Study on key relevant transnational policy spaces, tactics and strategies for CSOs participation in Transnational education policy Advocacy
HESA Region

Arab Network for Civic Education (ANHRE)
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Acronyms

ACEA	Arab Campaign for Education for All
ADEA	Association for the Development of Education in Africa
AEF	The African Education Foundation
AfECN	African Early Childhood Network
AFDB	African Development Bank Group
AFTRA	Africa Federation of Teaching Regulatory Authorities
ALECSO	Arab League Educational, Cultural and Scientific Organization
AMEI	Adolescent Mother's Education Initiative
ANCEFA	Africa Network Campaign on Education for All
AU	African Union
AUC	African Union Commission
AU-CIEFFA	African Union International Centre for Girls and Women Education in Africa
CCNGO	The Collective Consultation of NGOs on Education 2030
CESA	Continental Education Strategy for Africa
CIEFFA	The African Union International Centre for the Education of Girls and Women in Africa
CRINSA	Children's Rights Network for Southern Africa
CSEC	Civil Society Education Coalition
CIES	Comparative and International Education Society
CSO	Civil Society Organization
EAA	Education Above All Foundation
EAC	East African Community
EACSOF	East African Civil Society Organisations' Forum
ECDE	Early Childhood Development Education
ECOSOC	United Nations Economic and Social Council
ECOWAS	Economic Commission of West African States
ECOSOCC	Economic Social and Cultural Council of the AU
ECOZI	Education Coalition of Zimbabwe
ECW	Education Can not Wait
EI	Education International
EOL	Education Out Loud
ESTI	Education, Science, Technology, and Innovation (AU Directorate)
FACET	Farming Community Educational Trust
FAWE	Forum for African Women Educationalists
GATJ	The Global Alliance for Tax Justice
GAYO	Girls Activists Youth Organization
GCE	Global Campaign for Education
GEAR	The Girls Education Advocacy in the Region
GEC	Global Education Coalition of UNESCO
GEC	Global Education Cluster
GEM	Global Education Monitoring Report
GPE	Global Partnership for Education

GRADE	Government Revenue and Development Estimations
HESA	Horn, East, and south Africa
HLSC	SDG4 Education 2030 High Level Steering Committee
HLPF	High Level Political Forum
HRW	Human Rights Watch
IAS	The SDG4 Inter-Agency Secretariat
ICAE	International Council for Adult Education
IICBA	The International Institute for Capacity Building in Africa (IICBA)
INEE	International Network for Education in Emergency
IMF	The International Monetary Fund
IPED	Pan-African Institute of Education for Development
KIX	Knowledge and Innovation Exchange
LEG	Local Education Group
NAQEZ	National Action for Quality Education in Zambia
NEC	National Education Coalition
NEPAD	The New Partnership for Africa's Development
NGO	Non-Governmental Organisation
OECD	The Organization for Economic Co-operation and Development
PAU	Pan African University
RECs	Regional Economic Communities
RISDP	Regional Indicative Strategic Development Plan
RMs	Regional Mechanisms
SADC	Southern Africa Development Community
SADC-CNGO	Southern Africa Development Community – Council of NGOs
SAPSN	Southern African People's Solidarity Network
SAYWHAT	Students and Youth Working on Reproductive Health Action Team
SDG4	Sustainable Development Goal 4
SDGs	Sustainable Development Goals
SNC	SADC National Committees
SO	Strategic Objective
STISA	the Science, Technology, and Innovation Strategy for Africa
TA	Transnational Advocacy
TJN	Tax Justice Network
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNGEI	United Nations for girls' education initiative
ZINECDA	Zimbabwe Network of Early Childhood Development Actors

Contents

1. Background

Transnational advocacy refers to the process of individuals, organizations, or networks working together across national boundaries to promote and influence social, political, economic, or environmental issues. It involves coordinated efforts to advocate for specific causes or policy changes that transcend the borders of individual countries. Transnational advocacy often leverages global communication networks and international platforms to amplify its message and impact.

EOL aims to **promote inclusive, gender responsive and equitable national education policies and systems** through enhanced civil society capacities and participation in social accountability and policy advocacy processes. As part of this, EOL seeks to create an enabling transnational environment for civil society advocacy and transparency efforts in education.

Learning is a crucial component of the EOL implementation strategy throughout all of its goals to add value and contribute to stronger, more strategic, and relevant civil society organizations, coalitions, and alliances that can affect the right to public, high-quality education for everyone as well as to increase transparency, social accountability, and civil society engagement in education policy dialogue. Learning Collaboratives aim to provide a forum and setting for knowledge sharing, instruction, and collaborative work on shared advocacy or research agendas.

Arab Network for Civic Education (ANHRE), as one of the learning partners of EOL, conducted **this study on transnational policy spaces, tactics and strategies in Transnational education policy Advocacy.**

The study addressed the following objectives:
- **Identify key relevant transnational education policy spaces** at national, regional, and global level and analyze the context under which grantees can engage them to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.
- **Assess workable strategies/tactics** that grantees can utilize to secure recognized **participation in transnational education policy advocacy spaces** and use the opportunity to influence education policies.
- **Assess the importance of transnational and regional alliance building** in education policy advocacy efforts and how the alliances should be made stronger and sustainable.
- Then, we will use the findings generates from the study to **convene and facilitate Learning Collaboratives** around a theme or goal of common interest for EOL grantees so that they have a good understanding of Transnational policy Advocacy and probable strategies and implement study recommendations in their advocacy initiatives. The learning collaborative will strengthen horizontal learning, collaboration, and coordination between grantees, and with other relevant stakeholders.

2. Executive Summary

Objective 1: Identify key relevant transnational education policy spaces at national, regional, and global level and analyze the context under which grantees can engage them to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

The research identified the key relevant Transnational Education Policy spaces, at national, regional and global level, it includes a number of **UN Agencies** such as UNGA, UNESCO, UNICEF, HLSC, a number of **global education entities** such as GCE, GPE, INEE, EI, ECW, CIES, OCED, ICAI among others, **global education conferences** (listed below)**, global mechanism for advocacy on education** such as the Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030), UNESCO's Global Education Cooperation (GEC) Mechanism, GPE- Knowledge and Innovation Exchange (KIX Program), the Global Education Cluster (GEC), Education in Emergencies Working Groups, Education Above All Foundation (EAA) among others and **Global campaigns** such as 16 days of activism against GBV campaign, International day for girl child, International Disability Day, International Day of Education, UN 2030 agenda among others.

On a regional level, the African Union has serval bodies and mechanisms clarified in this research to engage CSOs in education. These mechanisms were not deemed to be evident for many grantees and interviewees targeted in this research and some educational clusters within AU are not active neither. On a regional level, other entities and mechanisms were identified including regional SDG4 Education 2030 committees, Economic, Social and Cultural Council (ECOSOCC), The Regional Economic Communities in Africa (RECs), Africa Network Campaign on Education for All (ANCEFA), African Observatory for Education, African Development Bank Group (AFDB) African Education Foundation (AEF), The African Union International Centre for the Education of Girls and Women in Africa (CIEFFA), Forum for African Women Educationalists (FAWE). Association for the Development of Education in Africa (ADEA), Pan-African Institute of Education for Development (IPED), The African Commission on Human and Peoples' Rights and African Early Childhood Network among others.

On a sub-regional level in the HESA region, in East Africa; East African Community (EAC), East African Civil Society Organisations' Forum (EACSOF), the Intergovernmental Authority on Development (IGAD) in Eastern Africa and East Africa Legislative Assembly are key spaces that grantees engage and interact with. In the Arab region, The Arab Campaign for Education for All (ACEA), and ALECSO were identified as key partner in that area. In southern Africa; Southern Africa Development Community (SADC), SADC-CNGO and Child Rights Network Southern Africa are three key advocacy spaces in this area. CCNGO of UNESCO mechanism has been identified to be accessible mechanism to EI, ACEA, GCE and ANCEFA.

Recommendations:
- Increase accessibility and information sharing on the available mechanisms and spaces for transnational Advocacy, increased funding for Transnational stakeholders to come together to share knowledge, creation of a community of practice for transnational

advocacy - **deliberate efforts to bring actors together can yield better results,** strengthening the Continental Education Strategy for Africa (CESA) to improve the inclusiveness of civil society. Make use of the The African Union's declaration of education as the thematic priority for the continent in 2024 to revise the CESA and activate further the CESA clusters. Review the mechanisms of RECs, EAC, SADC, EACSOF, SADC-CNGO to be more inclusive and representative.

Objective 2:
Assess workable strategies/tactics that grantees can utilize to secure recognized **participation in transnational education policy advocacy spaces** and use the opportunity to influence education policies.

Many effective strategies and tactics were identified in this research summarized below:

1. **Amplifying the voices of non-traditional players in education** – example was given from the work of Kuyenda Collective bringing their voices of Rural Youth and non-traditional actors in Malawi, Mozambique, Tanzania, and Zimbabwe, into the National Coalitions and Regional spaces.
2. **Lobbying through international Advocacy Spaces and Social Accountability Monitoring tool –** an example on Decolonizing Education Financing through the efforts of the transnational Tax and Education Alliance.
3. **Engaging with policymakers- Submissions of reports in regional/International platforms -** The Girls Education Advocacy in the Region (GEAR) alliance utilized review processes on binding transnational frameworks on the right to education to hold governments accountable on their commitment to progressive education frameworks.
4. **Development of regional policies and protocols** – two examples were outlined from The civil society TRANAC Alliance that worked on including early childhood development education issues into the draft Southern Africa Development Committee (SADC) Protocol for Children that is underdevelopment. The second example was from ANCEFA who worked with a consortium of National coalitions for putting forward their inputs and developing a policy brief in the forum and in the HLPF in New York addressing Africa's specific challenges in the implementation of the SDG4.
5. **Communicate effectively and strategically:** an example was given from the Pamodzi project through the development of an online data visualization dashboard able to capture and provide real-time data on inclusive education which is key in policy formulation and advocacy.
6. **Building Alliances – 4 examples were given from collaboration between EOL grantees;** Adolescent Mother's Education Initiative (AMEI), Collaboration and Coordination among EOL Grantees and Parliamentary Bodies in Zimbabwe; Collaboration and Coordination among EOL OC1 and OC3 Grantees and an example from GCE effort in enhancing the collaboration among its regional coalitions : the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Latin American Campaign for the Right to Education (CLADE) and the Arab Campaign for Education for All (ACEA).

