 million children/youth</p> | <p>Evidence-led advocacy - Using evidences to mobilize and or empower; persuade and convince target audiences to support, challenge or act in a way that furthers aspirations and goals</p> <p>Engaging government - Mechanisms of engaging with government throughout the process are established and jointly monitored; multi-stakeholder partnerships and engagements that add value to the strategic goals of ZAF are pursued. This mechanism is to broker and leverage engagements that deepen learning and influence policy and practices of all stakeholders.</p> <p>Community/Parental Engagement - Engagement models that facilitate community/parents empowerment, support and accountability for children/youth acquiring WCD competences, and such opportunities and spaces are identified, documented and amplified.</p> |
| <p>Innovation for Improved Practice</p>  | <p>Test innovations on WCD competences including at least 100 TVETs and 1,000 schools</p> | <p>Structured pilots to inform big change - Models, curricula and frameworks that improve WCD competences are piloted, monitored and adapted as a basis of quality evidence for learning, influence and scale</p> <p>Scaling through community-based partners and civil society organisations – Tested models and innovations are pushed for adoption by community-based partners (including youth)</p> <p>Skills building – Skills and capacity gaps of target are intentionally identified and strengthened through capacity building and consistent support Teachers, learners and youth, partners, and parents/Community groups</p> |

ENABLERS

The theory of change, and indeed the achievement of the vision assumes the presence of strong enablers within a stable, thriving organization. Over the strategic period, the organization aspires to be among the top 3 most respected civil society organizations promoting the development of holistic competences. To achieve this and the overall vision, attention will be paid to four enablers:

PEOPLE

By 2025

80%

Staff retention, while attracting new staff for growth of ideas.

STRATEGIES

Organization sources for and attracts talented staff, with the right combination of skills.

Staff access and use opportunities and resources for personal and professional development as a means to strengthen institutional capacity.

Healthy and supportive work environment is created, where staff members are happy and thrive in their work.

Committed members of the Board steer the organization towards the stated vision.

FUNDING

By 2025, at least

15%

Budget growth per year.

20%

Unrestricted funding.

10

Active funders.

STRATEGIES

Supporting and maintaining affiliation to ZiziAfrique Limited for future sustainability.

Aligning policies for financial sustainability.

Exercising frugality in management of resources.

Monitoring, Evaluation, Learning and Sharing

By 2025

Effective MELS system established.

Efficient reporting biannual and annual system.

Combined reach of at least 10 million through media.

STRATEGIES

Strategic MELS framework finalized in 2021.

Well-resourced MELS team established by 2022.

MELS and Communications mainstreamed by 2022.

Monitoring and sharing fully institutionalized by 2023.

TECHNOLOGY

BY 2023

Paperless office operations.

BY 2024

Paperless research

Integrating technologies and emerging digital and mass media approaches that support research.

Innovating solutions for technology-supported learning/training, while promoting equity in access to technologies.

Investing in organizational management systems for present and future.

Theory of Change



Key Assumptions

- Assumption 1:** When children and young people are supported, they will learn and gain holistic development competences for work and life.
- Assumption 2:** When evidence is generated and intentionally utilized, it can empower, strengthen accountability and positively influence policies and practices.
- Assumption 3:** When stakeholders are appropriately identified and meaningfully engaged, they build a common ground, and develop and implement policies and practices that equitably support skills for learning, work and living for all children and youth.
- Assumption 4:** Engaging and nurturing relationship with government technocrats from the onset lays ground for influencing decisions and eventually shaping policies and strategies for improving learning.
- Assumption 5:** There will be sustained interest in improving learning in the sector and the operating environment will support fidelity.

Risks and Mitigation

Our risk mitigation strategy is based upon the unlocking of key enablers:



COMPETING INTERESTS BY STAKEHOLDERS

Different stakeholders will always have interests, in some cases competing or in departure.

Proactive, intentional and evidence-based engagement with stakeholders throughout the process of change/transformation.



DONOR DEPENDENCY (SUSTAINABILITY)

>50%. Need to diversify the donor base through enhanced resource mobilization mechanisms and high standards of accountability & integrity, but also seek alternative income streams/sources (including expertise areas)-Role of Board in RM should be thought through.



EFFECTIVE CAPACITIES LOSS

Strengthening institutional knowledge, staff capacity development, learning management and staff incentivization framework.



**EVIDENCE
& IMPACT
UNCOMMUNICATED**

Institutionalize a culture of learning through evidence, documenting and communicating the impact of the organization.



MISSION DRIFT

Systematically deprioritize project funding mechanisms to strategic orientation & strategic funding negotiated with new and old funders.




