

## Report for the Global Campaign for Education

### Transforming Education in Africa: National Education Coalitions' Learning and Strategising Workshop

Location: Johannesburg, South Africa

Dates: 21st-25th October 2024



# Table of Contents

<b>Acronyms</b> .....	1
<b>Executive Summary</b> .....	2
<b>1 Chapter 1: Introduction and Context Setting</b> .....	4
1.1    Introduction and Opening Context.....	4
1.2    African Union Commission Keynote Address: State of African Education .....	5
1.3    Challenges and Opportunities in Transforming Education in Africa .....	6
1.4    Operationalisation of AU Digital Education Strategy.....	8
1.5    Partner Interventions and Support Frameworks .....	9
1.5.1    GIZ Support and Digital Education .....	9
1.5.2    Global Partnership for Education.....	9
1.5.3    Education Out Loud (EOL) Regional Implementation Support .....	9
1.5.4    FAWE's Gender-Responsive Education.....	10
1.5.5    ANCEFA.....	10
1.6    Key Lessons and Outcomes .....	11
<b>2 Chapter 2: Knowledge Exchange and Learning</b> .....	12
2.1    GCE Learning Hub: Platform for Knowledge Sharing.....	12
2.2    Cross-Regional Learning: Spotlight Reports.....	13
2.2.1    Asia Pacific Experience (ASPBAE) .....	13
2.2.2    Nepal's Experience .....	14
2.2.3    Niger's Experience .....	14
2.3    NEC Experiences Sharing: Education Financing Experiences.....	14
2.3.1    Cameroon's Experience .....	14
2.3.2    Rede Cabo Verde's (Cape Verde Coalition) Experience .....	15
2.3.3    Lesotho's Experience .....	15
2.3.4    Malawi's Experience .....	15
2.4    NEC Experiences Sharing: Back to School Campaigns and Peer Learning Initiatives	15
2.4.1    Guinea's Experience.....	15
2.4.2    Senegal's Experience .....	15
2.4.3    Peer-to peer learning .....	16
2.5    Collaborative Research Findings from Four Nations .....	16
2.6    Experience in Engaging with Regional Economic Communities (REC) and AU Spaces.....	17
2.6.1    East African Community Engagement .....	18
2.6.2    Southern Africa Development Community – Pre SADC engagements .....	18
2.7    Best Practices in EdTech Advocacy Initiatives .....	19
2.8    Key Lessons and Outcomes.....	20
<b>3 Chapter 3: Policy Analysis and Engagement</b> .....	22
3.1    CESA Review and Development.....	22
3.2    Developing Policy Recommendations for Digital and Remote Education .....	23
3.2.1    Strategic Framework for Digital Education .....	23
3.2.2    Equity and Inclusion Considerations .....	23
3.3    Key Outcomes and Future Directions .....	24



<b>4</b>	<b>Chapter 4: Partnership Building and Regional Collaboration .....</b>	<b>25</b>
4.1	UNESCO Global Education Monitoring Report on EdTech .....	25
4.2	Cross-Regional Learning .....	25
4.2.1	Latin American Experience .....	25
4.2.2	Indonesian Experience.....	25
4.2.3	ASPBAE Regional Perspective.....	26
4.3	Regional Network Collaboration .....	27
4.4	Strengthening the GCE Movement .....	28
4.5	Communication for Advocacy and Campaigns.....	31
4.6	Key Outcomes and Learning Points .....	32
<b>5</b>	<b>Chapter 5: Action Plan for 2025 on Research, Learning and Advocacy Initiatives.....</b>	<b>33</b>
5.1	Progress Review of 2023 Action Plan Implementation .....	33
5.2	Research Initiatives for 2025 .....	34
5.3	Advocacy Calendar and National Activities 2024-2025 .....	34
5.4	Key Outcomes and Next Steps .....	35
5.4.1	Continental Policy Engagement .....	35
5.4.2	Digital Education Implementation .....	35
5.4.3	Regional Collaboration Enhancement.....	35
5.4.4	Education Financing Advocacy .....	35
5.4.5	Research and Knowledge Management.....	35
5.4.6	Implementation Timeline.....	35
5.4.7	Partnership Commitments .....	36
5.4.8	Monitoring and Evaluation Framework .....	36
5.5	Internal Learning from Workshop Assessment .....	38
5.5.1	Response Demographics and Linguistic Representation .....	38
5.5.2	Specific Feedback on Logistics, Setup, and Session Components .....	39
5.5.3	Day-Specific Feedback .....	40
5.5.4	Engagement with Continental Education Strategy for Africa and African Union Advocacy Spaces.....	43
5.5.5	General Analysis of Open-Ended Responses .....	44
5.6	Closing Reflections and Way Forward .....	45
<b>6</b>	<b>Annexes .....</b>	<b>46</b>
6.1	Annex 1: List of Participants for Face-to-Face Learning and Strategising Workshop: Oct 21-25 2024, South Africa.....	46
6.2	Annex 2: Agenda for the Learning and Sharing Workshop.....	48
6.3	Annex 4: Summary of the State of Implementation of the action plan developed in 2023 for 2024.....	49
6.4	Annex 5: Calendar of events for Q3 2024 and 2025 .....	51
6.5	Annex 6: National Calendar of Events /Advocacy Activities by Region .....	52
6.6	Annex 7: Action plan (October 2024 – December 2025) .....	54



## Acronyms

Acronym	Full Form
<b>AUC</b>	African Union Commission
<b>ANCEFA</b>	Africa Network Campaign on Education for All
<b>ASPBAE</b>	Asia South Pacific Association for Basic and Adult Education
<b>AU</b>	African Union
<b>CESA</b>	Continental Education Strategy for Africa
<b>CSO</b>	Civil Society Organisation
<b>CLADE</b>	Latin American Campaign for the Right to Education
<b>EACSOF</b>	East African Civil Society Organisations Forum
<b>EdTech</b>	Educational Technology
<b>EOL</b>	Education Out Loud
<b>FAWE</b>	Forum for African Women Educationalists
<b>GCE</b>	Global Campaign for Education
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>GPE</b>	Global Partnership for Education
<b>ICT</b>	Information and Communication Technology
<b>LEG</b>	Local Education Group
<b>MOOCs</b>	Massive Online Open Courses
<b>NEC</b>	National Education Coalition
<b>NGO</b>	Non-Governmental Organisation
<b>REC</b>	Regional Economic Community
<b>SADC</b>	Southern African Development Community
<b>SAfCNGO</b>	Southern African Council on Non - Governmental Organisations.
<b>SDGs</b>	Sustainable Development Goals
<b>STEM</b>	Science, Technology, Engineering, and Mathematics
<b>TVET</b>	Technical and Vocational Education and Training
<b>UBEC</b>	Universal Basic Education Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children's Fund
<b>VNR</b>	Voluntary National Review
<b>WACSOF</b>	West African Civil Society Forum



## Executive Summary

The Global Campaign for Education (GCE) convened the Transforming Education in Africa: National Education Coalitions' Learning and Strategizing Workshop from October 21-25, 2024, in Benoni, South Africa. This significant gathering brought together representatives from national education coalitions in Africa, marking a pivotal moment in the ongoing efforts to transform education across the continent. The workshop took place during the African Union's designated Year of Education, providing a timely platform for profound reflection and strategic planning.

The workshop addressed critical challenges facing African education systems while exploring innovative solutions and opportunities for transformation. Participants engaged in comprehensive discussions about the African education landscape, examining both persistent challenges and emerging opportunities. A central focus was placed on the role of educational technology (EdTech) in transforming African education, particularly in light of the growing digital divide and the imperative to ensure inclusive access to quality education.

The deliberations revealed several persistent challenges facing education in Africa. These include substantial infrastructure gaps, with many schools lacking basic amenities such as electricity and internet connectivity. The workshop highlighted that approximately 100 million children remain out of school in sub-Saharan Africa, with completion rates remaining concerningly low. These issues are compounded by insufficient financing, inadequate policies and various socio-economic barriers affecting girls' education and support for students with disabilities.

The workshop also identified that the growing accessibility of mobile technology and internet connectivity presents new possibilities for enhancing learning through digital platforms, particularly in rural and remote areas. Successful EdTech initiatives in countries like Kenya, Nigeria, Tunisia, Tanzania, Eswatini, Malawi and Mozambique demonstrate the potential for digital solutions to be used as a complement and improve educational access and quality. The workshop emphasised that these opportunities can only be fully realised through coordinated efforts to address infrastructure needs, ensure accessibility, and develop digital literacy.

A significant portion of the workshop focused on the Continental Education Strategy for Africa (CESA) and its implementation challenges. The review process revealed limited implementation at the national level, complex monitoring frameworks, and governance challenges. These insights are informing the development of the new CESA strategy (2026-2035), which will focus on key areas including resources and enabling environment, teacher development, and education at all levels from pre-primary to higher education.

The workshop produced several concrete outcomes and recommendations. In terms of policy and governance, participants emphasised the need for national policies supporting digital education with clear funding mechanisms. The importance of increasing education budget allocations to meet the 20% target was stressed, along with recommendations for tax exemptions on educational devices and the establishment of emergency standards for education.

Infrastructure and resource recommendations focused on improving electricity supply in schools, establishing community learning centres with internet access, and developing regulated public-private partnerships. The workshop emphasised the critical need for comprehensive teacher training programs on digital tools and the development of culturally relevant digital learning materials.

Inclusion and access emerged as crucial themes, with specific recommendations for addressing the rural-urban divide in resource allocation, ensuring gender inclusion, and developing inclusive ICT implementation for learners with disabilities. The workshop stressed the importance of contextualizing digital learning programs for students, parents, and communities, and making materials available in local languages.

A significant part of the workshop was devoted to the sharing of experiences and lessons in advocacy of national education coalitions in the contexts of Africa. Some key lessons shared were:



- Majority of the coalitions are engaging the Local Education Groups but civil society spaces for engagements vary from country to country. There are countries where governments remain cautious in dealing with CSOs.
- Coalitions have diversified thematic areas and strategies in their advocacy such as in education financing, equity, disability inclusive education, gender equality issues, education in emergencies and teachers professionalisation.
- Coalitions have been proactive in providing evidence and data in education in government-led education meetings which helped build their credibility and sustained participation in the Local Education Group and other meetings.
- Using the Education Out Loud (EOL) programme as leverage to support country level advocacy

The workshop also strengthened partnerships and collaboration mechanisms. Key partners, including the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Global Partnership for Education (GPE), EOL, Africa Network Campaign on Education for All (ANCEFA) and Forum for African Women Educationalists (FAWE), made significant commitments to support education initiatives. GIZ confirmed continued support through the Generation's Digital project until June 2025, while GPE shared the progress in the development of a new strategy for 2030. EOL, ANCEFA and FAWE reinforced their commitment to gender-responsive education.

Looking ahead, the workshop established a clear roadmap for immediate and long-term actions. In the immediate term (Q4 2024), coalitions will participate in key events including COP 29 in Azerbaijan and the International Quality Education Conference hosted by TENMET in Tanzania. Medium-term plans include a research initiative on Education in Emergencies and the implementation of youth engagement programs. Long-term objectives focus on the monitoring of the implementation of the Continental Education Strategy and the development of sustainable financing mechanisms.

The workshop concluded with a strong emphasis on the importance of regional collaboration and effective communication strategies. The participation in key regional and continental spaces was emphasised to ensure effective transnational advocacy which impacts the national level policy influencing. Participants agreed on the need to strengthen regional coordination mechanisms, establish knowledge sharing platforms, and develop joint advocacy initiatives. The importance of building messaging skills, strengthening social media presence, and training staff in communication was highlighted as crucial for effective advocacy.

This workshop represented a significant step forward in strengthening the African education movement, providing a comprehensive framework for continued collaboration and clear priorities for advancing education reform across the continent. The success of these initiatives will depend on sustained commitment from all stakeholders, evidence-based advocacy, and coordinated action at national, regional, and continental levels.



## Chapter 1: Introduction and Context Setting

This chapter introduces the Global Campaign for Education (GCE) workshop held in Johannesburg, South Africa, opening with the Global Coordinator's emphasis on the workshop's timing during the African Union's Year of Education. It features a pivotal virtual keynote address from the African Union Commission's Head of Education Division, Sophia Ndemutila Ashipala, who outlined both progress and challenges in African education, noting that while access has improved, over 100 million children remain out of school. Through panel discussions with National Education Coalitions and presentations from key partners including GIZ, GPE, EOL, FAWE and ANCEFA, the chapter establishes the current state of African education and sets the foundation for exploring practical solutions in subsequent chapters.



*Participants from Southern Africa preparing for a session to introduce themselves through charades, showcasing skills for others to guess.*

### 1.1 Introduction and Opening Context

The GCE convened its Learning and Strategizing Workshop for National Education Coalitions (NEC) in Africa from 21-25 October 2024 in Johannesburg, South Africa. The workshop brought together representatives from National Education Coalitions, in Africa, Generation Digital Partners, and key partners and stakeholders, as detailed in **Annex 1**. The diverse representation included coalitions from all regions of Africa, alongside key development partners and technical experts, demonstrating the workshop's comprehensive continental reach. The comprehensive workshop agenda, provided in **Annex 2**, structured five days of intensive discussions and strategic planning, ensuring systematic coverage of all key thematic areas.

The opening session established the critical timing of the workshop during the African Union's (AU) Year of Education. The Global Coordinator of GCE emphasised that this moment represented an opportunity for profound reflection on African education, noting that while millions more children now access basic education compared to a decade ago, significant challenges persist. The session highlighted the importance of aligning efforts with both the Sustainable Development Goal 4 (SDG4) and the CESA frameworks.





*Participants from West Africa engaging in a group discussion*

## 1.2 African Union Commission Keynote Address: State of African Education

**Sophia Ndemutila Ashipala, Head of Education Division at the African Union Commission**, in her keynote address, provided an overview of the African Education Landscape, including issues of EdTech, and education financing. She reported that significant progress has been made to provide education on the African continent. More children are now accessing basic education, there is an increased awareness of education's role in development, there is improved gender parity. In Ghana the schools admit 160 girls to every 100 boys. There is now better alignment of national with continental frameworks.

Despite the aforementioned successes, over 100 million children are out of school in sub-Saharan Africa. The completion rates for most of the children are still low. This is due to poverty, conflicts, gender discrimination and infrastructure gaps. These problems are compounded by inadequate financing and dependency on external aid, cultural and socio-economic barriers affecting girls' education and limited support for children with disabilities.

Despite the existence of challenges, there are several opportunities in the education sector in Africa. The opportunities include Ed tech potential, success stories in Kenya, Nigeria, and South Africa with digital platforms and the opportunities presented by technology to deliver education to rural and remote areas. These opportunities depend on the establishment of connectivity, affordability, electricity, digital literacy and infrastructure development.

Ms Ashipala noted the need to focus on gender equality, need to address cultural barriers and support to children with disabilities. There is also a need to create safe and supportive learning environments. Civil society has a role to play in transforming the educational sector in Africa. Civil Society Organisations (CSO) should advocate for education policies and reforms that promote access, quality and equity in education. CSOs should therefore work with grassroots communities to ensure that education is relevant and responsive to local needs. They should facilitate dialogue between parents, teachers, and local authorities



to foster a collaborative approach to education improvement. CSOs should hold their governments accountable for their commitments to education to ensure that resources are allocated effectively and that educational standards are maintained.

### 1.3 Challenges and Opportunities in Transforming Education in Africa

A panel discussion comprising representatives from five NECs examined the challenges and opportunities in transforming education across the continent. These NECs were Movimento de Educação Para Todos (MEPT) from Mozambique, the Swaziland Network Campaign for Education for All (SWANCEFA) from Eswatini, the Namibia National Students Organisation (NANSO), Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIPEPT) from Côte d'Ivoire and the Civil Society Action Coalition for Education for All (CSACEFA) from Nigeria. The session focused on specific ongoing initiatives in different regions, providing comprehensive insights into various aspects of educational transformation.

The representative from the Mozambique NEC (MEPT) presented their experience with EdTech implementation, highlighting both successes and persistent challenges in integrating digital technologies into education. The main challenge here, as faced with other NEC reports, relates to the lack of basic infrastructure which include electricity and internet access.

The Côte d'Ivoire NEC presented their approach to citizen participation in monitoring policy implementation, demonstrating how community involvement enhances accountability and effectiveness in education reform. The coalition has ensured data availability and analysis of the sectoral plan, which has been used to track specific indicators identified as priorities by governments. The data was also used to engage the government in response to identified challenges, and the NEC used it to monitor sectoral review follow-ups

The Nigerian coalition detailed their experience in engaging with the Education Cluster Group, providing valuable insights into civil society contributions to education policy and implementation.