7. **Generating knowledge and evidence to inform decision making** – two examples were provided from GCE and their research on "African Civil Society Education Groups: In Search for A Place in Implementing the Continental Education Strategy for Africa (CESA) in August 2023" and from the GPE-KIX Program as a research symposium in Africa that brings together different academics, researchers, policy makers, civil society, national coalitions of education and other key players to share and learn and be informed to influence decision making.

Recommendations:
To ensure the sustainability of the efforts and the synergy among all levels, Education Out Loud should support the collective transnational advocacy across regional, and global levels through the national level and create a collaborative for EOL grantees to develop a joint advocacy strategy within each region. It should also emphasize on the dynamic roles of GCE and the RCs to impact the wider movement building and influence. Civil Society should seek a leadership among themselves to play the role of coordinating the effort of civil society, this body could be GCE/ANCEFA.

Objective 3:
Assess the importance of transnational and regional alliance building in education policy advocacy efforts and how the alliances should be made stronger and sustainable.

Transnational advocacy on education plays a crucial role in ensuring that **governments are accountable to their citizens and that all children have access to quality education**. It amplifies the voices of marginalized groups, promotes **inclusivity and equity in the education** system, and holds governments accountable to progressive education frameworks. Moreover, it enhances the capacity, networking, and resource support for civil society organizations (CSOs) while providing a platform for them to channel grassroots experiences and connect different movements to bring about change. By bringing advocacy messages to the attention of policymakers and pushing for transnational policy needs, transnational advocacy networks **leverage their global vision and networking potentials to make a significant impact on education**. They facilitate information sharing, peer learning, and alliance building to strengthen advocacy efforts and increase the chances of success.

Recommendations:
It is important to facilitate civil society's full participation and collaboration with all stakeholders in shaping and supporting country-level action plans to ensure success of the 2024 Year of Education in Africa. Civil society should also organize side events to encourage participation, or CSOs should engage with the LEGs to make sure that the work at country levels is responsive to the education strategy of Africa. Additionally, it is time to establish an inclusive, multistakeholder CESA Coordination and Policy Dialogue Platform at the continental level. Actors in transnational advocacy on education policy in Africa should also understand the continents' obligations against SDG4 agenda 2030 and The Continental Education Strategy (CESA).

Objective 4:
Using the findings to convene and facilitate Learning Collaboratives around a theme or goal of common interest for EOL grantees.

The learning collaborative will strengthen horizontal learning, collaboration, and coordination between grantees, and with other relevant stakeholders. It helps providing a good understanding of Transnational policy Advocacy and probable strategies and implement study recommendations in their advocacy initiatives.

Five main priority areas were revealed in this research:
1. **Decolonizing Education Financing**
2. **Gender Equality in Education** including the Right to access education for Pregnant Girls & Adolescent Mothers (PGAM).
3. **Education in Emergencies - conflict and climate disasters**
4. **Improved education policies/ Quality of education**
5. **Inclusive Education**

Recommendations:
Education Out Loud should prioritize strategy and the unique nature of advocacy programming in future phases. It should also facilitate more tailored training opportunities for higher-capacitated NECs and encourage regional educational advocacy spaces to make consulting CSOs a priority. Additionally, it should support the coordination platforms between education groups and emphasize the importance of governance capacity building for promising NECs. Lastly, it should institute a lighter-touch application process and seek synergy among all actors of EOL and KIX.

3. The Research Methodology

The assessment used a phased approach that ensured a systematic progression and enabled continuous adaptation and refinement of the study design and methods based on the outcomes of each phase. The phases were as follows:

A. Planning Phase: In this initial phase, the researchers defined the scope, objectives, and research questions of the study and developed a detailed plan outlining the sequence of phases, activities, timelines, resources required, and key milestones.
B. Data Collection Phase: This phase involved gathering relevant data through various methods including two type of surveys (impact survey and Mapping survey), key informant interviews and focus group discussions. Further details about the data collection tools are provided below.
C. Data Analysis Phase: After data collection, the researchers analyzed the data to derive meaningful insights, identify patterns, and answer the research questions.
D. Validation and Quality Assurance: a validation session will be conducted on TBC to assess the validity and reliability of the study by cross-checking data, verifying results, and ensuring the accuracy and consistency of findings.

E. Final Reporting: The final phase involved synthesizing all the findings, conclusions, and recommendations into a comprehensive report or presentation. This report summarizes the study's outcomes and provides actionable insights. Workplan to convene and facilitate Learning Collaboratives for EOL grantees to understand Transnational Advocacy and implement study recommendations in their advocacy initiatives.

F. Dissemination and learning collaborative: We will use findings generated from the study to introduce the grantees to the available education transnational advocacy spaces and tactics for securing their participation and influence in addition to facilitate Learning Collaboratives for EOL grantees to implement study recommendations in their advocacy initiatives.

Data collection tools:

The study targeted a selected sample of EOL grantees who have implemented any of the three Operational Components of EOL project in addition to the RMU, regional secretariats, GCE and other key stakeholders and key players covering Horn, East and Southern Africa (HESA) region. Full list of targeted grantees and partners in this assessment is included in the annexes.

In this assessment, we used **qualitative and quantitative tools,** beginning with a comprehensive desk review of main EOL document including grantees' projects documents of the selected sample, reports, strategies and documents (listed in Annex 1) followed by an in-depth **Mapping survey (15) (listed in Annex 2)** to collect data through a consultative and participatory methodology that involved key stakeholders across policy makers, HESA regional blocks, civil societies, key NGOs and INGOs to map and find out successful TA spaces and some workable strategies, tactics for engaging and influencing processes of the TA in education.

In addition, an **impact assessment survey** was used to assess the transnational advocacy strategies used by the identified sample (22 grantees) (listed in Annex 3) and to better understand the impact it created**.** The survey was designed to capture information about their experiences, challenges, and perceptions regarding transnational education policy spaces, advocacy strategies and the impact of their advocacy efforts. A copy of the impact survey and the Mapping survey can be found in the annexes.

Findings of the surveys and the desk review were used to feed into the focus group discussions (FGDs) and the key informant interviews (KIIs) to elaborate further on examples and practices outlined in the surveys to triangulate the information. **A total of 4 FGDs and 12 KIIs were conducted (listed in Annex 4 (FGDs) and Annex 5 (KIIs)).**

Analysis Approach:

The data collected through the desk review, mapping, survey, FGDs and KIIs was analyzed using qualitative and quantitative research methods. For the survey data, statistical analysis was performed to identify patterns and trends. The qualitative data from interviews and open-ended survey questions were analyzed through thematic coding to derive key themes and narratives, a triangulation approach was applied. This involved comparing data from multiple sources, such as surveys, interviews, and FGDs, to validate and strengthen our conclusions and findings.

Research limitation:

- The first limitation was the weak response from the INGOs and the regional advocacy spaces and some EOL grantees. We sent many reminders for partners to fill the mapping survey and the impact survey and followed up through phone calls and messages where possible without luck. Nevertheless, we found adequate data on advocacy spaces in the HESA region through our thorough literature review, in addition to the quality and in-depth discussion in the FGDs and the KIIs. Therefore, despite the low response rate (Mapping survey (15 out of 40 anticipated), Impact survey (22 out of 29 anticipated), we believe they managed to provide the needed data and to respond to the research questions.

- We conducted 4 FGDs out of 7. The initial plan was to have three additional FGDs for all grantees from the same countries (Zimbabwe, Malawi, and Tanzania) as there were several grantees from different OCs from these countries. Nevertheless, all grantees who were invited to these national FGDs have already participated in previous sessions and we collected the needed data from them and believed there will be no added value of inviting them again at the stage of data collection, but we still plan to conduct these 3 FGDs but as validation sessions.

- There is a limited literature on **African civil society education groups' engagement with AU and regional processes**. This research was not able to benefit from the insights, perspectives and knowledge generated by previous researchers who have looked at this particular area.

- lack of responsiveness from some UN agencies and the African Union and its education Cluster coordinators to conduct an interview with them.

- In this research, we tackled grantees access to some Transnational Education advocacy spaces but we didn't look into how these regional education policymaking spaces perceive and engage with National Education Coalitions.

4. Main Findings

Objective 1: Identify key relevant transnational education policy spaces at national, regional, and global level and analyze the context under which grantees can engage them to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

Key relevant transnational Education Policy Spaces:

Advocacy is the process of influencing those who make policy decisions, write laws and regulations, and distribute resources that affect people's well-being. Advocacy delivers deliberate messages intended to influence the thoughts, perspectives, and actions of people in authority. Campaigning is one strategy for advocacy, building public pressure around an issue through strategies like mass action, public forums, and media campaigns. Lobbying is another strategy for advocacy, building pressure around an issue within the education system through strategies such as policy analysis and dialogue, negotiation and forming collaborative partnerships.

The term Governance body is used as a general term for global, international**, and transnational bodies and networks that, at a minimum, provide a forum and a set of procedures for drawing up rules,**

setting standards, articulating principles, developing policies, and making decisions to address issues that (are believed to) require coordinated or maybe even collective actions across borders"[1]

stakeholder engagement has come to signify processes associated with open and inclusive policymaking, where different constituencies have opportunities and multiple channels to access relevant information and are consulted on policy decisions.

Global Transnational Education advocacy spaces	
International Bodies:	
United Nations General Council	The General Assembly is the main deliberative organ of the United Nations, it is composed of all 193 Member States of the United Nations, and it adopts resolutions on a wide range of issues, including education. Statements can be submitted to the General Assembly on transnational education policies. Advocates can work with the General Assembly by **submitting written statements** to the General Assembly, **attending General Assembly meetings which** are open to the public. Advocates can attend these meetings to network with other advocates and to hear from government representatives about education policy issues. Organizing side events: Side events can be organized at General Assembly meetings to provide a forum for discussion on specific education policy issues. These events can be used to raise awareness of issues and to build support for specific policy changes. Link: General Assembly of the United Nations
Global Education Coalition (GEC)	A multi-sector Coalition to protect the right to education during unprecedented disruption from response to recovery. Currently it has 200 members, Members of the Coalition represent a wide range of expertise and competencies. Currently involved in 233 projects across 112 countries impacting 400 million learners and 12 million teachers. Home - Global Education Coalition (unesco.org) If your organization would like to join the Coalition and can make commitments to advance progress toward one or more of the Coalition's objectives, you send an email to globalEDcoalition@unesco.org.
UNICEF	UNICEF, the United Nations International Children's Emergency Fund, is a leading global organization working to promote the rights and well-being of children around the world. Education is a key focus of UNICEF's work, and the organization has a long history of advocacy for the right to education for all children. UNICEF advocates for education through a variety of means, including: • Supporting research and policy development • Building partnerships with governments, civil society organizations, and other stakeholders to advocate for education policies and programs. • Providing technical assistance and awareness raising.