**COMPLEXITY
UNAWARE**




Education as a sector is only as successful as all sectors that touch on wellbeing. Partnerships and programming should therefore be conscious of a holistic approach, be multi-sector and multi-stakeholder founded.




**TECHNOLOGY AS A
DOUBLE-EDGED
SWORD**

Technology integration is a strategy to pursue, but unless tactically used, can also entrench inequalities for those left behind.

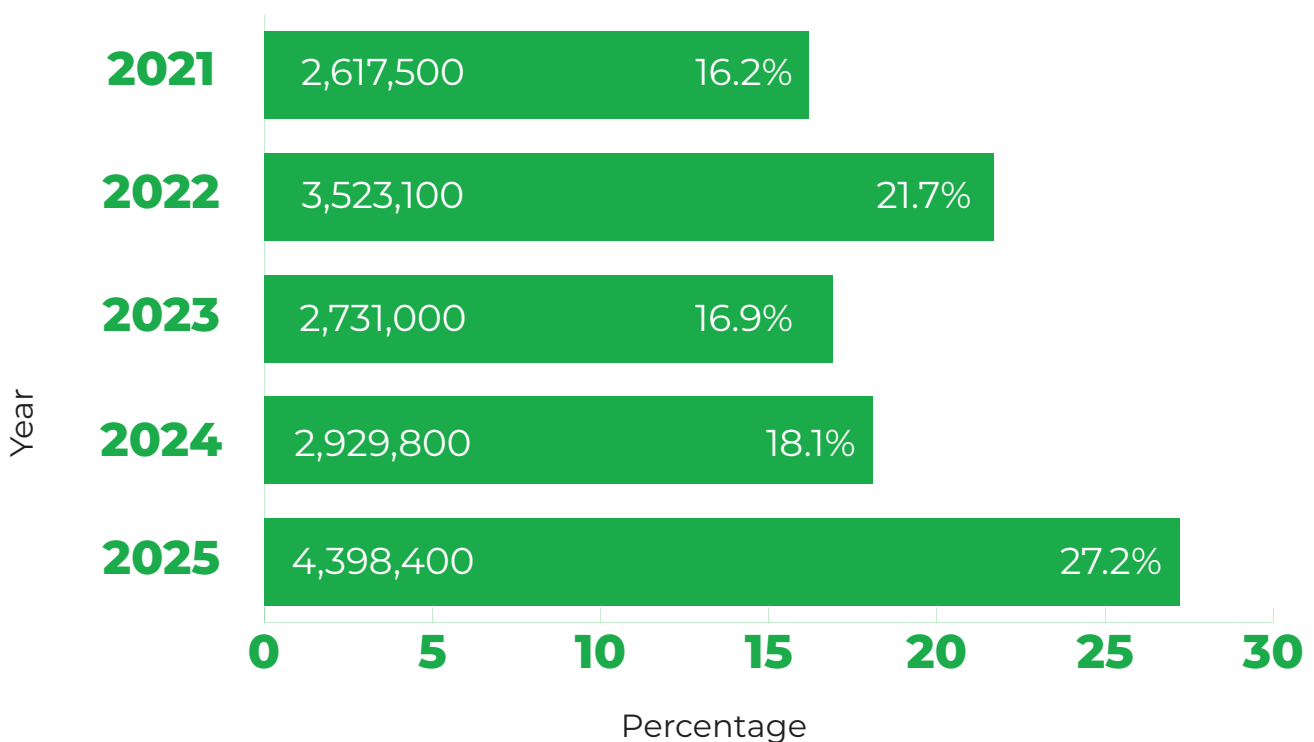
| Result Area | Result Statement | Indicators |
|--|--|--|
| <p>IMPACT</p>  | <p>Improved skills for learning, work (employment outcomes) and living for at least 5 million children & youth, at least 20% of them defined as furthest behind.</p> | <p>1.1. Proportion of children & youth furthest behind (a) learning and (b) earning incomes through skills & work 1.2. Changes (& How) made to support inclusive and quality ; (a) learning for children and (b) Skills for work and life for youth, and their impacts.</p> |