The coalition from Eswatini, presented their approach to coordinating civil society organisations' involvement in Local Education Groups (LEGs). Initially facing resistance from the government, SWANCEFA successfully fostered collaboration through strategic partnerships with key development partners, including UNICEF, the Global Partnership for Education (GPE), and the Africa Network Campaign on Education for All (ANCEFA). The coalition-built credibility through evidence-based advocacy, which facilitated constructive dialogue and mutual trust. To ensure effective engagement, SWANCEFA implemented a systematic approach: they organised preparatory meetings for civil society organisations before LEG sessions, allowing members to align their priorities and strengthen their technical expertise.

NANSO from Namibia, presented insights on youth engagement in digitalisation processes at the country level. Their experience highlighted both the opportunities and challenges in integrating young voices into education transformation efforts. The organisation has established successful partnerships with private sector entities, including technology companies, to provide schools with digital learning devices. Their approach emphasises the importance of youth perspective in educational transformation and demonstrates practical ways to engage young people in education policy implementation.

The discussion revealed several key challenges common across the represented nations. Infrastructure limitations, particularly in rural areas, continue to impede progress, with many schools lacking basic amenities such as electricity and internet connectivity. The Namibian experience particularly highlighted how infrastructure gaps make it difficult to attract and retain qualified teachers in rural areas.

Resource constraints emerged as a significant challenge, with many countries struggling to meet the recommended international benchmarks on education financing. This affects the quality of educational programmes and learning resources within schools. The cultural and linguistic diversity across the continent presents additional challenges in harmonising or standardising curricula.

Climate change effects, conflicts, and political instability were identified as major disruptors of educational programmes. Reports from Nigeria highlighted the challenges faced by the education sector during emergencies. Many schools lack appropriate guidelines for coping with education in emergencies, affecting both the quality of education and teacher-student ratios as educators often avoid working in disaster-prone areas.



The panel discussion identified the following as opportunities for meaningful change in the education sector in Africa:

- The growing accessibility of mobile technology and the internet presents opportunities to enhance learning through online resources, e learning platforms and digital learning platforms. In Namibia, there are efforts to ensure that electricity and access to internet connectivity at schools is improved. NANSO has partnered with HUAWEI to provide schools with tablets for use by students.
- The need to define emergence standards for education.
- Collaboration with UNICEF and Ministries of education.
- Coordinated interventions between government, CSOs and development partners.
- The emphasis on critical thinking, skills development can create a more relevant educational system. Kenya's educational reforms are aimed at addressing needs of schools in both rural and urban areas.
- Revising curricula to include life skills, vocational training, and entrepreneurship can prepare students for the job market.
- Involving communities and community-based organisations in educational initiatives can foster ownership and increase accountability, ensuring that educational programs meet the needs of students and communities alike.
- The partnerships between governments, CSOs, and private sector entities can assist in the mobilisation of resources and drive innovation in education. NANSO is partnering with the Government of Namibia to establish digital hubs throughout the country to promote use of digital platforms for education. This is accompanied by provision of programs to upskill the teachers who are earmarked to roll out the technology in the schools.
- The growing recognition of the importance of inclusive education, providing opportunities for marginalised groups including girls, and children with disabilities will ensure that appropriate educational resources and materials are allocated appropriately.
- The global commitment to the SDGs especially Goal 4 on quality education will encourage governments to invest more in educational reforms and align with international standards.
- The existence of strong CSOs in many African countries will ensure effective oversight on the implementation of educational policies. In Lesotho, the allocation for the education sector is the largest due to the effective monitoring and engagement with policy makers by CSOs in that sector. Similarly in Eswatini, CSO engagement has led to significant policy shifts. In Senegal, Cote D' Ivoire and Cameroon, recommendations from CSOs are taken on board in policy formulation and implementation.

Participants agreed that there is a need for strategic partnerships and evidence-based research to convince governments to adopt transformative programs in the educational sector. Capacity building for teachers should be ongoing to ensure that quality of education remains high.



## 1.4 Operationalisation of AU Digital Education Strategy

**Edward Makumbe, from the AUC** presented a Comprehensive Framework for Operationalising the AU Digital Education Strategy. The strategy serves as a roadmap for harnessing digital technologies to drive sustainable development and socioeconomic growth across the African continent. Through a systematic approach to implementation, the strategy aims to create an inclusive digital society that enables all Africans to participate in and benefit from the digital economy.

The operationalisation process encompasses several interconnected components, beginning with digital infrastructure development and extending to digital skills and literacy programmes. The framework addresses e-governance and digital services, innovation and entrepreneurship, cybersecurity, digital economy and trade, and data governance. Regional cooperation emerged as a crucial cross-cutting theme throughout the implementation process.



*Edward Makumbe, AUC, Presenting on the Comprehensive Framework for Operationalising the AU Digital Education Strategy.*

The presentation outlined specific steps for operationalisation, including the development of policy frameworks for member states to align their national digital strategies with regional priorities. Member states are encouraged to conduct training workshops to raise awareness and build capacity among government officials, educators, and civil society organisations in digital literacy.

The strategy emphasises the launching of targeted initiatives such as the African Digital Transformation Strategy and the Digital Economy Strategy.

Representatives from various regions raised substantive concerns about the strategy's implementation. Several coalitions noted that the strategy's ambitions may exceed the economic realities of many African countries. The coalition from Zambia presented evidence demonstrating the significant resources required to train teachers in digital skills, highlighting the gap between strategic objectives and implementation capacity.

The AUC representative highlighted the importance of Civil Society participating in the available spaces to ensure that the education agenda is pursued. Entry levels such as the ECOSOC (the African Union's technical space) effectively leverage spaces for CSOs to meet and engage. It also emphasised the importance of extensive consultation with CSOs in AU processes on country-level challenges and recommendations. The emphasis was on NECs participating in the AU technical clusters to influence various policy documents.

Furthermore, collaborating with FAWE to promote gender and education in the various clusters remains important for NECs to contribute to the AU agenda. Additionally, to ensure that member states implement their commitments, NECs should engage the national delegations of the Ministries of Education pre- and post-meetings to get updates on the progress of the implementation of the CESA strategy at the country level and what member states committed at the regional level.



## 1.5 Partner Interventions and Support Frameworks

### 1.5.1 GIZ Support and Digital Education

**Ronja Hölder** and **Ms Rebecca Fobbe** from **GIZ** presented the evolution of their support from the Backup Education project to the current *GenerationDigital* initiative. The project now supports 19 implementations across Africa, with 16 led by civil society organisations and three by governments. Their regional exchange activities have engaged 202 participants through both online and physical formats, with monthly meetings conducted in English and French. While noting that current funding extends only to mid-2026 due to German budget constraints, GIZ emphasised emerging priorities in civil society support, digital skills development, and climate change response.



*Ronja Hölder presenting on the journey from Backup Education to GenerationDigital*

### 1.5.2 Global Partnership for Education

**Tanvir Muntasim**, GPE/EOL, provided an *Update from the GPE Secretariat* that outlined their strategic planning process for 2030, emphasizing system transformation, education financing, and gender equality. Their work spans 60 countries, supporting over 80 civil society organisations. The presentation highlighted new initiatives including the "Answer the Call" campaign for education financing and development of a climate-smart education framework.



*Tanvir Muntasim presenting an update from The GPE Secretariat*

### 1.5.3 Education Out Loud (EOL) Regional Implementation Support

**Asmara Figure, Regional Education Adviser: West & Central Africa at EOL** provided a *presentation on the EOL Programme*, an initiative supported by the GPE, plays a crucial role in empowering civil society organisations to actively participate in shaping education policy across Africa. EOL currently supports over 80 civil society organisations spread across more than 60 countries. This extensive network is engaged in various strategic activities aimed at enhancing civil society's influence on education policy, with the ultimate goal of fostering more inclusive, transparent, and accountable education systems.



*Asmara Figure presenting on the EOL Programme*



In regions such as West & Central Africa, EOL manages a significant portfolio valued at approximately US\$11.9 million, benefiting 24 organisations. These funds support a range of Learning Collaboratives that focus on critical issues like Education in Emergencies and Gender Transformative Education. Similarly, in the Horn, East & Southern Africa, EOL supports 27 organisations with initiatives targeting Social Inclusion, Education Financing, and Transformative Climate Education. These interventions are meticulously designed to address the unique educational challenges faced by diverse communities within these regions.

One of the notable achievements of EOL is its ability to build synergies among organisations in countries with multiple grantees, like Madagascar and Niger. Such collaborations enhance joint efforts and civic participation, significantly impacting local education policies. Furthermore, EOL places a strong emphasis on gender and inclusion, ensuring that these critical aspects are embedded at both organisational and intervention levels.

Additionally, EOL encourages robust collaboration opportunities, such as participating in Oxfam's training courses and the KIX research symposiums. These collaborative efforts are vital for networking and enhancing the collective impact on educational advocacy and policy development.

#### 1.5.4 FAWE's Gender-Responsive Education

**Catherine Asiego, Senior Advocacy and Partnerships Officer at FAWE**, presented on *FAWEs Plan of Action 2025*. She shared their extensive work across 33 African countries, emphasizing gender-responsive education through multiple programs including their Tuseme ("speak out") model, centres of excellence, science, technology, engineering, and mathematics (STEM) initiatives, and comprehensive scholarship programs. Their approach to school-related gender-based violence and mothers' clubs has demonstrated significant impact in promoting girls' education. In addition to that, FAWE shared their main advocacy plans at the global level for the coming months, such as the participation at the Universal Periodic Review mechanism and UNCSW, inviting the NECs to join collaborative processes to address gender equality through education in those spaces.



*Catherine Asiego presenting on FAWEs Plan of Action 2025*

#### 1.5.5 ANCEFA

**Solange Akpo, the Regional Coordinator of ANCEFA**, outlined the significant role of *ANCEFA in promoting educational reform across the continent*.

ANCEFA has actively participated in various gender mainstreaming initiatives, notably at the GIMAC meeting, which addresses gender issues within the African Union. Additionally, in collaboration with Action Aid and the Tax Ed Alliance, ANCEFA played a critical role in launching a policy note on transforming education financing in Africa. This underscores its commitment to addressing the financial aspects of education reform.



*Solange Akpo presenting on ANCEFA priorities*



A key focus for ANCEFA has been advocating for gender equality and the education of women and girls. This was prominently featured during a side event at the AU's first Pan-African conference on women and girls' education, where ANCEFA collaborated with organisations like UNGEI and Girls Not Brides to mobilise support for these causes.

Looking ahead, ANCEFA plans to host a Political Forum in Dakar in December 2024 and is developing its Strategic Plan for 2025-2030, identifying key areas for capacity building. These efforts are part of ANCEFA's broader strategy to ensure that it continues to play a transformative role in shaping education policies in Africa through effective advocacy, robust partnerships, and strategic engagements.

## 1.6 Key Lessons and Outcomes

The first day of the workshop yielded several crucial lessons and outcomes:

- The state of African education requires a balanced understanding of progress and challenges. While significant advances have been made in access and gender parity, fundamental challenges in infrastructure, financing, and inclusion persist.
- National experiences revealed that successful education initiatives depend on strong partnerships, evidence-based advocacy, and context-specific solutions. The variety of approaches across regions demonstrates the importance of adapting strategies to local conditions while maintaining focus on common goals.
- Partner support frameworks, while substantial, require better coordination and sustainable financing mechanisms. The emphasis on digital education, while promising, must be balanced against infrastructure realities and capacity building needs.
- Cross-cutting themes emerged around the importance of data-driven decision making, the need for inclusive approaches to educational development, and the critical role of civil society organisations in education transformation.
- The day's discussions underscored that education transformation in Africa requires coordinated action across multiple stakeholders, with particular attention to infrastructure development, capacity building, and sustainable financing mechanisms. The experiences shared demonstrated both the complexity of challenges and the potential for innovative solutions when stakeholders work together effectively.



## Chapter 2: Knowledge Exchange and Learning

This chapter delves into the practical mechanisms for sharing education advocacy experiences across Africa. Beginning with the introduction of GCE's Learning Hub, it examines successful spotlight reporting initiatives and presents diverse national experiences in education financing and back-to-school campaigns. The rich exchange of experiences and best practices documented here naturally led participants to consider how these insights could inform policy – the focus of Chapter 3.

### 2.1 GCE Learning Hub: Platform for Knowledge Sharing

The second day began with the introduction and practical demonstration of GCE's Learning Hub and dialogue-based learning needs Hub by **Phumza Luthango**, the Network Engagement, Knowledge Exchange & Learning Lead at GCE. The Hub is a comprehensive knowledge-sharing platform designed to facilitate learning and collaboration across the education movement. The platform, accessible through the GCE website, operates in multiple languages, including English, French, Spanish, and Portuguese, serving the diverse linguistic of participating coalitions.

The learning hub is a freely available platform that aims to facilitate engagement, collaboration and capacity building while sharing knowledge and research through the resource repository that complements GCE learning communities across key strategic discussions complementing the GCE Strategic Plan.



*Phumza Luthango presenting on GCE's Learning Hub*

The Learning Hub encompasses several specialised learning communities, each addressing critical areas in education. These include youth and student engagement initiatives, education financing programmes, Education in emergencies, transformative education, and early childhood education. Through its repository, the Hub provides current resources, event recordings, learning briefs, and self-paced courses, including specialised Essence of Learning (EoL) materials. A particularly valuable feature enables coalitions to contribute their own resources and research, thereby fostering a truly collaborative learning environment. A practical exercise was carried out with the coalitions to register them on the learning hub and they were taken through steps required to insert content to the platform.

The session also provided an opportunity for a dialogue-based assessment in which participants could reflect on the current learning needs driven by GCE, how it has been able to support their learning process, and the impact and change that current capacity building initiatives have had on organisational, and advocacy change at the country level. Various Africa NECs also shared their learning needs and recommendations for GCE knowledge exchange and learning in 2025, emphasising the importance of capacity-building support when considering advocacy and campaigns.

The key outcomes and recommendations from the session include:

- The need for more advocacy and campaigning training
- The need to focus on gender responsive budgeting
- The need for Climate change education integration
- The need for digital literacy development
- The need for training for smaller language-focused groups
- The need for more practical, hands-on training
- The need for better online resource accessibility



- The need for enhanced focus on report writing skills
- The need for development of specialised courses
- The need for collaboration with universities
- The need for partnership with global learning partners

The key Action Items include:

#### **GCE Secretariat**

- Upgrade learning hub with new features by Q1 2025
- Facilitate monthly cross-regional exchanges
- Document and categorise best practices
- Develop quality assurance mechanisms
- Create user engagement strategies

#### **National Coalitions**

- Upload minimum 10 resources per quarter
- Participate in monthly learning exchanges
- Document and share success stories
- Implement learned practices with local adaptations
- Conduct regular user surveys

## **2.2 Cross-Regional Learning: Spotlight Reports**

### **2.2.1 Asia Pacific Experience (ASPBAE)**

The next section sought to provide learnings from experiences in other regions on producing spotlight reports. Spotlight reports are shadow reports that provide various perspectives on countries' Voluntary National Review (VNR) reports. They focus on civil society perspectives, such as progress on gender equity and inclusion in education. They also spotlight sustainable development indicators specific to the year's theme chosen by the High-Level Political Forum (HLPF).

The first presentation was given by **Rene Raya from ASPBAE**. The presentation [demonstrated the evolution of spotlight reporting from 2019 to 2024](#). Their journey began with the SDG4 review in the High-Level Political Forum (HLPF) in 2019, focusing the reports on equity and inclusion across 16 countries. This work progressed through COVID-19 challenges and response in education documentation in 2020 and sustainable recovery analysis in 2021, ultimately culminating in their current focus of HLPF 2023 on climate change education integrated with SDG 13 on climate action.

The methodology employed emphasises comprehensive stakeholder engagement through a series of interconnected activities. Regional workshops serve as foundational elements where the focus of the spotlight report is agreed upon, and the implementation is then carried forward in countries where country-level consultations are conducted. Youth perspectives are actively sought and incorporated, whilst gender analysis integration ensures balanced reporting. Community engagement remains central to their approach, ensuring grassroots voices inform data gathering, case building and policy recommendations. The spotlight reports are used for the coalitions' engagement in the VNR and SDG 4 review processes in their respective countries. The reports are also used for other engagements such as in the Local Education Group, local level advocacy and in regional intergovernmental meetings. ASPBAE synthesises the country spotlight reports and presents them at the regional and global education policy platforms.