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[1] Pawline and EL (2022:4)

	• Supporting the Education Cannot Wait initiative: UNICEF is a founding member of the Education Cannot Wait initiative, which provides emergency education to children affected by conflict and other emergencies. • Advocating for the Sustainable Development Goal (SDG) on education Link: UNICEF
Global Partnership for Education (GPE)	GPE is the largest global fund solely dedicated to transforming education in lower-income countries, and a unique, multi-stakeholder partnership. GPE work to deliver quality education so that every girl and boy can have hope, opportunity and agency. GPE has been delivering funds and supporting solutions to build strong and resilient education systems in countries characterized by extreme poverty or conflict, GPE brings together all partners invested in education --lower-income countries, donors, international organizations, civil society, including youth and teacher organizations, the private sector and private foundations-- to transform education systems focusing particularly on the places and people with the greatest needs. **Link:** Global Partnership for Education
International Network for Education in Emergency (INEE)	The Inter-Agency Network for Education in Emergencies (INEE) is a network of United Nations agencies, non-governmental organizations, and other stakeholders that work to ensure that education is available to children and young people affected by emergencies. Alliances can work with INEE on transnational advocacy through its **working groups** and **reference groups (Accelerated Education Working Group, Distance Education Working Group, Early Childhood Working Group, EiE Data Working Group, Evidence Working Group, Gender Working Group, Inclusive Education Working Group among others),** participating in INEE networks and forums, and joining the INEE Community of Practice (CoP) which is an online platform that facilitates peer-to-peer communication and moderated discussions on the full range of education in emergencies topics in many languages. Link: INEE Network Spaces | INEE
Education International (EI)	Education International is a Global Union Federation that brings together organisations of teachers and other education employees from across the world. Through 383 member organisations, EI represents more than 32 million teachers and education support personnel in 178 countries and territories. EI advocates for equity in society. EI advocacy efforts aim to advance social justice and challenge all forms of discrimination. Link: Who we are (ei-ie.org)
Education Can not Wait (ECW)	Education Cannot Wait (ECW) is the United Nations global fund for education in emergencies and protracted crises. ECW mobilizes resources and partners to deliver quality education for children and youth caught in emergencies and protracted crises.

	Link: Education Cannot Wait | The UN's Global Fund For Education In Emergencies
IMF and World Bank	The International Monetary Fund (IMF) and the World Bank are two international financial institutions that work to promote economic stability and development around the world. They play a role in education policy by providing loans and grants to countries, and by conducting research on education issues. Link: The IMF and the World Bank
Comparative and International Education Society (CIES)	The Comparative and International Education Society (CIES) is a professional organization for scholars and practitioners who study education in a global context. CIES promotes research, teaching, and practice in comparative and international education. Link: Comparative and International Education Society | CIES
Organization for Economic Co-operation and Development	The Organization for Economic Co-operation and Development (OECD) is an international organization that works to promote policies that improve the economic and social well-being of people around the world. The OECD conducts research on education policies and publishes reports on education trends and developments. **OECD brings policy makers and policy shapers together** to exchange ideas, share experiences, and forge progress across a range of policy areas. Peers from across the world meet to learn from and be inspired by one another. Links: Home page - OECD
SDG4 Education 2030 High Level Steering Committee (HLSC)	The SDG4 Education 2030 High Level Steering Committee (HLSC) is the apex body for global education cooperation. It is the global multi-stakeholder consultation and coordination mechanism for education in the 2030 Sustainable Development Agenda. Its membership is representative of the global education community, with a **'Leaders Group' of 28 Ministers**, Heads of Agency, and organizational leaders, and a corresponding **'Sherpa Group'** of senior technical representatives. The SDG4 High-Level Steering Committee's (HLSC) functional areas are interrelated and together create an overall enabling environment for accelerating progress towards the SDG4-Education 2030 agenda by facilitating **global and regional cooperation on better evidence use for policy**, **data and monitoring, and financing**. The Functional Area Technical Committees, co-chaired by two Sherpa Group members of which one is a Member State, aim to mobilize global and regional cooperation and harmonize initiatives. Link: SDG4-Education 2030 High-Level Steering Committee | #LeadingSDG4 | Education2030 (unesco.org)
The SDG4 Inter-Agency Secretariat (IAS)	The IAS support the HLSC to drive systematic progress against its priority areas, while maintaining the universality of SDG 4, and foster greater alignment and commitment of actors within the GCM to action, building on the high-level political engagement in the HLSC." Link: Education 2030 | #LeadingSDG4 | Education2030 (unesco.org)

Human Rights Watch (HRW)	Human Rights Watch (HRW) is an international non-governmental organization (NGO) that investigates and reports on abuses happening in all corners of the world. Additionally, it conducts human rights research and advocacy. HRW advocates for education in a number of ways, including: • Conducting research on education issues: HRW researchers investigate and report on human rights abuses related to education, such as the denial of education to girls or children with disabilities. • Advocating for governments to uphold their obligations to provide education and pressuring corporations to respect education rights. • Working with civil society organizations to promote education rights. • Holding governments accountable for their failures to provide education. HRW brings lawsuits against governments that are violating the right to education. Link: Human Rights Watch	Defending Human Rights Worldwide (hrw.org)
Human Right Watch Council	Founded in 1998, the Human Rights Watch Council is a global network of volunteers who support the organization through fundraising, outreach, and advocacy initiatives. There are currently over 1,300 Council members in 30 cities around the globe. Link: The Human Rights Watch Council	Human Rights Watch (hrw.org)
International Council for Adult Education (ICAE)	The International Council for Adult Education (ICAE) is a global network with a specific mandate to advocate for youth and adult learning and education (ALE) as a universal human right. It was created in 1973 and has 7 regional bodies (Africa, Arab Region, Asia, Caribbean, Europe, Latin America and North America) representing more than 800 NGOs – regional, national and sectoral networks – in more than 75 countries. Link: ICAE – International Council for Adult Education
United Nations for girls' education initiative (UNGEI)	UNGEI is a global initiative that aims to accelerate progress towards Sustainable Development Goal 4 (SDG4), which calls for "inclusive and equitable quality education and lifelong learning opportunities for all." UNGEI works to ensure that all girls and young women have access to quality education, including those who are marginalized or disadvantaged. Link: Home	UNGEI
International Mechanisms	
The Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030)	**Civil society organizations (CSOs)** play a central role in the implementation and monitoring of the 2030 agenda under UNESCO. The Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030) is a key mechanism for **dialogue, reflection and partnership with NGOs** working in the field of education. The CCNGO-Education 2030 is the CSO voice of the Global Education Cooperation Mechanism. Its members take an active part in the following: • SDG4 Education 2030 High-Level Steering Committee • Sherpa group of the Steering Committee • Technical Cooperation Group

	• Regional SDG4 Education 2030 committees https://www.unesco.org/sdg4education2030/en/collective-consultation-ngos
UNESCO's Global Education Cooperation (GEC) Mechanism)	The GEC Mechanism is a platform for global cooperation on education. It brings together governments, civil society organizations, and other stakeholders to share best practices and work together to achieve SDG4. Link: UNESCO's Global Education Coalition	UNESCO
GPE- Knowledge and Innovation Exchange (KIX Program)	The GPE-KIX Program is a global partnership that supports developing countries to improve their education systems. The program focuses on three key areas: Evidence and innovation: The program supports research on education and the development of innovative solutions to education challenges. Capacity building: The program provides training and resources to help education policymakers and practitioners improve their skills. Policy reform: The program supports countries to develop and implement evidence-based education policies. Link: https://www.gpekix.org/
The Global Education Cluster (GEC)	The GEC is a humanitarian coordination mechanism that brings together UN agencies, NGOs, and other organizations to respond to education emergencies. The GEC provides technical support to countries affected by emergencies, and it helps to mobilize resources for education in emergencies. The Global Education Cluster is staffed by the two Cluster Lead Agencies – UNICEF and Save the Children. The GEC is led by the two Co-Coordinators supported by a team of technical experts, including deployable Rapid Response Team members. https://www.educationcluster.net/
Education in Emergencies Working Groups	Education in Emergencies Working Groups are networks of organizations that work to provide education to children and young people affected by emergencies. These networks share information, resources, and best practices **https://tcg.uis.unesco.org/wg-eie/**
Education Above All Foundation (EAA)	EAA is a foundation that works to provide education to children and young people in conflict zones and other areas affected by poverty and instability. EAA programs include: • Accelerated Education Programs: These programs provide children with a basic education that can help them to catch up after missing school. • Teacher Training: EAA trains teachers to work in conflict zones and other challenging environments. • School Construction and Rehabilitation: EAA builds and rehabilitates schools in conflict zones and other areas where schools have been destroyed or damaged. Link: Home	Education Above All Foundation
International Campaigns:	
16 days of activism against GBV campaign	This campaign raises awareness of gender-based violence (GBV) and calls for action to prevent and end GBV. It runs from November 25th till December 10th of every year and is celebrated globally.