| Result Area | Result Statement | Indicators |
|--|---|--|
| <p>LEARNING & DATA EVIDENCE</p>  | <p>Functional & adaptive learning systems generating and communicating evidence on what works or not to influence policy and practice (internal & external), reaching at least 100,000 children and youth.</p> | <p>2.1. Nature of evidence generated through research and data of structured pilots 2.2. Extent to which data/evidence is quality and informing policy and practice 2.3. Types of innovations that enhance capacities of learning, living and working piloted. 2.4. Nature of capacity building/skills building initiatives and efficacy in strengthening policy and practice 2.5. What works or not, How and Why?</p> |
| <p>INFLUENCE TO POLICY & PRACTICE</p>  | <p>Generation and use of evidence from learning, programming and engagements to shape practices and policies that are supportive to learning and skills for the furthest behind, and influencing at least 3 policies to reach at least 5 million children and youth.</p> | <p>3.1. Evidence-based learning products targeted to influence policy & practice (by audience) 3.2. Most effective initiatives that have influenced policy and or practice (and How?) 3.3. Extent of ZAF contribution to policies & practice changes around learning and work for children & youth furthest behind</p> |
| <p>PARTNERSHIP AND COLLABORATION</p>  | <p>Expansion and sustenance of meaningful and value adding partnerships and networks that facilitate learning, support scale, resource mobilization opportunities, involving at least 100 active members institutions and reaching at least 2 million children and youth.</p> | <p>4.1. Proportion of new partnerships entered into (either formal or informal). 4.2. Extent to which partnerships and collaborations contribute to policy and or practice influencing. 4.3. Value-added of existing (active) partnerships in terms of ; (a) longevity, (b) resources mobilized/ leveraged, (c) Influence & credibility. 4.4. What makes partnerships effective and sustainable? (and How?).</p> |

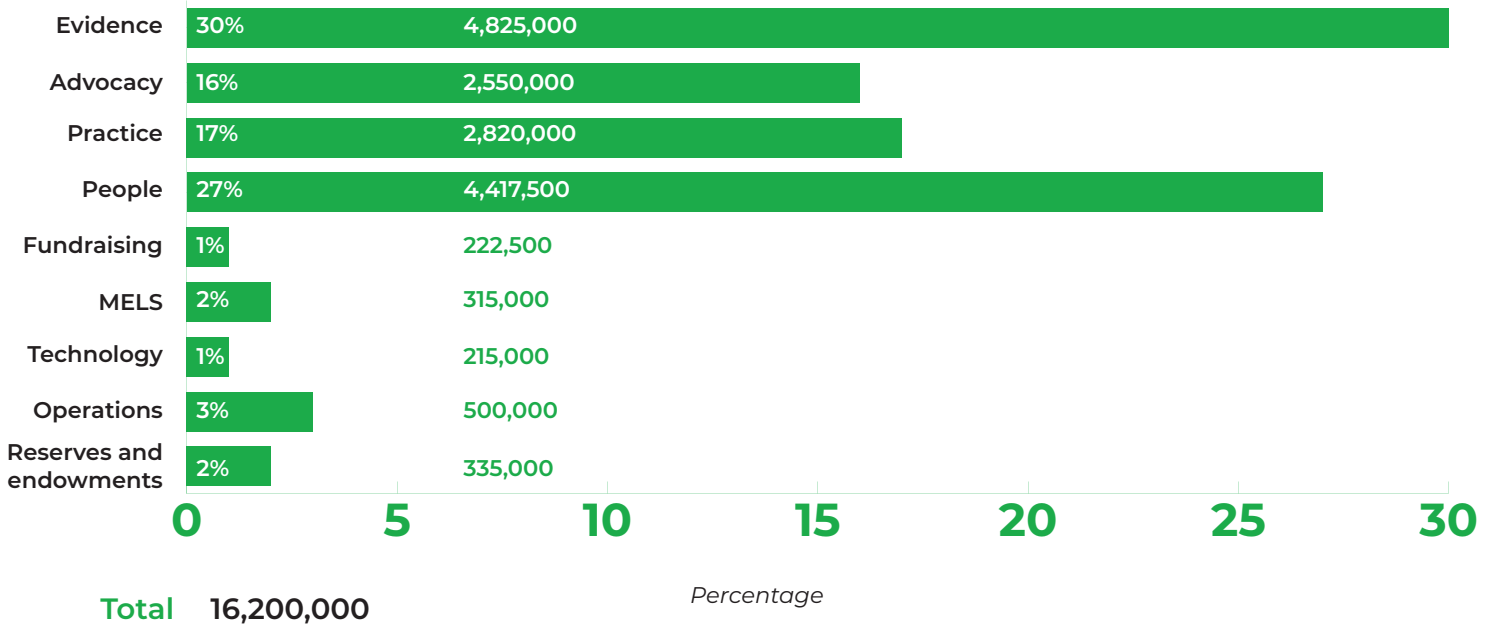
| Result Area | Result Statement | Indicators |
|--|---|---|
| <p>INSTITUTIONAL CAPACITY DEVELOPMENT</p>  | <p>Effective internal capacities, adequate resources and credibility to implement the strategic plan and build a resilient and sustainable institution for posterity, to be among the top 3 most respected civil society organizations promoting holistic development competences in Kenya.</p> | <p>5.1. Level of existing capacities (policies, people & funds) to effectively implement the strategic plan. 5.2. Extent and value of funds (resources) mobilized and utilized to achieve strategic goals (bysource). 5.3. Mechanisms used to implement resource mobilization and sustainability frameworks and their efficacy (Facilitators and constraints analysis).</p> |