Spotlight Report Added Value.

- Opportunity to see the interconnection of SDG 4 with other SDGs
- Emphasise the principle of "Leave No One Behind" by highlighting the current context and significant challenges faced while achieving the SDGs.
- It also provides guidelines for further advocacy strategies and campaigns





*Participants engaged during group discussions*

### 2.2.2 Nepal's Experience

**Ram Gaire** gave a presentation on the [\*National Campaign for Education Nepal's \(NCE Nepal\) experience\*](#). NCE Nepal was established in 2000 and has developed a robust approach to public education strengthening through evidence-based policy advocacy. Their comprehensive stakeholder engagement strategy encompasses diverse participants, from policymakers and parliamentarians to journalists, youth groups and education experts. Community members play a vital role in shaping their advocacy approach. The integration of their spotlight reports into the National Planning Commission's country VNR demonstrates the potential impact of well-structured civil society reporting. NCE Nepal engaged in the VNR processes, working with sectors outside of education, to lobby the Federal, provincial and local governments in delivering on their commitments to SDG 4 and education in the other SDGs. NCE Nepal has used the spotlight report in their annual education budget advocacy, education sector plan review and in the Parliament.

### 2.2.3 Niger's Experience

**Braham Moumouni** of the coalition from Niger, Coalition Nigérienne des Associations, Syndicats et ONG de Campagne EPT (ASO-EPT), shared valuable insights into their [\*spotlight report production process\*](#), highlighting both challenges and successful strategies. Their experience revealed significant obstacles, particularly regarding government reluctance to share information and the necessity of making reports accessible in local languages. In response, they developed effective mitigation strategies, including building strategic alliances with sympathetic government officials and organising local language analysis events. Their continuous engagement with new partners has proved crucial for accessing information, whilst their reports have successfully maintained focus on gender equality in government policies.

## 2.3 NEC Experiences Sharing: Education Financing Experiences

### 2.3.1 Cameroon's Experience

**Josué BALOMA** from Cameroon's Education for All Network (CEFAN), [\*provided a presentation\*](#) detailing their successful advocacy for increased Education in Emergencies (EiE) budget allocation. Their comprehensive approach incorporated strategic partner mobilisation and extensive engagement with local groups. Through careful cultivation of parliamentary relationships and development of formal agreements



with government stakeholders, they achieved a notable 1.06% education budget increase in 2023. Their experience underscores the importance of multi-stakeholder engagement in achieving financial objectives.

### 2.3.2 Rede Cabo Verde's (Cape Verde Coalition) Experience

**Antonio Teixeira** from the [Cape Verde Coalitions presented](#) its unique context in education financing, operating within the constraints of a small population. Their annual education budget of approximately \$20 million receives significant augmentation through international support from organisations such as the World Bank and UNICEF. The country faces distinctive gender dynamics, with women outnumbering men in the general population, yet experiencing lower participation rates in higher education. Their ongoing efforts focus on addressing disparities between urban and rural educational resource allocation whilst implementing reforms to enhance education quality and infrastructure development.

### 2.3.3 Lesotho's Experience

**Sekonyela Mapetja** from the [Lesotho Council for Non-governmental Organisations \(LCN\) provided a presentation](#) that demonstrated remarkable success in policy influence through systematic parliamentary engagement. Their efforts yielded substantial results, including an increased education budget allocation from approximately \$133 million to 155 million. This achievement was accompanied by enhanced parliamentary oversight mechanisms and strengthened community engagement processes. Their approach has established new standards for monitoring and accountability in education financing.

### 2.3.4 Malawi's Experience

Lastly, **Kisa Kumwenda** from [Malawi's Civil Society Education Coalition \(CSEC\) presented](#) findings regarding budget implementation challenges. Their analysis revealed critically low disbursement rates, with only 18% of construction budgets being utilised. These implementation delays highlighted the urgent need for improved tracking mechanisms and enhanced stakeholder engagement in budget monitoring processes. Their experience emphasises the importance of following through from budget allocation to actual implementation.

## 2.4 NEC Experiences Sharing: Back to School Campaigns and Peer Learning Initiatives

### 2.4.1 Guinee's Experience

The session examined successful back-to-school initiatives across different regions, with particular focus on innovative approaches to ensuring consistent student attendance and engagement.

**Mohamed Dioune** from Coalition Nationale de Guinée pour l'Education Pour Tous (CNG/EPT), [presented their comprehensive programme](#) addressing chronically low attendance rates at school openings. Their initiative arose from recognition that many students did not attend school in the initial weeks, creating significant performance gaps between early attendees and late enrollees.

Working in collaboration with the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the coalition from Guinea mobilised resources to provide 800 tables and chairs for schools in need. Their approach incorporated community engagement strategies and innovative solutions such as beach-based educational activities and specific interventions for schools affected by floods. The programme demonstrated the importance of addressing both infrastructural and social barriers to school attendance.

### 2.4.2 Senegal's Experience

**Cheikh Mbow** from the coalition from Senegal (COSYDEP) shared their systematic approach to improving first-day attendance rates in their [presentation named Citizen Mobilisation Campaign for the Effective Start of Classes from Day One](#). Through careful analysis and stakeholder engagement, they identified key barriers to attendance and developed targeted interventions. Their programme achieved remarkable success, increasing first-day attendance from negligible levels to 60-75% across participating schools. This improvement was achieved through coordinated efforts with local authorities, particularly engaging mayors in the distribution of school materials and supplies.



The Senegalese approach extended beyond basic attendance to incorporate peer-to-peer learning activities focused on environmental education and practical skills development. Their beach-based learning programmes, supervised by volunteer teachers and community members, demonstrated the effectiveness of experiential learning approaches in maintaining student engagement.

#### 2.4.3 Peer-to peer learning

Bringing together the 2 coalitions from Guinea and Senegal to plan advocacy activities for back to school enabled the two coalitions to strengthen their collaboration and learn from each other's experiences.

The results show that it is important to work together with local authorities and NGOs to raise public awareness more effectively. Policy advocacy must be backed by evidence on the ground, in particular the challenges observed in schools. Similarly, awareness-raising campaigns should be carried out before the start of the school year.

Finally, rigorous monitoring mechanisms need to be put in place to guarantee the sustainability of the actions. The two coalitions are working closely together to improve their advocacy for a successful back to school in their respective countries.

#### 2.5 Collaborative Research Findings from Four Nations



##### *Panel Session on research findings from four countries*

The collaborative research initiative involving Togo, Madagascar, Senegal, and Burkina Faso produced significant findings regarding Education for the environment and sustainable development. The research methodology incorporated both quantitative and qualitative approaches, examining the intersection of climate change impacts, resource management, and educational outcomes.

The findings from Togo highlighted the urgent need for flexible learning approaches in response to climate disruptions. Their research demonstrated how environmental changes affect both physical infrastructure and learning continuity, necessitating adaptive educational strategies. **GNAKOU Essodèyouna** from CNT/EPT(Togo) and **Huguette Rakotoarivony** from CONAMEPT (Madagascar) co -presented on [strengthening education practices and policies environment and sustainable development \(EEDD\) In French-Speaking Africa, the case of Burkina Faso, Madagascar, Senegal And Togo](#). In terms of the Madagascar experience, the presentation provided insights into resource management under constraints, offering practical solutions for maintaining educational quality despite limited resources.

The research in Burkina Faso focused on education in conflict-affected regions, while other research examined the impact of climate change on educational access and continuity. Collectively, the research identified the following:



- In view of climate change effects in the countries where the research was undertaken there is need to develop flexible learning approaches
- There is need to develop climate change disruption plans
- There is need to create alternative learning spaces
- And there is need to ensure that schools curricula integrate issues on environmental management.
- In view of the levels of poverty in the countries, there is need to manage resources efficiently, develop sustainable programs and build capacity within the schools for long term implementation of educational programs.
- There is need to develop and strengthen community engagement mechanisms

The research highlighted the importance of efficient resource management and capacity building within schools. Findings from all four countries emphasised the need to strengthen community engagement mechanisms and develop sustainable programmes capable of withstanding both environmental and socio-economic challenges.

## 2.6 Experience in Engaging with Regional Economic Communities (REC) and AU Spaces

This session, structured as a "fireside chat," provided a platform for coalition representatives to discuss their experiences engaging with the African Union (AU) and Regional Economic Communities (RECs) spaces during the AU Year of Education 2024. The session sought to promote the sharing of experiences between NECs in their engagement in the REC and AU spaces with an emphasis on how these engagements have strengthened their advocacy at country level. The session was moderated by **Julie Juma**, the EOL Programme Manager for GCE. The speakers included **Tahirou Traore** from CN-EPT (Burkina Faso), **Denise Kandodo** from BAFASHEBIGE, **Kebba Omar Jarjusey** from EFANET (The Gambia), **Joseph Wasikhongo** from Elimu Yetu (Kenya), **Elvis Chistungo** from ECOZI (Zimbabwe), and **Kisa Kumwenda** from CSEC (Malawi).

Each participant shared their unique perspectives and challenges in navigating REC and AU spaces, fostering a rich dialogue on strategies for effective engagement and collaboration at these regional and continental levels.

The First Pan-African Conference on Women and Girls Education in Addis Ababa (July 2024) served as a crucial platform for regional engagement. The conference facilitated enhanced networking between organisations and fostered knowledge sharing on gender mainstreaming initiatives. Participants successfully established national working groups and strengthened relationships with government officials, creating lasting channels for continued collaboration. The NECs of Burundi, the Gambia, Burkina Faso and DRC participated in this conference together with representatives of ANCEFA and GCE.



*Fireside chat on the engagement with the AU and RECs*



### 2.6.1 East African Community Engagement

The East African Community Regional Education Conference in Arusha (12<sup>th</sup> -15<sup>th</sup> August 2024) in Arusha brought together the 8 EAC partner states, Ministers, researchers and NGOs to engage in progressive dialogues on building education systems that are equipped to respond to the full diversity of learners and discuss best practices for implementation of evidence-based innovative, feasible, and sustainable solutions for education transformation.

The NEC in Kenya- Elimu Yetu Coalition and the coalition in Tanzania (TENMET) participated in an education financing side event. TENMET also launched their education financing policy brief at this event.

### 2.6.2 Southern Africa Development Community – Pre SADC engagements

The coalitions in Zimbabwe, Malawi, Lesotho and Mozambique, as well as the ANCEFA moderator for Southern Africa participated in two events during this period.

- An education financing round table, co-organised by GCE and ECOZI in collaboration with SAF CNGO on the sidelines of the Southern Africa Youth Forum. The side event aimed to advance education financing in Southern Africa. At this side event, ECOZI launched its education financing policy brief developed from the Education Financing Observatory supported by GCE. Following the launch of this education financing brief, the Zimbabwean Minister of Education invited the coalition to a meeting to discuss the study findings and strategise a way forward.
- The 4th Regional Dialogue for Non-State Actors on the SADC Regional Indicative Strategic Development Plan (RISDP 2020-2030)- 14<sup>th</sup> -15<sup>th</sup> August- To assess regional and national progress in the implementation of the SADC RISDP 2020-2030, noting achievements and challenges.

Some of the reflections were the importance of meeting with country delegations when the NECs participate in these spaces as it has been important to strategise and take forward recommendations agreed at these meetings. For example, in Burundi the NEC and the Government delegation have agreed to work together to launch the #AfricaEducatesHer Campaign, In the Gambia there has been strengthened collaboration with the Ministry of Education after meeting the delegation in Addis Ababa and they worked together on the FGM bill, and the collaboration continues.

Engaging Government officials inside events is important as the advocacy messages are escalated to the highest level This was the experience of ECOZI and Elimu Yetu coalitions. The Minister of Education in Zimbabwe is very much interested in the Education financing report launched during the side event. The Permanent Secretary in the Ministry of Education in Kenya has continued the discussion on Education financing with the coalition after the conference. For the Coalition in Burkina Faso participating in a side event as a panellist was a great opportunity to highlight the issues of women and girls' education in emergency contexts in his country.

The Coalitions who participated in the RISDP dialogue which include the Malawi coalition (CSEC) indicated that engaging with the country delegations prior to participating in the regional meeting was key. For example, the Coalitions learnt about and met the SADC National Committees at the meeting, and they had never interacted with them prior to the meeting. The country delegations agreed on action plans which they will implement together and will also plan together for future SADC engagements.

The participation in these events also Improved their understanding of regional frameworks and strengthened their technical capacity for improved advocacy at country level.

For TENMET, apart from the experiences shared by others it was also an opportunity for several of its coalition members to participate in the Education Conference as it was taking place in their country. The advice to other coalitions is to capitalise on such meetings taking place in their respective countries as it is an opportunity for exposure and learning for the coalition members. It also helped TENMET to get ideas on how to prepare for their own conference that they will be hosting in November.

All the NECs participating in the fireside chat encouraged the other NECs to participate in these regional and continental engagements when the opportunity arises as this is a very good way of enhancing



knowledge, networking, strengthening collaboration with policy makers and advocacy at country level. It is also a good fundraising opportunity as some donors participate in these fora and would be interested in funding the good work that is shared in these fora.

## 2.7 Best Practices in EdTech Advocacy Initiatives

The workshop featured a comprehensive gallery walk showcasing successful EdTech advocacy initiatives from across the continent. The following representatives showcased their innovative approaches to educational technology implementation and advocacy:

- CSEC (Kisa Kumwenda - Malawi),
- SWANCEFA (Nelisiwe Nhlabatsi - Eswatini),
- MEPT (Isabel Silva- Mozambique),
- NOGALSS (Cecilia Pwol - Nigeria, virtual),
- EFASOM (Mahdi Mohamud- Somalia),
- ELIMU YETU (Joseph Wasikhongo - Kenya),
- ZANEC (Nelson Mwale - Zambia),
- TENMET (Martha Makala - Tanzania), and
- ANDET (Yacoub Lassad - Tunisia).



### Gallery Walk – Mozambique EDTech work

Each representative presented their innovative approaches to educational technology implementation and advocacy. These smaller projects were all made possible with support from the GIZ GenerationDigital programme

The Tunisian coalition demonstrated their systematic approach to digital literacy development, highlighting successful integration of technology in both urban and rural settings. Their programme emphasised pedagogical integration of technology alongside infrastructure development, providing a holistic model for EdTech implementation.

The coalition from Kenya presentation focused on their comprehensive approach to professional development support and resource access. A well-structured sample of counties will help EYC (the national coalition) to lay a solid evidence-based foundation for civil society advocacy work for the inclusive digital transformation of the education sector in Kenya. The research report will establish whether there is sufficient connectivity in schools within the targeted counties to facilitate digital skills and help close the education divide.

The coalition from Mozambique experience has as main objective the development of a national EdTech strategy and an action plan for the transformation of the basic education sector by increased use of digital



approaches. The draft strategy and action plan developed with the help of well reputed research agencies and university departments as well of specialised government agencies will be presented to a broad stakeholder agency in the next quarter and it is hoped that the government will subscribe to this important new strategy.

The coalition from Eswatini shared their experience in developing clear objectives and outcomes for EdTech initiatives, particularly in resource-constrained environments. Their approach to quality assurance and adaptive management offered valuable lessons for other nations considering similar initiatives.

The coalition from Malawi presented their innovative approach to addressing infrastructure limitations through alternative delivery methods. Their experience highlighted successful strategies for resource sharing and technical partnerships, demonstrating how challenges in device access and technical support can be overcome through collaborative approaches.

TENMET, the Tanzanian coalition, presented their GenerationDigital project which focuses on bridging the skills gap and enhancing teacher competence and preparing students for the 21st century workforce. Their pilot reaches out to 25 schools, training of 150 trainer teachers, who will cascade digital skills to 500 teachers and reach out to 5000 students.

Key outcomes from these initiatives included improved learning engagement, enhanced digital literacy levels, and measurable improvements in academic performance. The presentations emphasised the importance of regular monitoring and evaluation, with each country sharing specific metrics and evaluation frameworks used to track progress and impact.

## 2.8 Key Lessons and Outcomes

The second day's proceedings yielded several crucial insights for future action. Evidence-based advocacy emerged as a consistent theme across all sessions, proving essential whether in education financing, EdTech implementation, or policy engagement. The value of cross-regional learning became evident, particularly in adapting successful approaches whilst respecting local contexts.