International day for girl child	This day is celebrated on October 11th each year to raise awareness of the challenges faced by girls around the world.
International Disability Day	This campaign raises awareness of the rights of people with disabilities and calls for action to make societies more inclusive. It's celebrated on December 10th
International Day of Education	This day is celebrated each year on January 24th to raise awareness of the importance of education and to call for action to ensure that everyone has the right to quality education.
UN 2030 agenda	he UN 2030 Agenda is a global plan of action for achieving sustainable development by 2030. The agenda includes 17 Sustainable Development Goals (SDGs), including SDG4 on education
Regional Transnational Education advocacy spaces in HESA Region	
Regional bodies that operate in HESA region	
HESA Region	
African Union C10	AU's Education structure has a group of 10 countries representing different parts of the continent, which act as Champions for Education, Science, and Technology. Known as the C10, this is a high-level platform entrusted with advancing and overseeing the implementation of Continental Education Strategy for Africa (CESA) and the Science, Technology and Innovation Strategy for Africa (STISA), issues which they report annually to the AU Summit. The 10 countries are: Algeria, Congo Republic, Equatorial Guinea, Kenya, Libya, Namibia, Senegal (Chair of the Committee), Sierra Leone, Uganda, and Zambia
African Union Thematic Working Groups	The African Union (AU) Thematic Working Groups are groups of experts that work on specific issues related to education in Africa. The working groups provide advice to the AU Commission and other African institutions, and they help to develop and implement education policies.
Regional SDG4 Education 2030 committees	The Regional SDG4 Education 2030 committees are committees of government officials from African countries that are responsible for coordinating the implementation of SDG4 in their respective regions. The committees work to develop regional education plans and to monitor progress towards SDG4 targets.
Economic, Social and Cultural Council (ECOSOCC)	ECOSOCC was launched the in 2004. It was established as an "advisory organ composed of different social and professional groups of AU Member States". ECOSOCC's purpose is to provide an opportunity for African Civil Society Organizations "to play an active role in contributing to the AU's principles, policies and programs.
The Regional Economic Communities in Africa (RECs)	The Regional Economic Communities in Africa group together individual countries in subregions for the purposes of achieving greater economic integration. They are described as the "building blocks" of the African Union (AU) and are also central to the strategy for implementing the New Partnership for Africa's Development (NEPAD). Under Regional Economic Communities, there are: • East African Community (EAC) • Economic Community of West African States (ECOWAS) • Southern African Development Community (SADC)
Africa Network Campaign on	ANCEFA as "a civil society education campaign network, with a mission to promote, enable and build the capacity of African civil society to advocate and campaign for access to free, quality and relevant education for all".

Education for All (ANCEFA)	
GPE- KIX Program (GPE- KIX Africa 19/ GPE-KIX EMAP)	GPE-KIX Africa is a partnership that supports African countries to improve their education systems. The partnership focuses on three key areas: • Evidence and innovation: GPE-KIX Africa supports research on education in Africa and the development of innovative solutions to education challenges. • Capacity building: GPE-KIX Africa provides training and resources to help education policymakers and practitioners in Africa improve their skills. • Policy reform: GPE-KIX Africa supports African countries to develop and implement evidence-based education policies.
African Observatory for Education	Establishing performance indicators for and receiving reports from relevant national, regional and continental agencies and institutions; monitoring implementation of the Science, Technology and Innovation Strategy for Africa (STISA 2024); engaging with Member States, international development partners and the African diaspora to mobilize resources; and overseeing the promotion, coordination and strengthening of programmes in response to the UN Sustainable Development Goals.
African Development Bank Group (AFDB)	The African Development Bank Group (AfDB) is a multilateral development finance institution that provides loans and grants to African countries. The AfDB also provides technical assistance to African countries, including assistance with education projects.
African Education Foundation (AEF)	The African Education Foundation (AEF) is a foundation that works to improve education in Africa. The AEF provides grants to African education organizations, and it supports research on education in Africa.
The African Union International Centre for the Education of Girls and Women in Africa (CIEFFA)	CIEFFA is an AU agency that works to promote the education of girls and women in Africa. CIEFFA provides training and resources to African governments and organizations, and it supports research on the education of girls and women in Africa.
Forum for African Women Educationalists (FAWE)	FAWE is a network of women educators in Africa that works to promote the education of girls and women in Africa. FAWE provides scholarships to African girls and women, and it supports training programs for African women educators
Association for the Development of Education in Africa (ADEA)	ADEA is a network of African education ministries that works to improve education in Africa. ADEA provides technical assistance to African countries, and it supports research on education in Africa
Pan-African Institute of Education for Development (IPED)	IPED is an intergovernmental organization that provides training and resources to education professionals in Africa. IPED also supports research on education in Africa.
The African Commission on	The African Commission on Human and Peoples' Rights is a quasi-judicial body that investigates and rules on human rights violations in Africa. The Commission has issued several decisions on the right to education.

Human and Peoples' Rights	
African Early Childhood Network	The African Early Childhood Network is a network of organizations that work to promote early childhood development in Africa. The network provides training and resources to African organizations, and it supports research on early childhood development in Africa.
Southern Africa Region	
Southern Africa Development Community (SADC)	The Southern Africa Development Community (SADC) is an intergovernmental organization of 16 States that aims to achieve economic development, peace and security, and growth, alleviate poverty, enhance the standard and quality of life of the peoples of Southern Africa, and support the socially disadvantaged. Link: SADC Objectives | SADC
SADC-CNGO	The SADC-Council of Non-Governmental Organisations (SADC-CNGO). The SADC-CNGO is a regional umbrella body of NGOs operating in all SADC countries with the aim of facilitating effective and meaningful engagement between civil society and SADC institutions at both national and regional levels.
Child Rights Network Southern Africa	The Child Rights Network Southern Africa (CRNSA) is a regional network of organizations that work to protect and promote the rights of children in Southern Africa. CRNSA provides training and resources to child rights advocates, and it supports research on child rights in the region. CRNSA also works to influence government policies on child rights
East Africa Region	
East African Community (EAC)	The East African Community (EAC) is an intergovernmental organization composed of seven countries in the Great Lakes region of East Africa: Burundi, the Democratic Republic of the Congo, Kenya, Rwanda, South Sudan, Tanzania, and Uganda. The EAC aims to promote regional social, economic, and political cooperation among its Member State.
East African Civil Society Organisations' Forum (EACSOF)	EACSOF is a regional umbrella body of NGOs operating in all EAC countries with the aim of facilitating effective and meaningful engagement between civil society and EAC institutions at both national and regional levels.
East Africa Legislative Assembly	The East African Legislative Assembly (EALA) is the legislative body of the East African Community (EAC). It is composed of 45 Members of Parliament (MPs) from the seven EAC Member States. The EALA's main responsibilities include Passing legislation, Overseeing the EAC: The EALA oversees the work of the EAC Secretariat and other EAC institutions. It can hold hearings, conduct investigations, and make recommendations to the EAC Summit, it also represents the interests of the EAC people by engaging with civil society organizations, the private sector, and other stakeholders.
Horn Africa Region	

Arab Campaign for Education for All (ACEA)	The Arab Campaign for Education for All (ACEA) is a non-profit coalition of organizations working to promote the right to education for all children in the Arab world. ACEA works to advocate for policies that make education accessible to all children, support the development of quality education programs and build the capacity of local organizations to advocate for education.
Arab League	The Arab League is a regional organization in the Arab world, which is located in North Africa, West Asia, and part of East Africa and has 22 state members. The League's main goal is to "draw closer the relations between member states and co-ordinate collaboration between them, to safeguard their independence and sovereignty, and to consider in a general way the affairs and interests of the Arab countries". The organization has received a relatively low level of cooperation throughout its history. Through institutions, notably the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Economic and Social Council of its Council of Arab Economic Unity (CAEU), the League facilitates political, economic, cultural, scientific, and social programmes designed to promote the interests of the Arab world.
ALECSO – Arab League Educational, Cultural and Scientific Organization	The Arab League Educational, Cultural and Scientific Organization (ALECSO) is a Tunis-based institution of the Arab League, established in accordance with article 3 of the Arab Cultural Unity Charter by an announcement made in Cairo, Egypt, in 1970. It is the Arab League's specialized organization for education, culture, and science. ALECSO aims to promote cooperation among Arab countries in the fields of education, culture, and science, develop and implement programs that promote the exchange of knowledge and expertise and support the preservation and promotion of Arab culture. In response to the needs of the Ministries of Education and Higher Education in the Arab countries, and based on the resolution of the ALECSO General Conference, ALECSO continues to hold periodic Conferences of Arab Education Ministers to address the fundamental aspects of the Arab educational system, and to develop forward-looking visions and insights to enhance the educational process.
The Intergovernmental Authority on Development (IGAD) in Eastern Africa	Created in 1996, It comprises the countries of Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan and Uganda. IGAD aims to promote regional cooperation and integration in the Horn of Africa, with a focus on peace and security, food security, climate change, and economic development.
Regional Mechanisms in HESA Region	
Learning communities of Global Campaign for Education for All (GCE)	The Global Campaign for Education for All (GCE) is a global coalition of organizations working to promote the right to education for all children. GCE has a network of learning communities in different regions of the world. These learning communities provide a platform for organizations to share experiences, exchange best practices, and collaborate on advocacy campaigns.
the Africa Regional Forum on Sustainable	ARFSD is an annual multi-stakeholder platform organized jointly by the United Nations Economic Commission of Africa (ECA) and the Host Government in collaboration with the African Union Commission, the African Development

Development (ARFSD)	Bank and other entities of the United Nations System. It brings together Ministers, senior officials, experts and practitioners from UN member States, private sector, civil society, academia, and UN organisations"
EI Africa Regional Conference	EI Africa Regional Conference is held every four years, at least six months prior to the EI World Congress. The Conference attended by delegates of teacher unions, observers, and guests from across and beyond the region.

National Spaces	
Local Education Group (LEG)	The Global Partnership for Education brings together all education partners in a collaborative forum called the local education group (LEG), led by the ministry of education. The local education groups express the strong emphasis contained within the Global Partnership for Education model on fostering mutual accountability across the partnership. The LEG participates in developing, implementing, monitoring, and evaluating the education sector plans and programs. A coordinating agency is selected among its members to facilitate the work of the LEG. Additionally, a grant agent is selected by the government and endorsed by the LEG to oversee the implementation of GPE grants.