Budgets

Total 5-year budget – **USD 16,200,000**



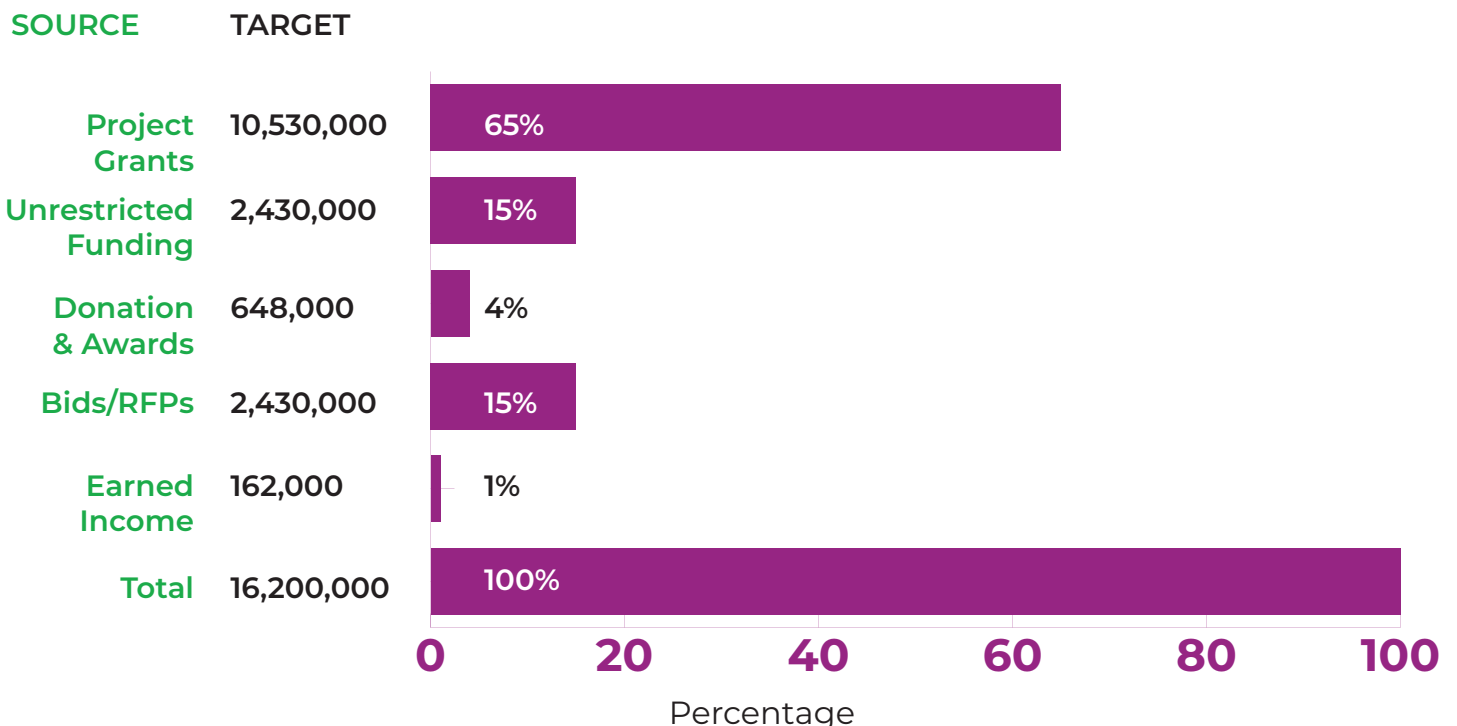
Budget allocations (USD)



Funding sources

Currently, Zizi Afrique is running on nearly 100 percent project-based funding. The fundraising strategy will involve targeted marketing of the strategy, to secure unrestricted funding to provide greater flexibility in funding the strategic pillars and enablers. The organization will also invest more in applying for bids and calls for proposals, especially those that involve collaboration with other entities. Rather than have available funds lie idle in bank accounts, secured investments (fixed deposits) will be made for earned income to complement the budget with full disclosure to the funders.

The targeted 5-year income streams are estimated as follows:





Zizi Afrique
Foundation

THE STRATEGY 2021 - 2025

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