Monitoring and evaluation proved critical, especially in tracking budget implementation and measuring programme impact. The proceedings highlighted that regional and continental engagement requires sustained commitment and strategic approaches to relationship building with key stakeholders. Furthermore, the need for improved coordination between national coalitions and regional bodies emerged as essential for effective advocacy and implementation of educational initiatives.

These collective lessons continue to inform coalition activities and strengthen capacity for education advocacy across the continent. The experiences shared demonstrate both the complexity of challenges faced and the potential for innovative solutions when stakeholders work together effectively.

Lessons learned from spotlight reports highlighted the importance of adopting participatory approaches to incorporate the voices of marginalised communities effectively. Strong collaboration with local governments is essential to obtain accurate and comprehensive data, while cross-sectoral collaboration with CSOs and state entities working on other SDGs is crucial for achieving SDG4. Engaging continuously with membership groups fosters ownership and strengthens advocacy efforts. Developing case stories from local and marginalised communities helps to ground the report in real-world impact. Additionally, localizing and disseminating the VNR report at the provincial and local levels ensures that SDG4 is integrated into sub-national governments' plans and policies. Persistent advocacy is necessary to encourage the state to publish annual data on SDG progress, enhancing transparency and accountability. Finally, consistent follow-up on the government's commitments is critical to ensure the continued progress of SDGs implementation.





*Participants engaged in various sessions during the workshop*



## Chapter 3: Policy Analysis and Engagement

Building on the shared experiences from previous sessions, this chapter examines the review and development process of the Continental Education Strategy for Africa. It details the collaborative work on policy recommendations for digital and remote education, with particular attention to strategic frameworks and inclusion considerations. The policy discussions highlighted the importance of strong partnerships for effective implementation, setting the stage for Chapter 4's focus on partnership building.

### 3.1 CESA Review and Development



*Participants discussing questions raised during the presentation*

The third day opened with a comprehensive presentation on the review and development process of the *Continental Education Strategy for Africa (CESA 2016-2025)*. The session, which was presented by **Edward Makumbe from the AUC** revealed significant implementation challenges at the national level, despite widespread awareness of the strategy. A primary concern was the limited domestication by member states, compounded by a complex monitoring framework that hindered effective progress tracking. The governance framework's implementation proved particularly problematic, resulting in limited progress on key indicators.

In response to these challenges, the African Union has begun developing a new strategy for 2026-2035. This revised approach focuses on several strategic areas, including resources and enabling environment, teacher development, and comprehensive education coverage from pre-primary through to secondary levels. The strategy additionally encompasses higher education, Technical and Vocational Education and Training (TVET), and second chance programmes for lifelong learning. Gender equity and inclusion feature prominently, alongside crucial cross-cutting themes of digitalisation, artificial intelligence, and education in emergencies.



Civil society participation emerged as a critical concern during discussions. Participants noted the limited meaningful engagement of civil society organisations and called for more formal structures to ensure their inclusion as equal partners. The current CESA clusters were deemed insufficient for civil society voice as these were closed spaces and the clusters were not very active Implementation Challenges and Solutions.

The session highlighted several implementation challenges requiring immediate attention. The absence of robust accountability mechanisms for member states emerged as a significant concern, particularly when political transitions affect programme continuity. Participants noted a persistent gap between commitments at the AU level and national implementation. A proposed solution involved better engagement with technical staff and directors who maintain their positions through political changes, ensuring institutional memory and implementation consistency.

The monitoring and evaluation framework requires substantial strengthening, with particular emphasis on data collection systems and baseline data establishment. Participants stressed the importance of developing better tracking mechanisms for implementation progress, ensuring measurable outcomes and accountability.

### 3.2 Developing Policy Recommendations for Digital and Remote Education

The afternoon session focused on developing comprehensive policy recommendations for digital and remote education implementation. The participants were organised into five groups—two English that were facilitated by [Wolfgang Leumer](#) and [Vicky Mongeni](#), two French, facilitated by [Doriane Tchamambe](#) and [Solange Akpo](#), and one Portuguese facilitated by [Giovanna Mode](#)—to address key issues in digital and remote education. Each group identified the top challenges in implementing digital education within their regions, focusing on infrastructure gaps, teacher and learner support, and ensuring equitable access. They proposed policy recommendations under themes of access, teaching, and inclusion, emphasizing urgent actions required over the next 12 months. Groups also outlined the support needed from government, development partners, and civil society to implement these recommendations effectively. Finally, each group summarised their primary recommendation for integrating technology in education into a key message.

Discussions revealed significant challenges in access and infrastructure across the continent. Many schools continue to struggle with basic connectivity issues, including inadequate electricity supply and internet access. The urban-rural divide remains particularly pronounced, with rural areas facing more severe infrastructure limitations.

Human resource capacity emerged as another critical challenge. The shortage of qualified teachers to facilitate digitalisation, particularly among older educators lacking digital skills, necessitates comprehensive professional development programmes. Participants emphasised the need for continuous ICT training and support for teaching staff.

#### 3.2.1 Strategic Framework for Digital Education

The discussions led to the development of a strategic framework for digital education implementation. Financial considerations featured prominently, with recommendations for increased education budgets and the creation of learning hubs and service points. Participants advocated for tax exemptions on educational devices and the development of strategic public-private partnerships with telecommunication companies.

The teaching and learning component emphasised the importance of enhanced teacher capacity building in ICT, alongside continuous professional development opportunities. The framework calls for transformed curriculum materials addressing different learning needs and increased awareness of digital safety and security.

#### 3.2.2 Equity and Inclusion Considerations

Particular attention was paid to ensuring equity and inclusion in digital education implementation. The framework emphasises the development of inclusive Information and Communication Technology (ICT) solutions for learners with disabilities and equitable resource distribution across regions. Addressing the



urban-rural divide remains a priority, with specific consideration for gender inclusion and particular needs of marginalised communities.

It was highlighted how examining the intersection of education and technology through a gendered lens is imperative for formulating rights-based policies. Multiple barriers impede access to quality education at various levels across African nations. The integration of Information and Communication Technologies (ICT) in classrooms remains inconsistent, exacerbated by the inequitable access to digital technologies among teachers and students, inadequate infrastructure (e.g., electricity), insufficient professional training for educators in utilising digital tools, and the prohibitive cost of devices and internet connectivity.

### 3.3 Key Outcomes and Future Directions

The day's discussions yielded several crucial outcomes. Whilst challenges may vary by region, many issues remain common across different African territories. Participants emphasised the need for improved monitoring and evaluation systems, alongside knowledge transfer from development partners rather than purely financial support.

The evaluation of public-private partnerships requires careful consideration to ensure they do not exacerbate existing inequalities. Policy development must address root causes of exclusion and discrimination, ensuring that digital education initiatives promote rather than hinder educational equity.

Key political recommendations on EdTech and deliberations for future directions were discussed and identified below:

- Although technologies present additional challenges for protecting human rights in education, the normative framework of the human right to education remains fully applicable to guide new practices.
- It is possible to create alternative public systems by adopting free software and democratising teaching methodologies, enriching and not replacing face-to-face education through technology's critical and emancipatory use. Identifying, supporting, and scaling up public policy experiences in this field is a way forward.
- Technologies must be open, free, and sovereign. States must control and regulate their development, stimulating the creation of platforms, artificial intelligence tools, and others that respond to the public interest.
- Adopting open-source technologies is essential. This allows users to understand how their data is stored and used, modify the program to adapt to their needs, and improve security and privacy.
- It is crucial to work on digital literacy. Basic education curricula must include the necessary knowledge to use digital technologies, know-how to behave and participate in the digital sphere, protect one's privacy and protect oneself from cyber violence and crimes in a virtual environment, interpret information critically, and identify the circulation of fake news. They should also promote an understanding of digital technologies' political and social aspects using AI in education and all spheres of social life.
- Teachers and students can produce technologies. Educational communities must be stimulated and accompanied in losing their fear of technologies and using them creatively and collaboratively, according to their needs and expectations. This will favour the creation of new platforms and alternative tools and contribute to overcoming the current corporate oligopoly for developing new technologies.
- It is urgent to reduce digital inequalities, which overlap with historical inequalities, by closing gaps in access, use, and quality of technologies. Moreover, even alternative experiences must be adapted to the needs of people with disabilities or developmental disorders.



## Chapter 4: Partnership Building and Regional Collaboration

This chapter explores how stronger partnerships can support education transformation in Africa. Beginning with UNESCO's insights on EdTech implementation, it examines cross-regional learning experiences and details strategies for strengthening regional network collaboration. The chapter's emphasis on collective action and coordinated advocacy naturally transitions to the final chapter's focus on concrete planning for future initiatives.

### 4.1 UNESCO Global Education Monitoring Report on EdTech

The fourth day opened with a comprehensive presentation by **Manos Antoninis** from UNESCO on the Global Education Monitoring Report's findings regarding educational technology. The presentation revealed significant insights into technology access and implementation across the continent. While rapid growth has been observed primarily in tertiary education, where Massive Open Online Courses (MOOCs) have enrolled as many students as traditional institutions, substantial disparities persist both between and within countries. A particularly telling statistic showed that only one in three countries have established digital transformation targets.

The analysis of technology implementation revealed critical concerns about sustainability and effectiveness. Technology products typically change every three years, yet less than one in five products have high-quality research backing their effectiveness. This rapid turnover creates significant challenges for long-term planning and implementation.

Cost and infrastructure considerations emerged as crucial factors. The report emphasised that EdTech costs are additional rather than substitutional, potentially increasing the existing \$100 billion funding gap by 50%. A revealing study from the United States showed that two-thirds of software licenses in schools go unused, highlighting the importance of careful planning and implementation. The presentation stressed the need to consider maintenance, training, content development costs, and environmental implications in EdTech planning.

Equity and access emerged as fundamental concerns. While technology can offer an education lifeline, it also risks excluding many learners. The dominance of English in online content, with 92% of materials available only in English, creates significant barriers for non-English speakers. Historical evidence suggests that radio and television have been more effective for increasing enrolment than digital technologies, though EdTech has shown particular promise for learners with disabilities. Significant gender and rural-urban divides in access persist across the continent.

The presentation emphasised that when national education coalitions engage their respective governments in their advocacy on technology in education, they should ask key questions: Is it equitable? Is it appropriate? Is it scalable? Is it sustainable?

### 4.2 Cross-Regional Learning

#### 4.2.1 Latin American Experience

**Nelsy Lizarazo**, General Coordinator of the Latin American Campaign for the Right to Education (CLADE) gave a [presentation](#) which emphasised the need for balance between technophobia and technophilia in educational technology implementation. The network stressed the importance of understanding local contexts and environments before introducing EdTech projects. Their approach advocated for intensive research and consultations, building alliances within and outside the education sector, and utilizing open-source technologies to find optimal solutions.

#### 4.2.2 Indonesian Experience

The session continued with insights from Indonesia's approach to digital literacy for civil society organisations. **Abdullah Ubaid Matraji** [presented](#) their experience, emphasizing the importance of multi-stakeholder engagement, including coordinated efforts between education and communication ministries, local government, and the private sector. The National Coordinator of the Network for Education Watch Indonesia (NEW Indonesia), presented their experience, emphasizing the importance of multi-stakeholder engagement, including coordinated efforts between the Ministries of Education and Communication, local



governments, and the private sector. The Indonesian model demonstrated successful evidence-based advocacy through online data collection and the strategic use of multiple communication platforms, including WhatsApp, Facebook, Instagram, YouTube Live, and podcasts. Key elements of their strategy included the following:

- **Promote digital literacy:** Efforts were directed at students, teachers, parents, and civil society to foster safe, inclusive, and effective digital engagement in education. Emphasis was placed on strengthening civic space both physically and digitally.
- **Multi-stakeholder collaboration:** Partnerships with government ministries, local governments, and private sector providers, such as internet and mobile service companies, were key to expanding digital access and resources for education across all regions. Local government autonomy was leveraged to address regional challenges.
- **Addressing infrastructure gaps:** Local government collaboration was critical in improving digital access in rural and underserved areas. This included building infrastructure and ensuring community connectivity.
- **Capacity building:** Training programs targeted local governments, civil society organizations, and communities to enhance knowledge of digital education and safe internet practices. Additionally, content development initiatives aimed to support digital learning.
- **Advocacy and public engagement:** Social media platforms like WhatsApp, Facebook, and YouTube Live were effectively used to engage the public, policymakers, and parliamentarians. Campaigns included live sessions, public discussions, and tailored digital content to raise awareness about education issues.
- **Data-driven advocacy:** NEW Indonesia relied on online data collection and focus group discussions to gather evidence for policy recommendations. This included monitoring gender-based violence in schools, which informed advocacy efforts and public opinion campaigns.
- **Use of diverse platforms:** The organization utilized podcasts, television collaborations, and YouTube Live to engage stakeholders and amplify advocacy efforts. These platforms allowed them to discuss education issues, strengthen public opinion, and engage with policymakers effectively.
- **Flexibility and adaptability:** The approach emphasized inclusivity and flexibility, allowing for the adaptation of strategies to meet the diverse needs of communities. Advocacy efforts were structured to address challenges specific to urban and remote settings.

The Indonesian model highlighted the importance of integrating technology into education advocacy, fostering collaborative efforts, and leveraging digital tools to create sustainable and inclusive solutions for education challenges.

#### 4.2.3 ASPBAE Regional Perspective

**K M Enamul Hoque, CSA Adviser at ASPBAE** provided striking statistics on digital education access. Despite 53% of the population having internet access, 80% of learners in developing countries could not access remote learning during critical periods. The EdTech market, valued at \$5.4 billion with 12.5% growth, shows promise but faces significant challenges in addressing rural-urban and gender divides. Some key recommendations that emanated from the presentation are:

- Foster public-private partnerships to collaboratively develop and implement impactful digital education initiatives across educational institutions and communities.
- Use digital tools to provide inclusive learning, ensuring marginalised communities gain equitable access to educational resources.
- Invest in teacher training to enhance their ability to integrate digital technologies effectively within classroom instruction.
- Develop localised, culturally relevant digital content to improve student engagement and facilitate better understanding across diverse demographics.



- Implement systems for monitoring and evaluating digital education programs to drive continuous improvements based on data.
- Protect student and teacher information with robust data governance policies, ensuring privacy and security in digital education.
- Equip students with digital literacy skills for effective navigation and critical assessment of digital information and tools.
- Address infrastructure gaps by investing in reliable internet connectivity and devices essential for successful digital learning.

#### 4.3 Regional Network Collaboration

The discussions on regional network collaboration were led by Lebogang Mabotho (SAf CNGO), Komlan Messie (WACSOF), and Lilian Alex (EACSOF). Collaboration between regional civil society networks (EACSOF, Saf CNGO, WACSOF,) and NECS has become increasingly important in driving education reforms and enhancing the quality of education across Southern Africa, East Africa and West Africa. These partnerships foster collective advocacy, policy dialogue and the sharing of resources and best practices to addressing pressing educational challenges across the region. The key areas of collaboration include advocacy for education policy reforms, capacity building, monitoring of SDG 4, cross border knowledge sharing, inclusive education for marginalised groups and knowledge management.

The key challenges of collaboration between regional networks and NECS include shrinking civic space. In some countries, governments restrict CSOs operations through censorship, harassment, restrictive laws, and limited resourcing. Short-term project funding is also a challenge and hinders long term institutional growth. Despite these challenges, there are several opportunities for collaboration. These include shifting power in international development. Core funding strengthens CSOs. The calls for solidarity means that collective voices among civil society are being rebuilt. CSOs are central to the issues of accountability as they have space and capacity to oversee policy implementation.

Some of the strategies to enhance collaboration and communication among regional civil society networks like EACSOF, Saf CNGO WACSOF, NECS and RECs, EAC, SADC and ECOWAS) include:

- Organising regular conferences, workshops and webinars for knowledge sharing, networking and alignment.
- Undertaking joint advocacy campaigns on policy briefs, position papers and advocacy initiatives.
- Providing capacity building programs and technical assistance.
- Establishing common data collection and analysis systems.
- Establishing a regional communication network.
- Publish collaborative achievements.
- Formalise partnerships through MOUs and clarify roles.
- Organise joint strategy planning.
- Collaborate on fundraising and grant writing.
- Identify national and regional stakeholders.
- Engage grassroots organisations and local communities.
- Foster global alliances.
- Track progress and outcomes.
- Diversify funding sources.
- Leverage expertise, networks and resources.