The LEG is also a core building block of ensuring better-coordinated donor activities behind a country-owned national education sector planning, thus ensuring aid effectiveness principles. The LEGs are also often called different things in different countries. For example, Education Coordinating Group, Education Local Consultative Group, Education Sector Development Committee, Joint Education Sector Working Group, etc. GPE refers to all of these collectively as 'Local Education Groups' or 'LEGs' as a generic term at the global level. Regardless of the name, this group brings the government and partners together to discuss the education policies |

Conferences/ International and Regional events and assemblies that provide a platform for advocacy on transnational Education Policies:	
Global events	
Education World Forum	A global forum for education leaders to discuss and debate the most pressing issues in education.
UN General Assembly	The main deliberative body of the United Nations, composed of all 193 Member States.
Transforming Education Summit (TES)	A global summit convened by the UN Secretary-General to mobilize action to transform education.
International Conference on Education	A quadrennial conference organized by UNESCO to discuss and debate the most pressing issues in education.
Education Cannot Wait High-level Financing Conference	To mobilize resources for education in emergency situations and ensure access to quality education for affected children.
High Level Political Forum (HLPF)	A forum for the review of sustainable development goals, including SDG4 on education

World Economic Forum- Davos	An annual meeting of global leaders from business, government, and civil society.
Cross Cutting Thematic Areas Global events	
World Bank/IMF spring meetings	Annual meetings of the World Bank and the International Monetary Fund.
Global Disability Summit	A summit to address the needs of people with disabilities and promote their inclusion.
COP (Conference of the Parties)	A meeting of the parties to the United Nations Framework Convention on Climate Change.
Women Deliver Conference	A global conference on gender equality and women's empowerment.
Regional Events	
African Union meeting	A meeting of the heads of state and government of the African Union.
EOL Regional events	A series of regional events organized by Education Out Loud (EOL)
International Quality Education Conference	A conference to discuss and debate the most pressing issues in education quality. www.iafqe.orgconference
SADC PF	The Southern African Development Community Parliamentary Forum Home - SADC Parliamentary Forum (sadcpf.org)

Mechanism for advocacy through the African Union:

The African Union (AU) is a continental body consisting of the 55 member states that make up the countries of the African Continent. It was officially launched in 2002 in Durban, South Africa. The guiding vision was summed up as "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena".

Currently, the African Union (AU) is the largest transnational space on the continent with the greatest influence in convening and gathering countries. The AU has articulated a ten-year Continental Education Strategy for Africa (CESA).

AU vision included aspirations to achieve the human rights of African people, promoting sustainable development, and progress on women's participation and gender equality. The grand vision of the AU is contained in the Africa We Want document, known as Agenda 2063. This is the strategic framework for Africa's long term socio-economic and integrative transformation, which calls for greater collaboration and support for African-led initiatives to ensure the achievement of the aspirations of African people. **The Continental Education Strategy (CESA) is the education component of Agenda 2063. Some literature shows that** the civil society was excluded from the conception, design and direction of [the Vision 2063] agenda, which committed to ensure that African people are involved at all stages of the Agenda's lifespan[2]

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[2] Jonas and Seabo's article provides a good history of ECOSOCC, which is useful to understand the genesis of the Council and the challenges it faces

Two bodies within the AU structures were created to promote participation of African citizens and civil society: the **Pan-African Parliament** and **the Economic, Social & Cultural Council (ECOSOCC).** In relation to Education, **the African Committee of Experts on the Rights and Welfare of the Child** is an important educational body, and the **African Peer Review Mechanism** is an important mechanism for advocacy on education.

The policy fields covered by Department of Education, Science, Technology, and Innovation (ESTI) within the African Union are administered by an array of institutions. those institutions include the **Pan African University (PAU),** the **Pan-African Institute for Education for Development (IPED)/ African Observatory for Education**, and the **African Union International Centre for Girls and Women Education in Africa** (AU/ CIEFFA). The objectives of these entities and links are available in the table above.

Champions of Education (C10): The AU's Education structure has a group of 10 countries representing different parts of the continent, which act as Champions for Education, Science, and Technology. Known as the C10, this is a **high-level platform** entrusted with advancing and overseeing the implementation of **education component of Agenda 2063**, issues which they report annually to the AU Summit. The 10 countries are: Algeria, Congo Republic, Equatorial Guinea, Kenya, Libya, Namibia, Senegal (Chair of the Committee), Sierra Leone, Uganda, and Zambia.

The Committee held its inaugural meeting in January 2018 in Addis Ababa, Ethiopia, and its first Extraordinary Summit in November 2018 in Lilongwe, Malawi, where it adopted a declaration and plan of action for championing education, science, technology and innovation.

ECOSOCC: The AU launched the Economic, Social and Cultural Council (ECOSOCC) in 2004. It was established as an "advisory organ composed of different social and professional groups of AU Member States". ECOSOCC's purpose, as defined by the AU, is to provide an opportunity for African Civil Society Organizations "to play an active role in contributing to the AU's principles, policies and programs". An important distinction the AU made is that "the impulse is not for the African Union to organize civil society. Rather, the organizing principle of the ECOSOCC of the African Union is one in which civil society would organize themselves to work with the Organization"[3] .

One of the ECOSOCC's functions is **Fostering and consolidating partnerships between the AU and CSOs** ECOSOCC's General Assembly is its highest decision and policy making body and has a tenure of four years. Members of the Assembly may be re-elected once. It is composed of **two CSOs from each African Union member State**, **ten CSOs operating at regional level and eight at the continental level**. The General Assembly is composed of ECOSOCC National Committees, which should include the different categories of civil society (social groups representing women, youth, and other sub-sectors of marginalized people; professional groups; NGOs, CBOs and voluntary organizations). **There is no information on those committees on the ECOSOCC website.**

ECOSOCC's Statues provide for **Sectoral Cluster Committees** that mirror those of the AU. Their role is to channel information on the different thematic subject areas to the ECOSOCC members, and to coordinate and compile inputs from civil society's side to AU policies and programs. We didn't find information about an education cluster on their website nor information on activities, conferences or events conducted by this cluster.

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[3] [The Genesis of ECOSOCC | African Union ECOSOCC (au.int)](au.int)

Useful Link to African Union Handbook:
https://au.int/sites/default/files/documents/31829-doc-2022_AU_Hanbook_ENGLISH.pdf

Analyzing the context of grantees engagement with key relevant transnational education policy spaces to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

The main transnational Advocacy spaces identified by grantees were **UNGA, HLPF, AU, GCE, ANCEFA, ACEA, UNICEF, UNESCO, SADC, EDC, EI**, **GPE, GPE KIX,** Collective Consultation of NGOs on Education 2030 (CCNGO), **SDG4** processes and **SDG4 High Level Steering Committee** (HLSC) as regional platforms that could be used for transnational educational advocacy.

Additionally, EOL grantees mentioned some thematic alliances within their area of work such as the **National Early Childhood Educational Network (ECDE Network),** the **Early Childhood Education Professionals**, **Civil Society Education Coalition**, Africa Network Campaign on Education for All, Intergovernmental Authority on Development (IGAD), Human Rights Watch, Human Rights Council, East Africa Legislative Assembly, Child Rights Network Southern Africa , Teachers Working Group Physical Education (TWG PE), Forum for African Women Educationalist (FAWE), Global Student Forum, Teach for all, Global Integrity, World Forum Foundation, UN Commission for women, , Financing for Development, Education Financing working group, TES (Together we build trusted Education Solutions), Tax Justice Network Africa, Global Alliance for Tax Justice, Tax Education Alliance, AFCEN and Teachers Union, African Union Clusters such as Teacher Development Cluster; Regional Economic Communities, Teacher Task Force.

HESA RMU was also mentioned as spaces that facilitate cooperation among grantees.

On the National level, grantees listed the following national bodies as main partners for the grantees on Transnational Educational policies; **National Education coalitions** in the targeted countries, Horn, East and Southern Africa Education Network, **Local Education Groups** (**LEGs**), **National networks of Education for all, National Federation of organizations of the Disabled** in some targeted countries, Action Aid, Save the Children, World Vision, Say What Organization, Child Rights Connect, National Branches for Civil society education coalition.

Mechanisms:
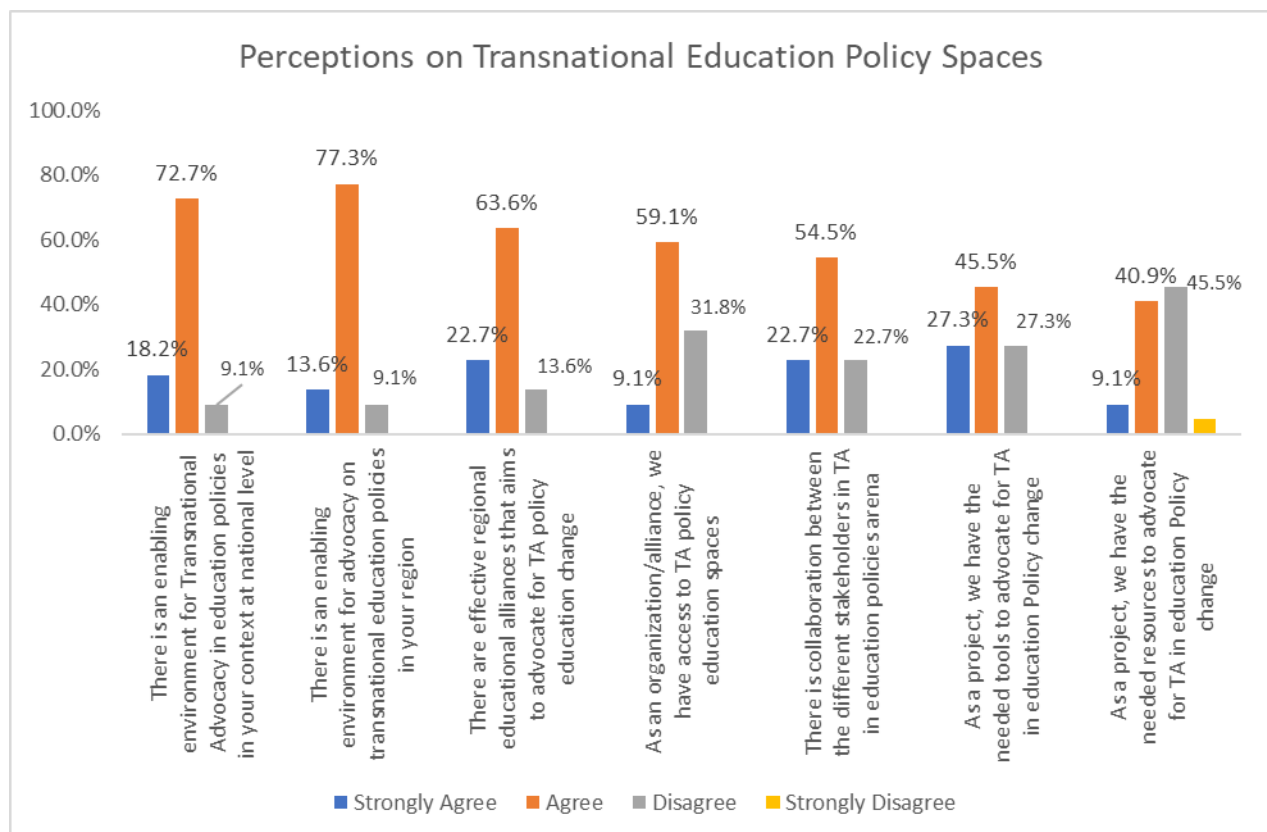- parallel reporting to UN treaty bodies and other reporting mechanisms
- Regional sustainable development processes
- Voluntary National Review platforms
- Voluntary Local Review
- Universal Periodic Review