Participants were divided into 3 separate groups by region. The report back sessions indicated that in terms of network coordination and policy influence, there is need for stronger regional coordination mechanisms, knowledge sharing platforms, joint advocacy initiatives. In order for regional network collaboration to be effective, there is need to strengthen communication mechanisms, regular coordination meetings, common policy positions, joint planning sessions, and resource sharing protocols.

The measurable outcomes from the regional network collaboration session focus on establishing coordinated communication and advocacy efforts, with success metrics aimed at frequent meetings, joint initiatives, and high resource-sharing utilisation across networks. Additionally, technical working groups and regional resource mobilisation strategies are set to drive cross-border projects and influence policy adoption.



The action items for regional collaboration are:

- Regional Networks (WACSOF, EACSOF, SAF CNGO):
  - Establish monthly coordination meetings with clear agendas
  - Develop quarterly position papers on key issues
  - Create digital platforms for knowledge sharing
  - Conduct bi-annual capacity building workshops
  - Establish monitoring and evaluation systems
- National Coalitions:
  - Participate in 90% of regional coordination meetings
  - Share monthly progress reports and updates
  - Contribute to regional knowledge base
  - Implement joint advocacy campaigns
  - Develop national-regional linkage strategies
  - Engage with their national chapters to strengthen collaboration at the local level.
  - Actively participate in and contribute to planned national initiatives and consultations.
  - Consider becoming members of the initiative; if education is not currently a priority, work towards its inclusion as a key area of focus.

#### 4.4 Strengthening the GCE Movement

Cecilia 'Thea' Soriano, Campaigns and Communications Manager at GCE, provided an overview of campaign strategies and planned activities for 2025 under the banner "TechOnOurTerms" and "UN Tax Convention Campaign."



*Thea presenting on campaign priorities*



Each campaign focus is summarised below:

**1. #TechOnOurTerms Campaign:**

- Conduct country workshops with coalition and constituencies, including GD, Youth GD, and RESICODI partners.
- Host forums with governments discussing the GEMR 2023 Report.
- Produce country summary reports titled “Technology in Education: African CSO Perspectives” and a CSO Youth Report focused on the Global South.
- Develop regional reports and a synthesis report to be launched via a GCE webinar on January 24, 2025, International Day of Education.

**2. UN Tax Convention Campaign:**

- Engage with country coalitions strong in education financing advocacy, especially those with Ad Hoc Committee members from various countries (e.g., Kenya, Ghana, Egypt, Morocco).
- Continue capacity-building efforts on tax justice with support from networks like the Tax Justice Network Africa.
- Develop learning materials and integrate advocacy efforts on global platforms, including the 4th conference on Financing for Development in 2025.

**3. Gawe 2025: Education in Emergencies:**

- Undertake campaign and advisory group planning, foster partnerships (e.g., with ECW, UNESCO), and develop a campaign pack with finalised advocacy platforms.

The *brief presentation* and discussion outlined a robust plan for collaboration, capacity-building, and advocacy to support African CSOs in education and tax justice efforts through 2027.

GCE also shared their twenty-five-year history, which provided context for discussions on *strengthening the movement from grassroots to global levels*. The session emphasised the importance of diverse constituency engagement, including teaching professionals, national coalitions, youth representatives, and regional organisations.



*Grant Kasowanjete, GCE, speaking during the GCE Movement Building session*





### ***Group Work Discussions during the GCE Movement Building Session***

Success stories shared during this session included sustainable growth in national Education Coalitions and active participation in Local Education Groups. However, participants also acknowledged persistent challenges. These challenges include the following: government bureaucracy and the low capacity of National Education coalitions; the limitation of resources; insufficient membership engagement in National Education Coalitions; issues of lack of communication and weak governance of NECs that necessitate organisational changes and strengthening; and a lack of political will and government willingness to implement and collaborate with coalitions, which affects coalition advocacy work in contributing to the implementation of the GCE Strategic Plan. Furthermore, capacity constraints such as financing support for ANCEFA to be an effective regional coordination mechanism for Africa and to ensure that regional processes are also attended to were highlighted, as well as the need for effective coordination at the national level. Due to governments' negative perceptions and attitudes towards CSOs, advocacy is challenging.

The recommendations made by the groups to strengthen the GCE movement focused on several key areas:

- An emphasis was placed on building a positive relationship with governments, moving away from a stance of opposition. This approach aids in gaining government support in policy-making and amplifies the movement's impact.
- Active incorporation of youth and students into advocacy processes was also recommended, as they are most affected by educational policies. Expanding the youth program within GCE was highlighted as a priority.
- It was recommended that fundraising efforts be increased to ensure the movement's sustainability. This includes exploring small grants to support various initiatives, allowing GCE to carry out its mission effectively.
- Participants stressed the need to reinforce the importance of coalition work ahead of individual organisational agendas. Strengthening GCE as a member-driven movement was seen as vital to maintaining its grassroots focus and effectiveness.
- It was noted that there is a need to maintain a focus on issues that resonate with the people, rejecting any "elite" image. The movement should continue representing the voices of the people in its advocacy efforts.





**Feedback session on group work on GCE Movement Building**

#### 4.5 Communication for Advocacy and Campaigns

The day concluded with an interactive session by Medha Soni, the Communications and Media Officer for the Global Campaign for Education, on communication strategies for advocacy and campaigns. The session emphasised the importance of clear messaging, evidence-based content, and compelling storytelling in advocacy work. Participants engaged in practical exercises to develop targeted messages and explored various communication platforms for different audiences.

The session stressed the importance of adapting communication approaches based on audience and context, with particular attention to language accessibility and cultural relevance. Participants developed practical skills in message crafting, channel selection, and impact monitoring.



**Medha presenting on Communications**



The issues covered in this interactive session are summarised below:

**1. Essentials of Effective Advocacy Communication:**

- **Clear Messaging:** Impactful advocacy requires clear, concise, and goal-driven messaging. She highlighted how using simple language free from jargon allows messages to resonate more broadly, especially when addressing varied audiences.
- **Evidence-Based Content:** Integrating data-driven insights into communications amplifies the credibility of advocacy messages. Examples, such as the "Educate Girls" campaign, where data underscored the long-term impacts of educating girls and engaging them as community leaders, were also shared.

**2. Compelling Storytelling:**

- Storytelling is crucial in advocacy work, and Soni encouraged participants to use real-life examples and narratives from learners, teachers, and community members. This approach humanises issues, making them relatable and emotionally impactful for audiences.
- A case study on CAMFED illustrated how the personal stories of individuals can embody the campaign's goals, inspiring others and fostering a deeper emotional connection to the cause.

**3. Targeted Communication for Different Stakeholders:**

- Tailoring messages for specific stakeholder groups (e.g., policymakers, parents, teachers) was emphasised. This involves adapting language, tone, and framing to suit the audience's values and interests. For instance, messages aimed at policymakers may focus on investment returns, while those for parents may highlight the direct benefits of education for their children.

**4. Adaptability and Cultural Relevance:**

- Effective communication requires adaptability to various contexts, cultures, and demographics. Participants explored how language accessibility and cultural relevance are pivotal in ensuring that advocacy messages resonate across different communities.

**5. Practical Skills in Message Crafting, Channel Selection, and Impact Monitoring:**

- Participants engaged in exercises to develop targeted, solutions-oriented messages, select appropriate communication channels, and consider how to monitor and evaluate the impact of their communications. The participants were guided on choosing platforms suited to each audience, with examples ranging from traditional media for community-focused campaigns to social media for broader, interactive engagement.

**6. Strategic Communication for Policy Influence:**

- The session underlined the importance of understanding the education policy landscape, including knowing key decision-makers, identifying advocacy opportunities, and aligning messages with policy processes to effect change.

#### 4.6 Key Outcomes and Learning Points

The fourth day produced several significant insights for future action. The importance of evidence-based implementation of educational technology emerged as a crucial theme, alongside the need for careful consideration of cost implications and sustainability. Regional collaboration mechanisms demonstrated both their potential and current limitations, with clear pathways identified for strengthening engagement with these networks for effective engagement with the Regional Economic Communities.

The discussions reinforced the importance of building from grassroots experiences while maintaining global connections, with communication and advocacy skills serving as essential tools for effective engagement at all levels. These insights will inform future collaboration and advocacy efforts across the continent.



## Chapter 5: Action Plan for 2025 on Research, Learning and Advocacy Initiatives.

The final chapter translates the workshop's insights into actionable plans. It reviews progress against previous objectives, establishes research priorities, and outlines a comprehensive advocacy calendar for 2024-2025. The chapter concludes by setting clear targets for national coalitions while emphasizing the importance of monitoring and evaluation in ensuring sustained impact.

### 5.1 Progress Review of 2023 Action Plan Implementation

The final day opened with a comprehensive review of achievements against the 2023 action plan. As documented in Annex 4, implementation across regions showed significant progress, particularly in advocacy spaces and African Union engagement.

West African coalitions demonstrated remarkable achievements. Sierra Leone orchestrated a week-long Ministry of Education celebration and developed a multi-stakeholder technical support framework. Nigeria's coalition achieved significant policy influence, successfully impacting the presidential education agenda and securing increased education funding. The comprehensive status of these and other regional implementations is detailed in Annex 4, providing analysis of both achievements and ongoing challenges.

Southern African coalitions similarly advanced their objectives. Zimbabwe successfully executed advocacy campaigns, including during the Day of African Child celebration, while strengthening international NGO collaborations. Eswatini coordinated high-level engagement through the Deputy Prime Minister's office, simultaneously developing effective media and social media campaigns.

The East African region, led by the coalition from Kenya, expanded its network to 65 organisations and successfully influenced legislative processes through the Basic Education Act review. Annex 5 outlines the comprehensive calendar of advocacy opportunities that emerged from these experiences, providing a framework for future regional engagement.

The comprehensive status of these and other regional implementations is detailed in Annex 4, providing analysis of both achievements and ongoing challenges



*Julie presenting on planned research initiatives for 2025*



## 5.2 Research Initiatives for 2025

The workshop established ambitious research priorities for 2025, with a particular focus on Education in Emergencies. The research programme selected four primary countries for intensive study: Somalia, South Sudan, Chad, and the Democratic Republic of Congo. The selection criteria emphasised conflict impact levels, fragility indicators, civil society capacity, and implementation feasibility. In addition to the Education in Emergencies study, the other studies that will be pursued for 2025 include: i) State of participation in the LEGs; ii) Transformative Education Summit commitments follow up; and iii) the spotlight reports for coalitions in countries submitting VNR Youth Engagement

The youth engagement programme demonstrated significant progress in integrating young voices into the movement. As detailed in Annex 7, the framework established formal integration mechanisms for youth leadership within NECs through a structured thematic approach. Active youth action groups in Cameroon and Mozambique have already demonstrated the potential of this approach, with plans for expansion built into the technical support framework.

## 5.3 Advocacy Calendar and National Activities 2024-2025

During a session led by **Vernor Murnoz** Head of Policy, Advocacy & Campaigns, GCE, the workshop developed a comprehensive advocacy calendar for 2024-2025, connecting international engagement opportunities with national-level activities. As outlined in Annex 5, key international events include COP 29 in Azerbaijan (November 2024), the International Quality Education Conference in Tanzania, and various regional and international forums throughout 2025.

National advocacy activities, documented in Annex 6, demonstrate the breadth of planned engagement across regions. These range from comprehensive national conferences to targeted policy interventions, all aligned with the thematic focus areas detailed in Annex 7. The technical support framework outlined in **Annex 7** provides the structure for this ongoing engagement, ensuring sustained impact across thematic areas.



**Vernor Murnoz facilitating the Advocacy Calendar and National Activities 2024-2025 session**



## 5.4 Key Outcomes and Next Steps

The Learning and Strategizing Workshop achieved significant outcomes across multiple dimensions, establishing concrete pathways for advancing education advocacy and reform across Africa. The outcomes and next steps encompass several key areas of focus:

### 5.4.1 Continental Policy Engagement

The workshop strengthened national coalitions' capacity to engage with continental and regional education frameworks. Through intensive discussions and strategic planning sessions, participants developed enhanced understanding of CESA review process. The African Union Commission and civil society organisations established clearer pathways for engagement in continental education policy processes, with specific mechanisms for civil society participation in high-level policy discussions.

### 5.4.2 Digital Education Implementation

Substantial progress was achieved in addressing digital education challenges through shared experiences from Tunisia, Kenya, Mozambique, Tanzania, Eswatini, and Malawi. The workshop produced practical frameworks for integrating technology in education, with particular emphasis on infrastructure development and inclusive access. National coalitions committed to developing country-specific digital education strategies with clear implementation timelines and monitoring frameworks.

### 5.4.3 Regional Collaboration Enhancement

The workshop established new channels for communication and cooperation between national coalitions and regional bodies. These enhanced relationships will facilitate more effective advocacy at both regional and continental levels. Concrete plans were developed for joint advocacy initiatives and resource sharing, particularly in addressing common challenges in education financing and digital transformation.

### 5.4.4 Education Financing Advocacy

Through shared experiences from Cape Verde, Lesotho, Cameroon, and Malawi, participants strengthened their capacity for education financing advocacy. The workshop shared specific strategies for budget tracking, policy dialogue, and advocacy for increased education funding. National coalitions committed to conducting quarterly budget tracking exercises and producing annual spotlight reports on education financing.

### 5.4.5 Research and Knowledge Management

The participants were informed of upcoming research initiatives as follows: Research initiative focusing on Education in Emergencies, involving Somalia, South Sudan, Chad, and the Democratic Republic of Congo. The initiative includes detailed documentation of the state of education in the affected countries and documenting voices from the ground. The other research initiative was on the documentation and effective participation and influence of NECs in the LEGs. The third area is the production of spotlight reports targeting the countries that are submitting VNRs in 2025.

### 5.4.6 Implementation Timeline

**Immediate Term (Q4 2024):** The Global Campaign for Education secretariat will facilitate the implementation of workshop recommendations through coordinated support to national coalitions. Coalitions will participate in key events including COP 29 in Azerbaijan and the International Quality Education Conference in Tanzania. This will also be an ongoing process in the medium and long term, leveraging different advocacy opportunities as they emerge.

**Medium Term (2025):** National coalitions will implement the research initiative on Education in Emergencies and youth engagement programmes. Regional networks will establish regular coordination meetings and develop joint advocacy strategies.



Long Term (2025-2026): Coalitions will focus on monitoring the implementing of the Continental Education Strategy and developing sustainable financing mechanisms. The workshop established clear monitoring and evaluation mechanisms to track progress on agreed actions.

#### 5.4.7 Partnership Commitments

Key development partners made significant commitments to support implementation. GIZ confirmed continued support through the Generation's Digital project until June 2026. GPE announced the development of a new strategy for 2030, ensuring sustained support for national education coalition activities.

#### 5.4.8 Monitoring and Evaluation Framework

The workshop established systematic approaches to tracking progress, with national coalitions committed to regular reporting on implementation of workshop recommendations. Particular focus will be placed on policy engagement, capacity building initiatives, EdTech advocacy, and regional collaboration initiatives.\

The key outcomes and indicators that will be used to track each of the core areas are outlined below in what follows:

##### ***Measurable Outcomes from the Knowledge Management Session.***

Measurable Outcome	Success Indicators
Documentation of successful campaigns	Number of resources shared on learning hub (Target: Number of resources by 2025)
Development of comprehensive peer learning frameworks	User engagement rates (Target: 75% active participation)
Creation of standardised knowledge sharing protocols	Cross-country learning exchanges (Target: 12 exchanges per year)
Establishment of digital resource library	Quality of shared resources (Target: 80% positive user ratings)

##### ***Measurable Outcomes of the Education Financing***

Measurable Outcome	Success Metrics
Analysis of education budgets from 6 countries with detailed funding gaps identified	Percentage of GDP allocated to education (Target: Minimum 15% as per Abuja declaration)
Documentation of 15 specific financing challenges and 10 opportunities	Rate of budget execution (Target: 90% utilisation of allocated funds)
Development of advocacy strategies with clear targets and timelines	Domestic resource mobilisation (Target: 15 % increase in local funding)
Creation of budget tracking tools and templates	External funding diversification (Target: % increase in funding sources)
Establishment of regional financing networks	Education financing advocacy success rate (Target: % of advocacy goals achieved)

##### ***Measurable Outcomes and Success Metrics on EdTech Advocacy Initiatives***

Outcome	Success Metrics
5 countries showcased successful EdTech initiatives with detailed implementation reports	Number of schools implementing EdTech solutions (Target: 50% increase by 2026)
Documentation of 25 best practices across different contexts	Teacher digital literacy rates (Target: 75% achievement of basic digital skills)
Development of comprehensive implementation guidelines with technical specifications	Teacher digital literacy rates (Target: 75% achievement of basic digital skills) Student access to digital devices (Target: 1:3 device-to-student ratio)
Creation of EdTech assessment toolkit for national coalitions	Internet connectivity in schools (Target: 60% of schools connected by 2026) Usage rates of digital learning platforms (Target: 70% active user engagement)



### **Measurable Outcomes and Success Metrics on policy Analysis.**

Measurable Deliverable	Success Metrics
14 NECS participated in CESA survey (% increase from previous 8)	Percentage of member states adopting CESA framework (Target: % by 2026)
New CESA strategy framework (2026-2036) developed covering 6 focus areas	Number of national policies aligned with CESA (Target: %)
3 cross-cutting issues identified and integrated into strategy	alignment by 2027)
% of participating countries provided substantive feedback on strategy	Level of civil society participation in education policy (Target: CSO representation in % of education policy forums)
Development of implementation guidelines with specific indicators	Frequency of policy review meetings (Target: Quarterly reviews at national level)

### **Measurable Outcomes and Success Metrics on Regional Collaboration**

Measurable Outcome	Success metrics
Establishment of coordination mechanisms with clear protocols	Frequency of regional coordination meetings (Target: quarterly meetings with 80% attendance)
Development of 5 joint advocacy strategies	Number of joint initiatives implemented (Target: 5 per year)
Creation of communication protocols across 3 regional networks	Resource sharing effectiveness (Target: 70% utilisation of shared resources)
Formation of technical working groups	Cross-border collaboration projects (Target: 3 successful projects per year)
Development of regional resource mobilisation strategies	Regional policy influence (Target: 60% of recommendations adopted)
Establishment of coordination mechanisms with clear protocols	Frequency of regional coordination meetings (Target: Monthly meetings with 80% attendance)

### **Measurable Outcomes on Learning and Research Initiatives**

Measurable Outcome	Success Metric
Selection of research countries based on clear criteria	Research quality (Target: % methodology compliance)
Development of robust research methodology	Data collection completeness (Target: % data accuracy)
Creation of comprehensive documentation protocols	Stakeholder participation (Target: % response rate)
Establishment of research partnerships	Research utilisation (Target: % of findings implemented)
Development of research dissemination strategy	Publication impact (Target: Number citations within first year)

With regard to the evaluation framework, regular formative evaluations will be conducted throughout the implementation phases to assess process effectiveness and address challenges. Mid-term evaluations will be carried out to assess if processes like EdTech advocacy and financing networks are operational and producing intended outputs. Ex Post evaluations will be carried out on a five-yearly basis to measure whether each core area's overall goals are being achieved (e.g., achieving the target percentage of schools with internet connectivity or the adoption rate of CESA-aligned policies). These will also be used to ascertain what impacts have accrued over time owing to the implementation process. The impact assessment will consider each initiative at macro scale, evaluating, for example, Communication and Knowledge Sharing

National coalitions committed to maintaining the networks established during the workshop through regular information sharing and resource exchange. The GCE website will serve as a central platform for sharing materials, statements, and success stories. Coalitions were also encouraged to use the GCE Buzz monthly newsletter as a platform to share their advocacy stories and other updates.

These outcomes represent significant progress in strengthening education advocacy in Africa. The combination of enhanced understanding, strengthened partnerships, clear action plans, and committed



resources positions the Global Campaign for Education and the national coalitions to advance education reform across the continent effectively.

## 5.5 Internal Learning from Workshop Assessment

This post-workshop assessment captures feedback from 33 participating NECs, offering a comprehensive overview across multiple thematic areas. This assessment was designed to capture learning, participant engagement, and areas for improvement, to provide insights for future workshops. Note that the assessment excluded GCE employees and partners and focuses solely on coalition feedback. The multilingual nature of responses (14 English, 13 French, and 6 Portuguese) offered a truly representative assessment of the workshop's impact.

In this assessment, the criteria used to measure and quantify significance are based on the following factors:

- Frequency of Responses:** The number of times a particular topic, theme, or issue was mentioned by participants helps determine its significance. For example, feedback on logistical aspects like venue location and language support was frequently mentioned, indicating their importance to participants.
- Positive, Neutral, and Negative Ratings:** Ratings such as "Excellent," "Good," "Fair," and "Poor" across various logistical aspects (e.g., registration, venue, language interpretation) allow us to quantify participant satisfaction levels. The distribution of these ratings highlights areas of success and areas needing improvement.
- Thematic Relevance:** Feedback is categorised by thematic areas (e.g., alignment with continental frameworks, engagement opportunities, and accessibility). The significance of each theme is assessed based on its relevance to the workshop's objectives, such as fostering alignment with AU frameworks or improving regional engagement.
- Impact on Workshop Objectives:** Comments that directly relate to the workshop's primary goals, such as enhancing understanding of AU frameworks or facilitating cross-regional collaboration, are prioritised. The significance of feedback is thus evaluated in terms of its impact on achieving these objectives.
- Participant Suggestions and Recurring Requests:** Suggestions for improvements, especially when recurring across multiple participants, are flagged as significant. For example, repeated calls for better translation support underscore a crucial need to address language barriers.
- Qualitative Insights and Depth of Feedback:** Rich, detailed feedback from open-ended responses often reveals unique insights or needs that may not be captured in quantitative ratings. These qualitative insights were assessed for their potential impact on inclusivity, engagement, and overall workshop effectiveness.

### 5.5.1 Response Demographics and Linguistic Representation

The assessment gathered responses in English (14), French (13), and Portuguese (6), ensuring inclusive representation across linguistic groups. The insights presented below are categorised by thematic areas, based on criteria used to assess participant perceptions.

#### Key Insights and Thematic Areas

- Continental Framework and Strategic Alignment** Participants highly valued discussions around the AU's ESTI and the CESA. One participant noted, *"The work of the ESTI and CESA was the most important thing I learned,"* while another highlighted, *"The findings of the CESA research report and the approach taken to share the report."* This reflects the workshop's success in aligning these frameworks with national and regional educational goals.
- Regional Engagement and Knowledge Sharing Opportunities.** Substantial insights were gained regarding regional engagement avenues, particularly with the AU and RECs. A participant remarked, *"AU and RECs engagement with CSOs was most interesting - I wasn't aware of the existing platforms for engagement,"* underscoring the workshop's role in bridging a crucial knowledge gap.
- Workshop Logistics and Accessibility.** Feedback on logistics indicated a generally positive experience with the registration process (rated excellent by 50%). However, participants raised concerns about the venue's location and services, with comments like *"The hotel has to up its game"*



and "lieu excentré" (remote location). These insights indicate a need for improved venue selection to better support accessibility and participant convenience.

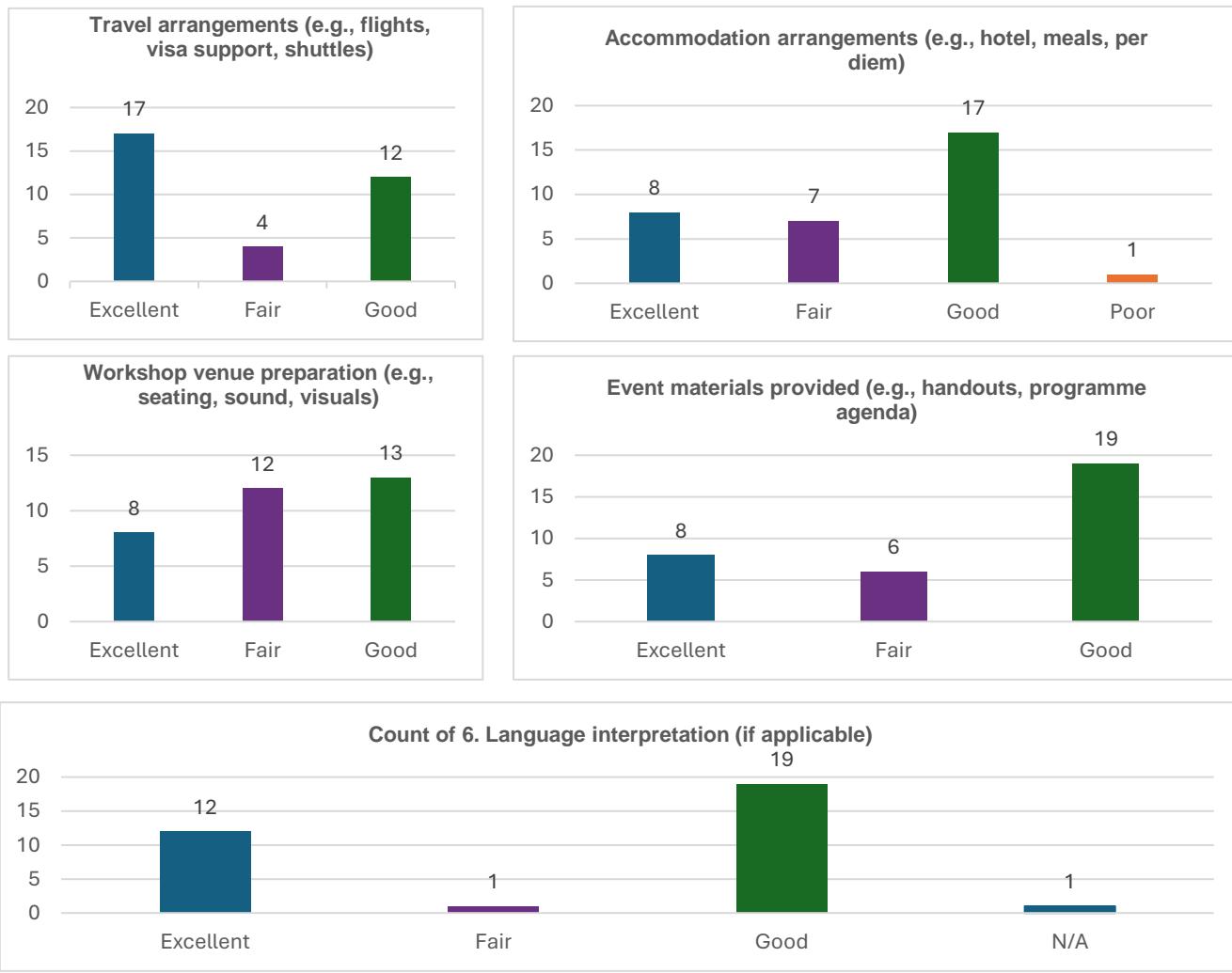
4. **Language Accessibility and Inclusivity.** Language accessibility emerged as an area for improvement. Portuguese-speaking participants highlighted the need for more comprehensive translation support, with one noting, "*Todas as perguntas devem estar traduzidas para facilitar a avaliação*" (*All questions should be translated to facilitate assessment*). This feedback suggests the need for multilingual support in future workshops to enhance inclusivity.

### 5.5.2 Specific Feedback on Logistics, Setup, and Session Components

#### Logistics and Setup

Participants provided additional feedback on logistical aspects:

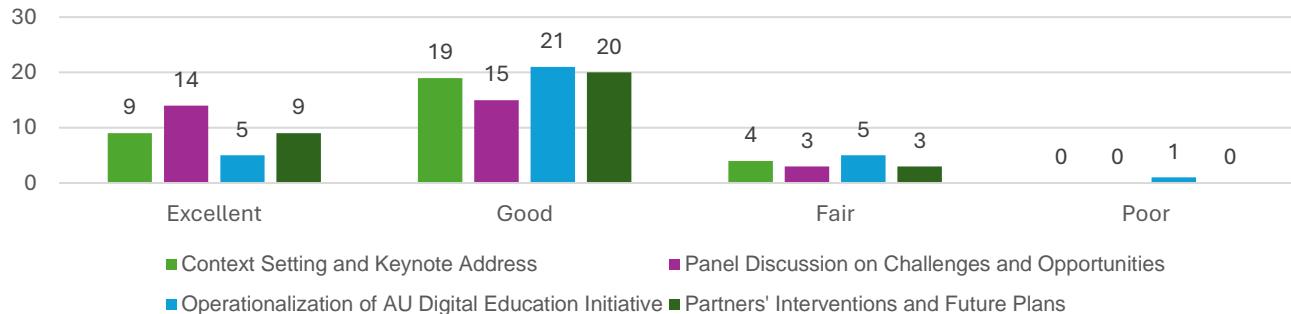
- **Registration Process:** Well-received, with 66.7% of respondents rating it as excellent, 33.3% good and 3% fair, indicating that pre-workshop organisation met participant expectations.
- **Language and Accessibility Support:** Enhanced translation services were requested, particularly for Portuguese speakers, highlighting the importance of thorough multilingual support.
- Other Logistics and Setup aspects were rated as follows:



### 5.5.3 Day-Specific Feedback

Each workshop day included distinct sessions, with feedback on specific content and structure:

#### Day 1: Day 1: Context



#### Key Takeaways<sup>1</sup>:

##### a. Context Setting and Keynote Address

- The keynote address by the AUC was well-received, with a majority rating it positively. Participants appreciated the clarity of objectives and the engaging presentation, which helped set a solid foundation for the workshop.

##### b. Panel Discussion on Challenges and Opportunities

- The panel discussion was impactful, especially in addressing challenges and opportunities for educational frameworks. The session fostered active engagement and generated insights into regional barriers and solutions, though some participants suggested more time for in-depth discussions.

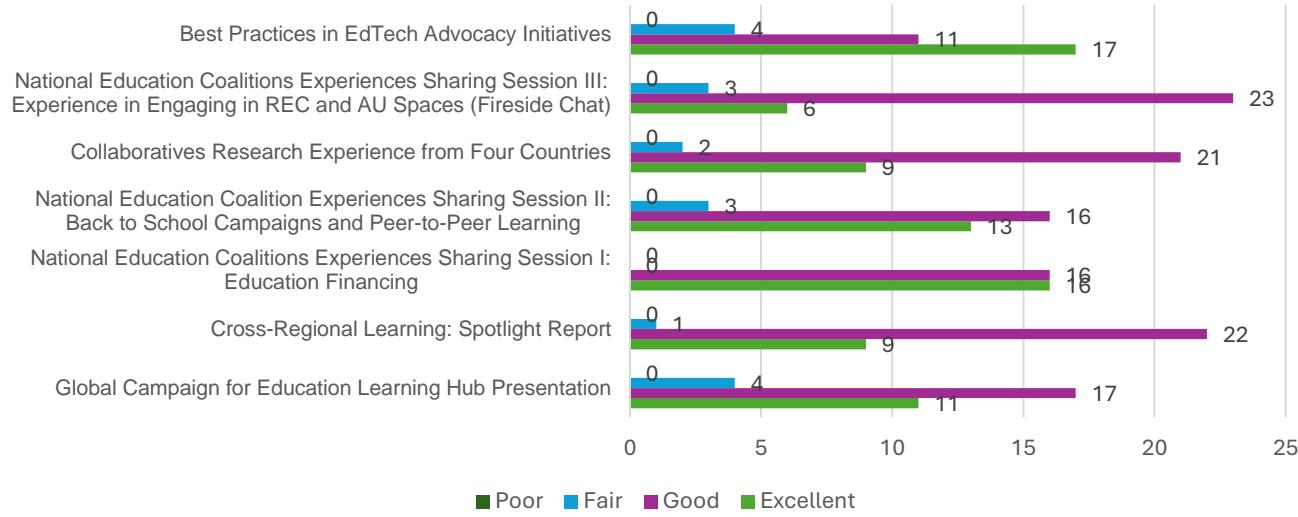
##### c. Operationalisation of AU Digital Education Initiative

- The AU Digital Education Initiative session received mostly "Good" ratings, with participants noting the relevance of digital initiatives for future education strategies. A few participants felt the session could have been more detailed, which may explain the lower ratings.

##### d. Partners' Interventions and Future Plans

- This session offered valuable insights into future directions and partnerships, with many participants appreciating the collaborative focus. Feedback suggested that the interventions provided practical examples of ongoing and future projects, although some participants desired additional time for interaction.

#### Day 2: Knowledge Exchange and Learning



<sup>1</sup> The key takeaways were derived from the ratings given in addition to comments made by the respondents in the "Do you have additional comments regarding the programme and discussion significance?" section of the survey



## Key Takeaways

### a. Global Campaign for Education Learning Hub Presentation

- Participants appreciated the overview of the Learning Hub, with positive feedback on its potential as a resource for education coalitions. Some participants suggested further practical guidance on using the platform effectively.