Conferences:
- Comparative and International Education Society (CIES) conference.
- Transforming Education Summit
- Global Partnership for Education
- UNGA
- Regional SDG Forums
- HLPF

- IMF/World Bank Spring meetings
- Replenishment conferences for GPE and ECW
- UNESCO General Conference
- CONFINTEA
- AU year of education 2024
- SADC Parliament Forum
- The international Quality Education Conference.
- ECE conferences
- Webinars on Education and ECCE.
- Policy forums on ECE and education
- African Commission Ordinary sessions
- African Committee of Experts on the Rights and Welfare of the Child sessions
- Civil Society Policy Forum during the World Bank Meetings"
- Education Ministers meetings in Africa and in the SADC and East Africa regions.
- Africa Regional Forum on Sustainable Development. (ARFSD)
- AU Heads of States and Government Summit in February 2024
- Education summit

Perceptions about accessibility of Transnational Education Policies:

Nearly 90% of grantees **agreed that there is an enabling environment for Transnational Advocacy** (TA) in education policies at national level and Regional level. 86% of grantees agreed (22.7% strongly agreed and 63.6% agreed) that there are **effective regional educational alliances** that aims to advocate for TA

policy education change, 31.8% (7 out of 22) grantees disgareed having access to TA policy education spaces naming (Helping Our People Excel (HOPE), Education For All Somalia Coalition (EFASOM), Kesho Kenya, Stimulus Africa Foundation, Kuyenda Collective PSAM Rhodes University, Shule Direct, Paramount Young Women Initiative "PAYOWI"). Majority of grantees agreed (12 grantees agreed and 5 strongly agreed) that **there is collaboration between the different stakeholders in TA in education** policies arena while 5 out of 22 disagreed (SayWhat Organization, World vision UK, Policy Forum, Shule Direct and Paramount Young Women Initative).

16 grantees out of 22 agreed that as a project, they have the **needed tools** to advocate for TA in education Policy change while only 11 agreed that the have the **needed resources** to advocate for TA in education Policy change while 11 disagreed.

Main challenges of transnational advocacy spaces:

Transnational advocacy on educational policies faces a number of challenges, including the following as reported by grantees:

- **Lack of sufficient funding:** Transnational advocacy organizations often have limited resources, which can make it difficult to carry out their work effectively.
- **Mobilizing around an issue takes time**: It can take a long time to build consensus and get the buy-in of all stakeholders on a transnational education policy issue.
- **Shrinking civic space in some countries:** In some countries, it is becoming increasingly difficult for civil society organizations (CSOs) to operate and raise issues. This can make it difficult for CSOs to engage in transnational advocacy on education.
- **Inadequate follow-up on issues at the country level**: There is a need for better follow-up on transnational advocacy efforts at the country level. This will help to ensure that advocacy efforts are having a real impact on education policies and practices.
- L**ack of adequate spaces for some regions to push regional cross-cutting issues**: such as the negligence of non-formal approaches to learning and the lack of allocation of meaningful resources to this sub-sector of education systems.
- **Need for more research and evidence generation on certain issues** such as the privatization of education and education financing: There is a need for more research and evidence generation on critical issues affecting education, such as the privatization of education and education financing.
- **Bureaucratic structures** in engaging policy makers at the regional legislative, our literature review shows a reference that make an important distinction between how international organizations have formally opened up to civil society through "voice-only opportunities" such as "conducting consultations, providing notice and inviting comments online, holding public meetings, establishing advisory or expert committees, etc." versus "decisional opportunities" that give civil society direct leverage and formal roles in rule- and decision-making (2022, p. 480).[4] There does not seem to be a **deliberate effort to reach out to civil society for their participation** in the African Union clusters for example.
- **Lack of political will to invest** in pre-primary education. **Countries' political priorities** may not be in line with education promotion as a priority.
- **Limited advocacy platforms** and lack of transparency: There are a limited number of advocacy platforms available for transnational education advocacy. Additionally, there is often a lack of transparency in transnational education decision-making processes.

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[4] **Pawelyn et. al. 480 (2022)**

- There does not seem to be a deliberate effort to **reach out to civil society for their participation in the AU clusters**. Expanding the membership of each cluster is largely left to the chair(s) and coordinator(s) of the clusters who do not all share an understanding of civil society as an essential education stakeholder representing citizen voices and -as the case is in Africa- as an important factor in the national education landscape, as evidenced by their participation and leadership roles in the local education groups, the national education sector coordination and dialogue platforms.[5]
- A previous report on CESA concluded that regional education decision-making is neither transparent nor consultative, with non-state actors, such as civil society, largely excluded from deliberations and without a recognized and officially sanctioned role.
- **It is worth noting that the Arab countries located in the horn Africa countries are often linked to the geographical regions of Africa, but when it comes to education they are very much linguistically, culturally and politically linked to the Arab World as being part of Arab League and the regional secretariat of Arab Campaign for Education for All (ACEA).**

Strengths and weaknesses of EOL grantees in advocacy of Transnational Education Policies:

Main Strengths of EOL Grantees from the different OCs are their **ability to network and collaborate with many partners** and stakeholders including grassroot organisations, teachers and Government institutions at the National level, their **knowledge of the educational policies and the main gaps and needs**, their **technical expertise and ability to conduct research** and collect data and their **understanding of the local context**. The interview showed a weakness in the ability of National coalitions to access networks of transnational stakeholders and to connect and collaborate at a transnational level. Nevertheless, some grantees particularly OC3 grantees are from international organisations and global movements such **World Vision, Policy Forum, Shule Direct, Global Campaign for Education**, TaxEd Alliance, Lesotho Council of NGOs (which is a members of SADC), **ActionAid and Kuyenda,** that is why synergies amongst EOL's OCs should be established; so that the national coalitions can increase their expertise and abilities to access networks and connect and collaborate at regional and global levels.**. Quoting the TaxEd Alliance "***The core TaxEd Alliance strengths have been technical knowledge, specialized research and communication skills, international reputation of members, and the capacity to influence global decision makers. Members share common goals of gender equality and social justice and respect for human rights, and they bring complementary expertise and constituencies for effective learning and advocacy. The Alliance has developed replicable solutions and strategies in the three target countries. The geographical representation of the three countries: Anglophone Africa, Francophone Africa and Asia, makes the evidence and recommendations representative, transnational, and transferable to other countries.*

Additional weaknesses include lack of financing, the inability to operate more strategically across national boundaries and lack of a general transnational advocacy strategy. As **Shule Direct** reported "***The main weakness is the lack of access to these spaces and inadequate resources the current resources were tied down to the project at hand", the Egyptian Union for***

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[5] African Civil Society Education Groups: In Search for A Place in Implementing the Continental Education Strategy for Africa (CESA) - August 2023

Educational Policy and Research quoted "We lack a general transnational advocacy strategy We lack resources (financial, informational) that target the transnational advocacy".

Objective 2: Assess Workable strategies/tactics for participation in transnational education policy advocacy spaces and influencing education policies.

<u>Tactic 1: Amplifying the voices of non-traditional players in education:</u>
Kuyenda Collective is fast becoming a movement which is being steered by Rural Youth and non-traditional actors in Malawi, Mozambique, Tanzania, and Zimbabwe, bringing their voices into the National Coalitions and Regional spaces to diversify the representation of education system actors and to assess the responsiveness and effectiveness of education policies and continues to reveal what are the visible and invisible obstacles to change within the system at the national level and transnational level. The alliance members in these four countries are joining efforts with larger movements including Forum for African Women Educationalists Malawi (FAWEMA) and Teach for Zimbabwe which helped amplifying their message.

Facilitating and documenting the voices of rural youth for responsive education service
Improved understanding of how the education system is structured and what works at national and transnational levels, which is necessary for better advocacy asks overtime. The alliance was able to **locate some systemic challenges such as the quality and type of data, for example** "Education Management Information System **(EMIS) is not representative of the magnitude of the need rural learners face every day** which therefore has a negative bearing on the resources proportioned for marginalized communities.
Facilitating and documenting the voices of rural youth for responsive education service

Using training as a **tool to uncover systemic issues within education at the national** level across the 4 countries and connecting the dots in a way that allows for collective ownership of the problem and subsequent advocacy on it in additional to *Identifying points to create or widen leverage for social accountability interaction- windows of opportunity, design pause moments in implementation so as to course correct where doors are closed or particular tools or methods are useful in building trust-based relationships amongst system actors.*

The alliance members highlighted the importance of coordination and structure in transnational advocacy, as it allows for a more effective approach to pushing for transnational policy agendas. Also, they discussed the challenges of accessing these spaces and the importance of working through national education coalitions and other coordinating groups to ensure information flows through the hierarchy.

<u>Tactic 2: Lobbying through international Advocacy Spaces and Social Accountability Monitoring tool - Decolonizing Education Financing:</u>
The transnational Tax and Education Alliance (The TaxEd Alliance) brings together, ActionAid, the Tax Justice Network (TJN), the Global Alliance for Tax Justice (GATJ) and its regional networks "Tax Justice Network Africa (TJN-A) and Tax and Fiscal Justice Asia (TAFJA)", Education International (EI) – with close practical links with the global education

movement - the Global Campaign for Education (GCE) and their regional and national coalitions to advocate for and bring about commitments to increase the domestic financing of public education systems in a sustainable and progressive way.