### b. Cross-Regional Learning: Spotlight Report

- The Spotlight Report session was well-received, highlighting cross-regional insights. Participants found the report valuable for learning about regional initiatives, though some recommended additional focus on actionable outcomes.

### c. National Education Coalitions Experiences Sharing Session I: Education Financing

- This session provided a platform for sharing financing strategies. Participants valued the diversity of perspectives, although they suggested deeper discussions on successful financing models.

### d. National Education Coalition Experiences Sharing Session II: Back to School Campaigns and Peer-to-Peer Learning

- This session on campaigns and peer learning was appreciated for practical insights. Participants valued the peer-to-peer format but suggested more time for exchanging campaign best practices.

### e. Collaboratives Research Experience from Four Countries

- The collaborative research session offered insights from diverse country experiences. While most found it beneficial, some participants requested additional guidance on implementing research findings locally.

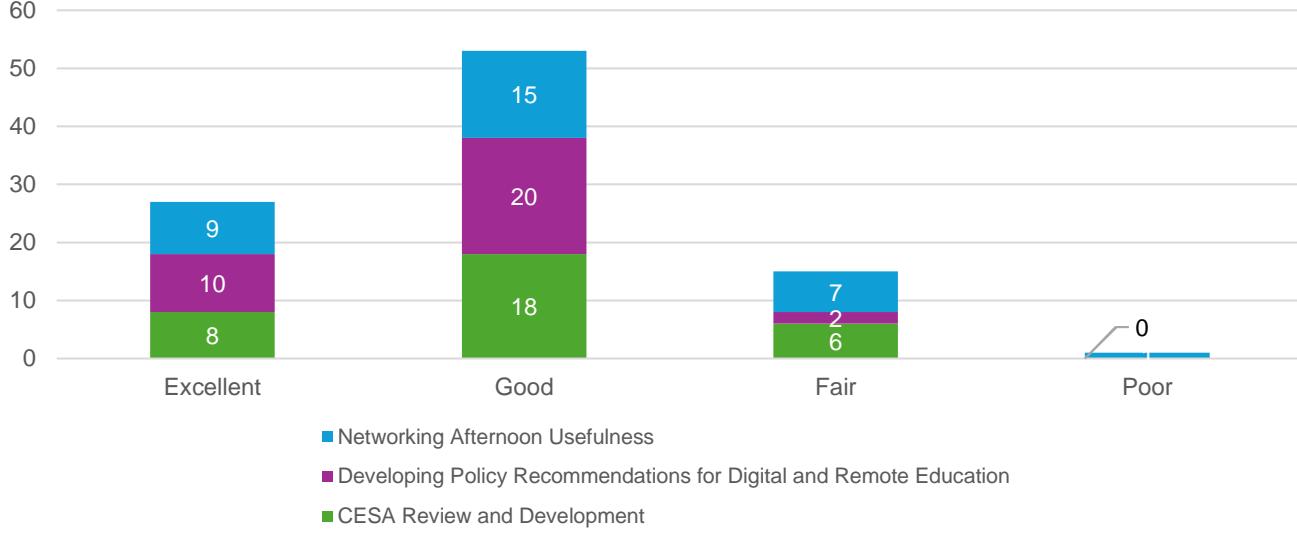
### f. National Education Coalitions Experiences Sharing Session III: Experience in Engaging in REC and AU Spaces (Fireside Chat)

- The fireside chat on REC and AU engagement allowed participants to discuss challenges and opportunities. Participants appreciated the interactive format, though some recommended follow-up resources for sustained engagement.

### g. Best Practices in EdTech Advocacy Initiatives

- This session on EdTech advocacy was well-received for its practical focus on advocacy strategies. Participants valued the examples provided but suggested more hands-on tools to enhance EdTech advocacy efforts.

## Day 3: Policy Analysis and Engagement



## Key Takeaways

### a. CESA Review and Development

- The CESA review provided valuable insights into current strategies and development priorities. Participants found the discussion beneficial for understanding continental goals, though some suggested a deeper dive into specific outcomes or regional adaptations of CESA to enhance alignment.



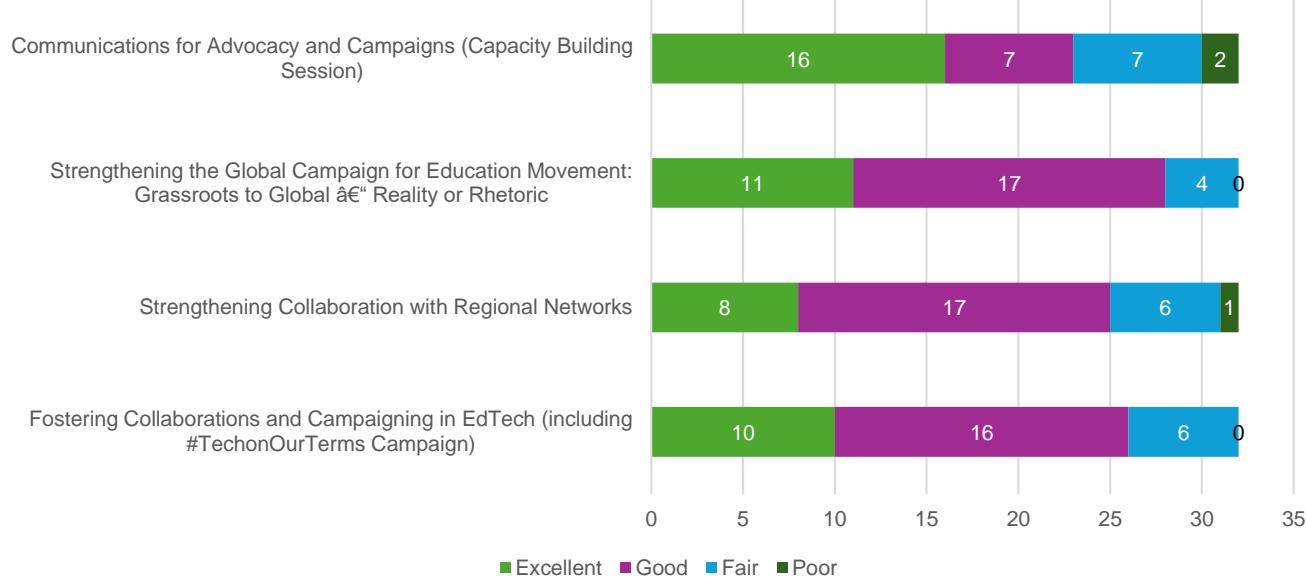
**b. Developing Policy Recommendations for Digital and Remote Education**

- This session on digital and remote education policy was appreciated for its forward-looking focus. Participants valued discussions on the need for resilient education systems, especially in remote areas. Some participants suggested more actionable steps to implement these policies effectively across regions.

**c. Networking Afternoon Usefulness**

- The networking afternoon received positive feedback for its usefulness in fostering connections among participants. While most found it beneficial, a few noted limited engagement due to either time constraints or the need for structured networking activities to make the session more impactful.

**Day 4: Partnership Building and Regional Collaboration**



**Key Takeaways**

- Fostering Collaborations and Campaigning in EdTech (including #TechonOurTerms Campaign)**
  - This session on EdTech collaborations was well-received, particularly for its focus on innovative campaigning like #TechonOurTerms. Participants appreciated the collaborative focus, although some suggested more examples or resources to enhance campaign effectiveness.
- Strengthening Collaboration with Regional Networks**
  - This session emphasised the importance of regional networks in achieving educational goals. Participants found the collaborative discussions useful, though some recommended additional case studies from other regions to broaden perspectives.
- Strengthening the Global Campaign for Education Movement: Grassroots to Global – Reality or Rhetoric**
  - The session on building a global education movement provided valuable insights into bridging grassroots efforts with global initiatives. Participants valued discussions on practical strategies but recommended exploring tangible steps to strengthen local-to-global linkages.
- Communications for Advocacy and Campaigns (Capacity Building Session)**
  - This capacity-building session was effective for enhancing communication strategies for advocacy campaigns. While most participants appreciated the session, a few suggested a more hands-on approach with templates or examples to further build capacity in campaign communications.



## Day 5: 2025 Planning



### Key Takeaways

- Progress Review: December 2023 Action Plan Implementation**
  - This session was well-received, as participants appreciated the structured review of progress on the December 2023 action plan. The session helped participants assess current achievements and areas for improvement, though some suggested further discussion on challenges encountered.
- Planning Session: Learning and Research Initiatives for 2025**
  - The planning session for 2025 research initiatives was valued for its forward-looking approach. Participants found it beneficial for setting priorities and identifying key research areas. A few participants suggested additional resources or templates to assist with the planning process.
- Develop Calendar of Advocacy Opportunities and Spotlight Reports**
  - This session focused on identifying upcoming advocacy opportunities and creating a spotlight report calendar. Participants appreciated the practical aspects of the session, although some recommended more guidance on identifying high-impact advocacy opportunities.

### 5.5.4 Engagement with Continental Education Strategy for Africa and African Union Advocacy Spaces

Participants shared their experiences with AU and education-focused initiatives:

- Engagement with CESA:** Organisations reported aligning national advocacy efforts with CESA goals, but challenges included limited resources and access to CESA structures.
- Participation in AU Advocacy Spaces:** Participants reported successful engagement in AU-led advocacy events, particularly around gender equality. However, limited awareness of available spaces and restricted budgets were noted as barriers.
- Engagement with the Forum for African Women Educationalists (FAWE):** Some participants collaborated closely with FAWE to promote gender-sensitive policies, but logistical difficulties and limited funding were obstacles for those in remote areas.
- Participation in the Year of Education:** Many organisations engaged in Year of Education activities, though some were unaware of these events or lacked guidance on aligning their programs with the Year's themes.
- Experience Sharing on the Global Learning Hub:** A few organisations utilised the Learning Hub for sharing experiences with AU and RECs. Many, however, were unfamiliar with the platform or lacked digital access to participate.
- Facilitation of Year of Education Engagement Community:** Organisations that actively engaged in the Year of Education established local engagement communities, though resource constraints and limited outreach affected sustained community involvement.



### 5.5.5 General Analysis of Open-Ended Responses

The open-ended responses offered a range of gratitude, constructive criticism, and specific suggestions:

#### 1. Positive Feedback and Appreciation

Many participants expressed appreciation for the workshop. Examples include “Obrigado pelo convite para esta oportunidade de aprendisagem” (Thank you for this learning opportunity) and “Merci aux organisateurs une rencontre très intéressante” (Thank you to the organisers for a very interesting meeting).

#### 2. Suggestions for Process Improvements

Suggestions included more comprehensive guidance or orientation for participants and adjustments to the program structure, with comments like “Bien revoir les programmes” (Review the programs carefully).

#### 3. Accessibility Issues

Participants implicitly referenced accessibility challenges, particularly language barriers. This underscores the need for improved multilingual support across workshop materials and sessions.

#### 4. Unique Observations and Requests for Additional Resources

A participant from South Sudan suggested additional resources or follow-up support to further their coalition's work, emphasizing the value of region-specific support post-workshop.

#### 5. Data on Specific Accessibility Issues

The qualitative data reveals accessibility challenges, mainly related to language and the need for tailored resources. Addressing these through improved translation services and region-specific support will enhance inclusivity and effectiveness



*Participants taking part in a stretching activity during the workshop*



## 5.6 Closing Reflections and Way Forward

The closing session synthesised the workshop's achievements while setting clear directions for future action. The GCE Global Coordinator emphasised that participants "came not merely to listen but to actively showcase their work," demonstrating the movement's vibrancy and the strength of national coalitions.

The session reinforced the fundamental aim of driving policy change, particularly emphasising meaningful engagement in Local Education Groups. A participant reflecting on the overall experience shared, "Foi bom em todo aspecto" (It was good in all aspects), while suggesting mechanisms for ongoing collaboration. This sentiment captured the workshop's success in building both capacity and connections across the continent.

The workshop concluded with clear commitments to maintain networks established during the sessions, continue sharing experiences and resources, and work collectively towards the movement's goals. The emphasis on practical implementation, continued engagement, and collective ownership provided a strong foundation for advancing education reform across Africa.



*Closing remarks by Grant Kasowanjete, GCE Global Coordinator.*



## Annexes

### 6.1 Annex 1: List of Participants for Face-to-Face Learning and Strategising Workshop: Oct 21-25 2024, South Africa.

No	Country	Name of Coalition/Organization	Names of participants
1.	Angola	Rede Angolana da Sociedade Civil de Educação Para Todos (REDEPT)	Isabelle Manuelle Diogo
2.	Benin	Coalition Béninoise des Organisations pour l'EPT (CBO-EPT)	Towanou Hervé Kinha
3.	Burkina Faso	Coalition Nationale EPT du Burkina Faso (CNEPT/BF)	Tahirou Traore
4.	Burundi	Coalition Pour L'éducation pour tous BAFASHEBIGE	Denise Kandondo
5.	Cameroon	Cameroun Education for All (CEFAN)	Josué Baloma
6.	Cape Verde	Rede Nacional da Campanha de Educação Para Todos (RNCEPT)	Antonio Santos Teixera
7.	Chad	COSOCIDE-TCHAD	Djimramadje Djimtibaye
8.	Cote d'Ivoire	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIPEPT)	Paulin Junior Koumane
9.	Ethiopia	Basic Education Network in Ethiopia (BEN-E)	Alebachew Mekonnen Zenebe (virtual participation)
10.	Eswatini	Swaziland Network Campaign for Education For All (SWANCEFA)	Nelisiwe Nhlabatsi
11.	Gambia	Education for All Campaign Network, The Gambia (EFANet)	Kebba Omar Jarjusey
12.	Ghana	Ghana National Education Campaign Coalition (GNECC)	Bernice Adwoa
13.	Guinea Bissau	Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	Miguel Campossa
14.	Guinea (Conakry)	Coalition de Guinée pour EPT CNG-EPT	Mohamed Diaonue
15.	Kenya	Elimu Yetu Coalition (EYC)	Joseph Wasikhongo
16.	Lesotho	Lesotho Council of NGO's (LCN)	Sekonyela Mapetja
17.	Madagascar	Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)	Huguette Rakotoarivony
18.	Malawi	Civil Society Education Coalition (CSEC)	Kisa Kumwenda ( virtual participation)
19.	Mauritania	Coalition des organisations Mauritanienes pour l'Education (COMEDUC)	Harouna Sall
20.	Mozambique	Movimento de Educação Para Todos (MEPT)	Isabel Francisco Da Silva
21.	Niger	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	Braham Moumouni
22.	Nigeria	Civil Society Action Coalition for Education for All (CSACEFA)	Ahanonou Odinakachi
23.	Senegal	Coordination des ONG et Syndicats pour la defense d'une Education publique de Qualite (COSYDEP)	Cheikh Mbow
24.	Sierra Leone	Education for All Sierre Leone (EFA SL)	Hassad Kanu Cobinah
25.	Somaliland	Somaliland Network on EFA (SOLNEFA)	Sharmarke Hussein
26.	South Sudan	South Sudan National Education Coalition (SSNEC)	Alex Morjakole
27.	Tanzania	Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)	Martha Makala
28.	Togo	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	GNAKOU Essodèyouna



No	Country	Name of Coalition/Organization	Names of participants
29	Zambia	Zambia National Education Coalition (ZANEC)	Nelson Mwale
30	Zimbabwe	Education Coalition of Zimbabwe (ECOZI)	Elvis Chitsungo
31	Namibia	Namibia National Teachers' Union (NANTU)	Loide Shaanika
32	Namibia	Youth	Phillipus Hamunyela
33	Tunisia	ANDET	Yakoub Lassad
34	Togo	Africa Network Campaign on Education For All (ANCEFA)	Solange Koumbon Napoe
35	Ethiopia	Africa Union Commission	Edward Makumbe
36	Senegal	OXFAM Denmark – WACA RMU	Asmara Figue
37	USA	Global Partnership for Education (GPE)	Tanvir Muntasim
38	Germany	GIZ	Rebecca Fobbe
39	Germany	GIZ	Ronja Hoelzer
40	Kenya	Forum for African Women Educationalists (FAWE)	Catherine Asego
41	South Africa	Global Campaign for Education (GCE)	Grant Kasowanjete
42	South Africa	Global Campaign for Education (GCE)	Wolfgang Lemeur
43	Malawi	Global Campaign for Education (GCE)	Julie Juma
44	Costa Rica	Global Campaign for Education (GCE)	Vernor Munoz
45	Brazil	Global Campaign for Education (GCE)	Giovanna Mode
46	Philippines	Global Campaign for Education (GCE)	Cecilia Soriano
47	India	Global Campaign for Education (GCE)	Medha Soni
48	Kenya	Global Campaign for Education (GCE)	Laurette Abuya
49	Tunisia	Global Campaign for Education (GCE)	Doriane Tchamanbe
50	South Africa	Global Campaign for Education (GCE)	Asandiswa Dazana
51	South Africa	Global Campaign for Education (GCE)	Lebohang Moloi
52	South Africa	Global Campaign for Education (GCE)	Evans Mutale
53	South Africa	Global Campaign for Education (GCE)	Phumza Luthango
54	South Africa	Global Campaign for Education (GCE)	Anjum Lalla Yu
55	South Africa	Global Campaign for Education (GCE)	Salma Deedat
56	USA	Global Campaign for Education (GCE)	Vicky Mogeni
57	South Africa	DPC &Associates (Overall workshop Facilitator)	Daniel Chiwandumira
58	South Africa	DPC &Associates (rapporteur)	Tatenda Tafa
59	South Africa	DPC &Associates (rapporteur)	Lyn Chiwandumira