The strong alliance between these civil society organizations and teachers' unions played an essential role in bringing sustainable change in education financing policy, increasing the size and share of budgets supported by fair tax and revenue frameworks that led to improving decision-making mechanisms and accountability processes through improving the scrutiny and sensitivity of the education budgets.
the Tax Ed Alliance aims to link tax justice and education movements to finance education through progressive taxes in Senegal, Zambia, and Nepal. The alliance emphasized the need to keep tax justice and education movements connected beyond the funding of the project and develop a long-term strategy for the alliance. The TaxEd also advocates for more engagement in all spaces such as advocacy work in high-level steering committees and working groups to push for a bigger picture approach to education financing.

ActionAid/Global Campaign for Education co-led the thematic Action track (AT) on financing education side by side with two Member States "Fiji and Belgium" in the Transforming Education Summit (TES) convened by the UN Secretary-General to mobilize action to transform education held in New York in September 2022 which included drafting the financing education discussion paper. The discussion paper was negotiated with all 193 member states of the United Nations in the summit.

TaxEd alliance played a major role in securing this historic Call to Action on financing education, which put tax issues at the center of global debates on financing education for the first time. The Transforming Education Summit (TES) , and other sustained advocacy processes driven by Tax Justice Network (TJN), the Global Alliance for Tax Justice (GATJ), also contributed - in November 2023 - to making the pressure to move global tax policy making away from the Organization for Economic Co-operation and Development (OECD) to a more representative and empowered UN Tax Body in November 2023.

This equally historic UN Resolution mandated the UN to take on a global tax leadership role was adopted by consensus but driven by African Finance Ministers.

Following these breakthroughs, in November was the World Assembly of the GCE where the alliance managed to get a motion passed to prioritize the Global Action Week on the Transforming Education Summit finance agenda and to frame it as decolonizing education financing, the alliance then produced a toolkit called Transforming Education Financing that was developed by the Tax Ed Alliance with the Global Campaign for Education and Education International. The result was to agree to have decolonizing education financing the theme for the Global Action Week in May 2023, and the Global Student Forum decided to make Tax and Education their priority campaign - all drawing on resources from the TaxEd Alliance.

Also, the TaxEd Alliance and Government Revenue and Development Estimations (GRADE) contributed to the thematic report on The Right to Education, Advances and Challenges of the Special Rapporteur on the Right to Education, which was presented to the Human Rights Council in June 2023.

The core TaxEd Alliance strengths have been technical knowledge, specialized research and communication skills, international reputation of members, and the capacity to influence global decision makers. Members share common goals of gender equality and social justice and respect for human rights, and they bring complementary expertise and constituencies for effective learning and advocacy. The Alliance has developed replicable solutions and strategies in the three target countries. The geographical representation of the three countries: Anglophone Africa, Francophone Africa and Asia, makes the evidence and recommendations representative, transnational, and transferable to other countries.

Tactic 3: Engage with policymakers- Submissions of reports in regional/International platforms:
Policy papers are in-depth documents that analyze a policy issue and propose solutions. They can be used to inform policy makers and the public about the issue and to build support for specific policy changes.

The Girls Education Advocacy in the Region (GEAR) alliance is a consortium of four organisations; Students and Youth Working on Reproductive Health Action Team (SAYWHAT), Farming Community Educational Trust (FACET), Girls Activists Youth Organization (GAYO) and National Action for Quality Education in Zambia (NAQEZ) **utilized review processes on binding transnational frameworks on the right to education to hold governments accountable on their commitment to progressive education frameworks.**

The design the GEAR project has a significant representation of indigenous young people of Sothern Africa in the core members of the GEAR alliance and this represents a unique opportunity to amplify youth voices in transnational education advocacy by SADC CSOs. The alliance also supported CSOs linking and learning on transnational education advocacy.

Th alliance submitted a policy brief at SADC inter-ministerial committee. They also contributed towards aligning national policies with regional standards and adoption of best practices from countries at regional level.

Tactic 4: Development of regional policies and protocols:
Example 1: The civil society TRANAC Alliance
TRANAC Alliance is a consortium made of up of early Childhood Education national coalitions from Eswatini, Mozambique, Zambia, Lesotho (NECDOL), the Malawi ECDE Coalition and the Zimbabwe Network of Early Childhood Development Actors (ZINECDA) - has collaborated with Children's Rights Network for Southern Africa (CRINSA) to include early childhood development education issues into the draft **Southern Africa Development Committee (SADC) Protocol for Children** that is underdevelopment. This was achieved through engaging the CRINSA secretariat, board members and national chapter representatives. Articles for insertion into the

already draft protocol was developed by the alliance and submitted for consideration resulting in a separate section for being created in the protocol. And the alliance also participated in the development of an implementation strategy of Early Childhood Development and Education and in promoting the inclusion of the topic in the SADC Education and Training Protocol.

Example 2: ANCEFA
ANCEFA's mission is to strengthen civil society capacity to engage in policy dialogues, advocacy efforts and campaigns to hold their governments accountable of the commitment that they make in various spaces. ANCEFA's work is grounded in a strategic plan that is collaboratively developed with ANCEFA's members – selected based on a democratic and inclusive membership criterion - to identify key priorities in the region. ANCEFA provided technical support, guiding members on the process of drafting shadow reports, helping in drafting or reviewing documents and providing technical assistance within the scope of the ongoing project for example, ANCEFA offered guidance on the monitoring of SDG4 at country level through reviewing relevant documents and providing into for the coalitions on their papers, at the same time, at the regional level. ANCEFA drafts regional shadow reports where they consolidate and compile various national products into a regional perspective of where we are.

ANCEFA joined a consortium with Humanity & Inclusion and the Federation of People of Disability in West Africa and organized a side event in the fifth session of the Africa Regional Forum on Sustainable Development (ARFSD) that took place in 2019 in Marrakesh on the theme "Empowering People and ensuring inclusiveness and equality". The Forum aimed to advance implementation of both the SDGs and Africa's Agenda 2063. The 2019 Forum conducted in-depth reviews of the SDGs that will be discussed in July 2019 session of the UN High-level Political Forum on Sustainable Development (HLPF), and its outcomes will feed into the HLPF's deliberations. One of the SDGs that was targeted was SDG4.

ANCEFA and the consortium's succeeded through its side event to read its manifesto, putting forward their inputs and developing a policy brief in the forum and in the HLPF in New York afterwards addressing Africa's specific challenges in the implementation of the SDG4. The representative of ANCEFA had the chance to be in the delegation of the civil society to prepare the 2-minute intervention of the civil society.

During the high-level political forum, ANCEFA encouraged the national Coalitions to participate in the voluntary national review that their countries are conducting, while doing their own parallel reports. ANCEFA provided them with technical assistance to do the exercise at country level then consolidates all these national VNRs in one regional shadow report. Our interviewee Solange Akpo mentioned "The global spaces: CCNGO, GPE board, GCE board, HLSC should be represented by political people not a technical people. It is important to unify, interlink and harmonize our efforts in all these bodies.".

Tactic 5: Communicate effectively and strategically.
The Pamodzi project (Rays of Hope) has through the development of an online data visualization dashboard been able to capture and provide real-time data on inclusive education

which is key in policy formulation and advocacy. The project team has held discussions with the Education Management Information System Department in the Ministry of Education in the target countries (Malawi, Kenya and Tanzania) to consider reviewing indicators to include indicators, for example, on special needs education. The unique piece to the project is the **online policy monitoring tool that has a data visualization dashboard that generate data for use and to connect between the policy framework and subsequent implementation**. **https://www.pamodzi4inclusive.org/**. This tool is a good virtual practice to transnational advocacy based on facts.

Durin the FGDs, Willie Mpasuka from Rays of Hope mentioned that they work with national education coalitions, local NGOs, and government ministries/committees. However, there are not many transnational policy platforms in East and Southern Africa to advocate for inclusive education. Willie also discussed the challenges of transnational advocacy, including political and social differences in different countries.

Tactic 6: Building Alliances
Example1: Collaboration and Coordination among EOL Grantees
Adolescent Mother's Education Initiative (AMEI) is implemented by World Vision UK in consortium with 5 partners: Initiative for Social and Economic Rights (ISER – Uganda), World Vision DRC, CONEPT DRC, World Vision Zimbabwe and Education Coalition of Zimbabwe (ECOZI)

The overall objective of the project is to contribute to the continued education of pregnant girls and adolescent mothers (PGAM) in the Southern and East Africa regions. AMEI brings together local, national and transnational actors for positive change in girls' education by challenging policy and practice barriers for PGAM.

To include the education coalition in this project that has this transnational scope was really important for the coalition of Zimbabwe to ensure the transnational to national flow of change. The coalition connected national level activities with the transnational activities. The partnership was a special case due to the conceptualization of the project by the coalition. The coalition amplifies advocacy issues at the national level and uses evidence from the regional level to bring about policy and behavioral change at the national level. Being in OC1 and OC3 as well was a unique experience to advance the transnational and national scope of the coalition work at the same time.

Example 2: Collaboration and Coordination among EOL Grantees and Parliamentary Bodies in Zimbabwe
Clemence Tauya Nhliziyo from Coalition of Zimbabwe (ECOZI) explains how EOL grantees in Zimbabwe have been collaborating to coordinate their efforts and avoid duplication. She emphasizes the importance of strengthening each other's work and working with parliamentary bodies to shape advocacy agendas and force governments to implement policies.

Clemence "we are lucky that there are 7 grantees under EOL, we coordinate and meet regularly to update and strengthen each other, engage with parliamentary bodies and strengthen our

oversight role, use evidence-based advocacy and research to support policy influence, and explore opportunities for collaboration and knowledge sharing with other organizations and initiatives outside of the grant program."

Example 3: Collaboration and Coordination among EOL OC1 and OC3 Grantees
Through collaboration and partnership with OC1 such as Education Coalition of Zimbabwe (ECOZI) and Civil Society Education Coalition (CSEC) Malawi it has been possible to push for inclusion of ECDE in the final Education Sector Strategic Plans (ESSP) 2021-2025 in Zimbabwe under the process which initially started in 2021 to date. In 2021 ZINEDA and ECOZI made contributions to the draft Education Sector Strategic Plans (ESSP) before it was finalised. After the finalization, the team was asked to submit contributions and policy recommendations in support of the strategy under the current reporting period and the contributions were presented through ECOZI at the Joint Sector review meeting with the ministry. The collaboration also led to participation in reviewing high documents on the GPE Compact and the European Defense Fund EDF III funding proposal in Zimbabwe. The development of a National Education Trust, facilitated by ECOZI and ZINECDA, has an existing task group which has validated the strategy document which is leading to the development of a draft model bill to be submitted to government. ECDC Malawi and CSEC have collaborated in national budget analysis leading to increased budget allocation of ECDE from 3.8% in 2021/2022 to 4.4% in 2022/2023 which is 17.4%.