## 6.2 Annex 2: Agenda for the Learning and Sharing Workshop

### Day 1: Opening and Context Setting, October 21, 2024

#	Day / Time	Activity
1.	09:00 - 10:00	<b>Introduction and Opening Ceremony</b>
2.	10:00 - 11:00	<b>Keynote Address by AUC and group photo</b>
	11:00 - 11:30	<b>Break</b>
3.	11:30 - 13:00	<b>Panel Discussion: Challenges and Opportunities in Transforming Education in Africa</b>
	13:00 - 14:00	<b>Lunch</b>
4.	14:00 - 15:30	<b>Operationalisation of AU Digital Education Strategy</b>
	15:30 - 16:00	<b>Break</b>
5.	16:00 - 17:00	<b>Partners' Interventions and Future Plans</b>
		<b>END OF DAY 1</b>

### Day 2: Knowledge Exchange and Learning, October 22, 2024

#	Day / Time	Activity
1.	09:00 - 10:00	<b>GCE Learning Hub Presentation</b>
2.	10:00 - 11:00	<b>Cross-Regional Learning: Spotlight Reports</b>
	11:00 - 11:30	<b>Break</b>
3.	11:30 - 12:30	<b>NEC Experiences Sharing Session I: Education Financing</b>
	12:30 - 13:30	<b>Lunch</b>
4.	13:30 - 14:00	<b>NEC Experiences Sharing Session II: Back to School Campaigns and Peer-to-Peer Learning</b>
5.	14:00 - 14:30	<b>Collaborative research experience from 4 countries</b>
	14:30 - 15:00	<b>Break</b>
6.	15:00 - 16:00	<b>NEC Experiences Sharing Session III: Experience in Engaging in REC and AU Spaces</b>
7.	16:00 - 17:00	<b>Best Practices in EdTech Advocacy Initiatives</b>
		<b>END OF DAY 2</b>

### Day 3: Policy Analysis and Engagement (Early Release Day), October 23, 2024

#	Day / Time	Activity
1.	09:00 - 10:30	<b>CESA Review and Development</b>
	10:30 - 11:00	<b>Break</b>
2.	11:00 - 14:00	<b>Developing Policy Recommendations for Digital and Remote Education</b>
	14:00	<b>Lunch and END OF DAY 3 (networking, bi-lateral meetings, sightseeing)</b>

### Day 4: Partnership Building and Regional Collaboration, October 24, 2024

#	Day / Time	Activity
1.	09:00 - 10:30	<b>Fostering Collaborations and Campaigning in EdTech (including #TechOnOurTerms campaign)</b>
	10:30 - 11:00	<b>Break</b>
2.	11:00 - 12:30	<b>Strengthening Collaboration with Regional Networks</b>
	12:30 - 13:30	<b>Lunch</b>
3.	13:30 - 15:00	<b>Strengthening the GCE Movement From grassroots to global: Reality or Rhetoric?</b>
	15:00 - 15:30	<b>Break</b>
4.	15:30 - 17:00	<b>Communication for Advocacy and Campaigns (capacity building session)</b>
		<b>END OF DAY 4</b>

### Day 5: Planning and Wrap-up, October 25, 2024

#	Day / Time	Activity
1.	09:00 - 09:20	<b>Check in</b>
2.	09:20 - 10:20	<b>Progress Review: December 2023 Action Plan Implementation</b>
3.	10:20-11:20	<b>Planning Session: Learning and Research Initiatives for 2025</b>
	11:20 - 12:00	<b>Break</b>
4.	12:00-12:40	<b>Develop Calendar of Advocacy Opportunities and Spotlight Reports -</b>
5.	12:40 - 13:30	<b>Workshop Outcomes and Next Steps</b>
6.	13:30 - 13:45	<b>Evaluation of Workshop</b>
7.	13:45 - 14:00	<b>Closing Ceremony</b>
		<b>END OF DAY 5 AND THE WORKSHOP-LUNCH AND NETWORKING</b>

**Note:** The agenda is subject to minor adjustments based on logistical considerations.



### 6.3 Annex 4: Summary of the State of Implementation of the action plan developed in 2023 for 2024

	Initiative	Status	Explanation
1	Engagement in AU advocacy spaces	Done	Support was provided for participation in key events such as the 1 <sup>st</sup> Pan-African Conference on Women's and Girls' Education and other regional conferences.
2	Organise side events during Heads of State Summits	Partially Done	Activities were conducted for the SADC Heads of State Summit, but efforts to target broader engagements for the 2025 summit are ongoing.
3	Participation in cluster activities	Not Done	Most clusters were inactive, except the Women and Girls Cluster. Strengthened engagement strategies and functional guidelines for cluster participation are planned for 2025.
4	Organised biannual sharing webinars on cluster activities	Not Done	Webinars could not be conducted due to the same challenges faced with cluster engagement. These activities are being carried forward to 2025.
5	Strengthen ties with regional coalitions	Done	Collaboration with 13 coalitions was achieved where regional chapters are active, but gaps remain in areas where regional chapters are absent.
6	Support for spotlight report production	Partially Done	Spotlight reports were produced by a few countries, including Burkina Faso and Niger, but these were not utilised effectively at the Africa Regional Forum or other key platforms.
7	Organise side events during Africa Education Ministers Meetings	Not Done	Due to challenges in accessing information on meeting schedules, this initiative was not implemented. Improved communication is planned for 2025.
8	Engagement with regional economic communities	Ongoing	Engagements with SADC and EAC were initiated through the regional networks SAF CNGO and EACSOF but engagement with ECOWAS and WACSOF remains to be strengthened. There is also need to establish avenues for engagement with the Economic Community of Central African States (ECCAS) as currently there's no well-established civil society network coordinating CSOs engagement with ECCAS.
9	Raise awareness on edtech and monitor AU Digital Education Strategy	Done	Learning webinars were conducted to raise awareness and promote the AU Digital Education Strategy. Monitoring of implementation will intensify in 2025.
10	Develop a knowledge-sharing page on GCE Learning Hub	Done	A dedicated page was developed, and engagements from 2024 were uploaded. Encouragement for members to contribute additional material is ongoing.
11	Participation in the Africa Regional Forum on Sustainable Development	Not Done	The activity was not implemented due to a lack of funding. Only a few countries, such as Niger, produced reports, but these were not presented at the forum.
12	Engage ministers of education attending specialised technical committees	Ongoing	The planned engagement is set to occur in November 2024. Preliminary recommendations will be shared with country representatives for further input.
13	Collaborate with regional networks for Global Action Week for Education (GAWE)	Partially Done	Regional networks participated in GAWE 2024 activities, but mobilisation and broader participation remain areas for improvement in 2025.



	<b>Initiative</b>	<b>Status</b>	<b>Explanation</b>
14	Production of advocacy statements for key events	Partially Done	Statements were produced for events such as the International Day of Education and Day of the African Child. National coalitions contributed position papers in some countries.
15	Facilitate the establishment of Year of Education engagement community	Done	The community was established, but activity levels remain low. Efforts to ensure active participation are planned up to the end of 2024 and beyond. .
16	Engage with GCE members chairing or co-chairing clusters	Partially Done	Efforts were made to engage GCE members leading clusters, but limited progress was observed. A change in strategy is planned, focusing on direct involvement of the coalitions in the clusters.
17	Organised side events targeting AU Heads of State Summit	Partially Done	A presentation on education financing was delivered at the GMAC event ahead of the summit, but broader side event engagements are planned for the future.
18	Monitor implementation of the AU Digital Education Strategy	Done	The strategy was presented in multiple webinars in 2024. Monitoring efforts will intensify in 2025 to evaluate progress and implementation.
19	Identify clusters of interest and agree on participation modes	Not Done	Clusters have not been fully functional apart from the Women and Girls Cluster. Guidelines for participation and engagement strategies are planned for 2025.
20	Collaborate with FAWE chapters in coalitions	Partially Done	Engagement was achieved in 13 countries where FAWE operates, but gaps remain in countries without FAWE chapters. Strengthening collaboration is a priority.
21	Engage ministers of education to influence CESA strategy development	Ongoing	Initial discussions were held to identify gaps and recommendations for the CESA 2026-2035 strategy. Further engagement is planned with education ministers attending the specialised technical committee.
22	Raise awareness and monitor implementation of the AU Year of Education	Partially Done	Some progress was made through communication and consultations with stakeholders. This is ongoing work.
23	Develop and share guidelines for joining AU advocacy spaces	Done	Guidelines were developed and shared to support participation in AU and regional advocacy spaces. Further refinements are expected based on member feedback.
24	Organise events during the African Regional Forum on Sustainable Development	Not Done	The initiative could not be implemented due to funding constraints. This will be prioritised in 2025 and 2026.
25	Collaborate with regional CSO networks on education priorities	Partially Done	Engagements with SAF CNGO and regional networks included education in priority activities. More work is needed to integrate education into broader CSO engagements at the REC level.



#### 6.4 Annex 5: Calendar of events for Q3 2024 and 2025

Quarter	Event	Dates	Venue
Q4 November 2024	COP 29	11-29 Nov	Baku Azerbaijan
	African Foundational Learning Exchange (FLEX)	11-13 Nov	Rwanda
	4th International Quality Education Conference (IQEC) by TENMET	12-14 November	Tanzania
Q4 December 2024	GPE Board Meeting	(4-5 December	Dubai
	Continental Education Conference	9-11 December	Mauritania
	EAC Secretary General's Forum	10-11 December	Kenya
Q1 March 2025	African Day for School Feeding	1 <sup>st</sup> March	Central African Republic
Q2	Africa Regional Forum on Sustainable Development (ARFSD)	8-10 April	Kampala, Uganda
	International Conference on Financing for Development • Focus on education financing.	30 June-3 July 2025	Sevilla, Spain
Q3	High Level Political Forum Political Segment High-Level Segment Voluntary National Reviews	14-23 July 2025	New York
	UN General Assembly -World Summit for Social Development ▪ Side Events ▪ Civil Society Participation	9-23 September	New York
Q4	World Summit for Social Development • Discussions on social policy, education inclusion	4-6 November 2025	Qatar



## 6.5 Annex 6: National Calendar of Events /Advocacy Activities by Region

Region	Country	Coalition/ Organisation	Event	Dates	Participants
<b>Central Africa</b>	Cameroon	Government and education stakeholders	Workshop on Education Financing	November 1, 2024	Legislators, senators, discussions on education budget
	Central African Republic	School feeding advocates	School Feeding Celebration Day	March 1, 2025	Celebration of school feeding, government and civil society
<b>East Africa</b>	Burundi	Ministry of Education	National Forum on Education for Young Girls and Women	19-21 November 2024	Stakeholders, focusing on women's and girls' education
	Kenya	EAC Secretariat	Annual EAC Secretary General Forum	10-11 December 2024	Secretary General, senior policymakers, Ministry of Education
	Kenya		National Education Conference Transformational Education and EdTech	Late November/Early December 2024	<b>200-300</b> CSOs, government, researchers, development partners
	Rwanda	Ministry of Education, local education coalitions	African Foundational Learning Exchange	11-13 November 2024	Education experts, policymakers
<b>East Africa</b>	Tanzania	TENMET	Fourth International Quality Education Conference	12-14 November 2024	Education stakeholders, hosted at Dar es Salaam Conference Hall
	Tanzania		National Education Showcase Event Focus: School improvement initiatives Teacher training enhancement programs	November 10	Partnership with Ministry of Education
<b>North Africa</b>	Tunisia	Coalition of Tunisia, five ministries	Third Educational Forum	27-29 December 2024	Experts, civil society, focus on inclusive and digital education
<b>Southern Africa</b>	Malawi	Early Childhood Development Experts	Regional ECDE Conference	5-8 November 2024	200+ members, NGOs, education experts
		NGO Coalition	Annual General Meeting and NGO Week	Before 18 December 2024	200+ members, focus on education financing
	Zambia	Ministry of Education	Strategic Plan Implementation Review	28-29 November 2024	Minister of Education, review of strategic indicators, CSOs
		Ministry of Education	National Conference on Transformational Education	Late Nov/Early Dec 2024	200-300 stakeholders, CSOs, government, researchers



Region	Country	Coalition/ Organisation	Event	Dates	Participants
	Zimbabwe	Ministries of Education, Finance, Economic Development	Education Financing Policy Brief	November 15, 2024	Ministers, policy makers, presentation of financing bill
		Zimbabwe Government	World Children's Day	November 20, 2024	President, Ministers, hosted at Victoria Falls, themed 'Inclusion for Every Child'
<b>West Africa</b>	Cote d'Ivoire	Education Review Committee	Education Policy Review Session	April 1, 2025	Policy experts, civil society representatives
	Ghana	Ministry of Education	Education Sector Annual Review	18-25 November 2024	Education sector stakeholders, theme 'Transformative Education'
		Ministry of Education	International Day of Literacy	September 8, 2024	Celebrated in partnership with government and civil society
	Guinea	National Education Stakeholders	International Day of the Girl Child	October 11, 2024	Ministry of Education, Ministry of Women Affairs, civil society groups
		Youth organisations, civil society	National Youth Day	October 25, 2024	Youth leaders, advocacy groups
	Nigeria	Nigerian Education Coalition	Annual General Forum New executive elections Board chair selection	26-29 November 2024	State executives, election of new board chair, Minister of Education Ministerial participation
	Nigeria		Annual General Forum	26-29 November)	
			International Day Celebration	11 November	
			Education Day Activities	9 September)	
	The Gambia	National Policy Implementation Partners	Disability Inclusion Focus Program	December 3, 2024	Local advocacy groups, disability rights activists



## 6.6 Annex 7: Action plan (October 2024 – December 2025)

Action	Responsible Party	Timeline	Resources Needed
CESA 2026-2025 development input- survey And follow up processes.	GCE, ANCEFA and NECs	By end of October 2024 and ongoing	Online survey
Support NECs to engage in AU clusters	GCE, ANCEFA, FAWE	Ongoing	Guidelines to be sent by AUC.
Engagement of NECs in different RECs	GCE	Ongoing	Calendar of events
Support NECs to participate in the ARFSD side event.	GCE, ANCEFA	April 2025	Spotlight reports. Funds for in person participation.
Facilitate the participation of NECs in the HLPF.	GCE	June- July 2025	Spotlight reports. Information sharing webinars. Funds for travel and accommodation.
Initiate and Strengthen collaboration with NECs and FAWE at country levels	GCE and FAWE	Ongoing	MoU with FAWE
GAWE 2025 Roadmap development	GCE Campaigns advisory group.	December 2024- February 2025	Online participation
Monitoring Ed tech and AU digital education strategy	All NECs, GCE, ANCEFA	January – Dec 2025	AU digital education strategy and country strategies.
Share and upload experiences, documents, materials in the GCE learning hub	All NECs	October 2024 – Dec 2025	Online
Production of spotlight reports and regional synthesis	GCE- with the participation of NECs in Angola, Eswatini, Ethiopia, the Gambia, Ghana, Lesotho, Nigeria, Sudan. (Countries presenting VNRs in 2025)	November 2024 – May 2025	Consultant for consolidation. Funds for layout design and dissemination.
Participation in research development.	GCE in collaboration with NECs – participating in Local Education Groups. And those in fragile and conflict affected situations.	November 2024 – December 2025	Consultancy. Funds for design, layout, and dissemination.
Collation of existing experiences leading to #TechonOurTerms campaign	GCE – in collaboration with GD partners.	November 2024- March 2025	Materials shared by NECs.