Example 4: Through EOL and in line with GCE work worldwide, GCE continued its effort to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts in the collaboration with its regional coalitions : the Asia South Pacific Association for Basic and Adult Education (ASPBAE), the Latin American Campaign for the Right to Education (CLADE) and the Arab Campaign for Education for All (ACEA). GCE's work continued to tighten the links between national, regional, and global advocacy, while enhancing CSOs influence in key education policy platforms relating to education financing, GPE processes.

According to its recent participatory strategic plan, GCE has three priority areas agreed upon at its General Assembly**; transforming education, education financing and education in emergencies**. GCE worked on building the capacity of the national education coalitions and created linkages at national, regional, and global level on education financing and inclusive education solutions in times of emergencies or crises, including the inclusion and building on national-level views in key regional and global level debates/events.

GCE, through its work, succeeded in providing a narrative on the global scale and severity of the education funding crisis which has been worsened by the COVID-19 pandemic and the resulting increase in debt and severity of austerity measures around the world. GCE used diverse tactics for transnational advocacy around education policy worldwide such as its **annual week-long action of the Global Action Week for Education (GAWE)**; its education financing and advocacy e-learning courses which are accessible from the GCE website; likewise, GCE launched its education financing observatory with the objective of tracking the performance of public

education financing and to strengthen civil society participation, especially of GCE members, in the analysis of national, regional and international contexts and the implementation of actions to demand and improve the financing of education.

Tactic 7: Generating knowledge and evidence to inform decision making.
Example 1: GCE
To better understand, the shrinking advocacy space of the civil society in Africa, GCE conducted research on "**African Civil Society Education Groups: In Search for A Place in Implementing the Continental Education Strategy for Africa (CESA) in August 2023**". The research aimed at supporting the GCE's members in Africa to understand how the Africa Union (AU) and its Regional Economic Communities (RECs) engage with the theme of education and to identify what spaces and opportunities exist for civil society education groups in Africa to interact with those bodies in service of more equitable and democratic public education systems on the continent.

This research provided evidence of the need for advocacy at both the national and regional and global levels. The research succeeded in identifying the entry points for the national education coalitions to engage with the Africa Union and in particular the Regional Economic Communities (RECs) and the Continental Education Strategy for Africa (CESA) and its clusters.

As one interview quoted "*The problem is the shrinking spaces that is existing within the whole advocacy spaces that are available. There are so many spaces in Africa where national coalitions can undertake their advocacy work, but these spaces themselves were not structured to include civil society - Grant Kasowanjete*".

Example 2: The GPE-KIX Program
The GPE-KIX Program is a global partnership that supports developing countries to improve their education systems. The program focuses on three key areas:
- Evidence and innovation: The program supports research on education and the development of innovative solutions to education challenges.
- Capacity building: The program provides training and resources to help education policymakers and practitioners improve their skills.
- Policy reform: The program supports countries to develop and implement evidence-based education policies.

"GPE's KIX program was introduced 2 years as a research symposium in Africa and it's becoming a **very influential platform**. KIX symposium brings together different academics, researchers, policy makers, civil society, national coalitions of education and other key players such as AU, UNESCO, UNICEF among others to talk about research findings; the first KIX Continental Research Symposium on Learning Outcomes in Sub-Saharan Africa (SSA) was held in 2022 in Addis Ababa; the second KIX Continental Research Symposium in held in 2023 in Abidjan. "***It is important to engage academia in the advocacy efforts" and to open these spaces to all stakeholders especially civil society actors which rely on evidence for their practical advocacy work***" – one interviewee mentioned.

Tactic 8: Creating a key mechanism for dialogue, reflection and partnership with NGOs working in Education to influence and monitor education policy

Civil society organizations (CSOs) play a central role in the implementation and monitoring of the 2030 agenda under UNESCO. The Collective Consultation of NGOs on Education 2030 (CCNGO-Education 2030) is a key mechanism for **dialogue, reflection and partnership with NGOs** working in the field of education. The CCNGO-Education 2030 is the CSO voice of the Global Education Cooperation Mechanism. Its members take an active part in the following:

- SDG4 Education 2030 High-Level Steering Committee
- Sherpa group of the Steering Committee
- Technical Cooperation Group
- Regional SDG4 Education 2030 committees

The Transforming Education Summit was an important milestone for education across the world, now and into the future but its true impact will be determined by the effectiveness of the Summit follow-up at national, regional, and global levels.

The SDG 4 HLSC, co-chaired by UNESCO and Sierra Leone, will play a key role to ensure and monitor effective Summit follow-up. The HLSC will strengthen global-, regional- and national-level cooperation within and beyond education and will integrate the Summit outcomes into SDG4 coordination, monitoring, and implementation efforts. The HLSC will report on progress, including through the Global Education Meetings, and the SDG Summit in 2023, as well as other existing mechanisms, such as the Voluntary National Reports of the ECOSOC High-Level Political Forum. The UN Secretary-General convened the Transforming Education Summit (TES) at UN Headquarters in New York on 16-17 and 19 September 2022 as part of a broader effort under the Common Agenda to accelerate SDG progress and ensure multilateralism is fit for the future. The Summit was preceded by an extensive preparatory process at all levels. It drew on the report of the UNESCO International Commission on the Futures of Education. It benefited from inputs across three workstreams: national and regional consultations, thematic action tracks, and public engagement, communications, and advocacy. A Pre-Summit, held from 27-30 June at UNESCO-Headquarters in Paris and attended by Heads of State, over 150 Ministers and a wide range of education stakeholders, was a turning point on the road to September 2022. Over 2,000 participants joined in the Summit itself which took place during the high-level week of the 77th session of the UN General Assembly in Sept. 2022. Through a Youth-led Mobilization Day, a TES Solutions Day and a TES Leaders Day, the Summit succeeded in elevating the crisis in education to the top of global and national political agendas.

The Summit provided a unique opportunity to generate commitments from the highest level of national governments through 135 National Statements of Commitment submitted, to launch new global initiatives, and to support a broader stakeholder mobilization and solidarity for transforming education, with youth as central actors and agents of transformation as manifested in the Youth Declaration. The Secretary-General called on the SDG4 High-Level Steering Committee to ensure effective Summit follow-up by strengthening global, regional and national level cooperation and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts.

Objective 3: Assessing the importance of transnational and regional alliance building in education policy advocacy efforts and how the alliances should be made stronger and sustainable.

Coalitions maximise a CSO's ability to make an impact; the more that groups are involved in a message, the greater support and impact it is likely to achieve. Partnered organisations can also share specialized skills. One CSO may have expertise in data collection and analysis; another in capacity building for other organisations, decision-makers, or the media; and another in dissemination. One may specialize in analysis at the local level, another at the national or international level. Building on these varied skills ensures effectiveness.[6]

The European Economic and Social Committee (2015): "stakeholder engagement in long-term sustainable development works best if it is organized as a continuous process rather than being conducted on an ad-hoc basis or through unrelated one-off engagement exercises at different points of the policy cycle. A structured process enables stakeholders as well as governments to plan, to assemble evidence, reports and other material to make well-researched contributions at the appropriate time in the policy cycle. Standing institutional arrangements allow the capacities of civil society representatives to be strengthened over time and the trusting relationships of support and cooperation to be built up"

Importance of Transnational Advocacy Spaces

On the importance of the Transnational advocacy on education, grantees targeted in this research believed it comes from the **ability to ensure that governments are accountable** to their citizens and that all children **have access to quality education**. Transnational Advocacy networks can **amplify the voices of marginalized groups** and bring their experiences to the attention of policymakers. They can also provide spaces to **push for transnational policy changes** that will benefit all learners.

A 2015 study on SADC[7] concluded that, "in light of CSOs' material and economic weakness[es], one of the key factors determining their advocacy success on the regional level is **production of knowledge and strategic use of communication tools."**

- **To engage with Transnational policy and advocacy**: Transnational Advocacy networks can provide civil society organizations (CSOs) with the opportunity to engage with and influence transnational policymaking on education. This can help to ensure that the needs of all learners are considered when developing and implementing new policies. The Alliance is significant as it is driven by the need to ensure inclusivity and equity in the education system through governments delivering education as a human right using available frameworks such as SDG 4
- **To ensure inclusivity and equity in the education system:** Transnational Advocacy networks can help to promote inclusivity and equity in the education system by advocating for policies and practices that support all learners, regardless of their background or circumstances. For

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[6] A Budget Guide for Civil Society Organisations Working in Education, Commonwealth Education Fund, Save the children UK, Victoria Perry,
[7] Godsater (2015) – p100

example, TA networks have played a key role in advocating for the rights of girls and young women to education.

- **To hold governments accountable to progressive education frameworks**: Transnational Advocacy networks can hold governments accountable to progressive education frameworks, such as Sustainable Development Goal 4 (SDG4). SDG4 calls for all children and young people to have access to quality, inclusive, and equitable education. Transnational Advocacy networks can help to ensure that governments are making progress towards this goal.
- **To improve the capacity, networking, learning, resource support, and amplified voice on issues affecting education in the region**: TA networks can help to improve the capacity of CSOs to advocate for education. They can also provide a platform for CSOs to network, share knowledge, and learn from each other. Additionally, Transnational Advocacy networks can help to amplify the voices of CSOs and ensure that their concerns are heard by policymakers.
- **To channel experiences from grassroots with excluded groups into national and international debates:** TA networks can provide a space for CSOs to share the experiences of marginalized groups with policymakers. This can help to ensure that the voices of these groups are heard and that their needs are considered when developing and implementing new policies.
- **To connect different movements to bring about change**: TA networks can connect different education movements across countries and regions. This can help to build solidarity and amplify the voices of these movements.
- To bring advocacy messages to the attention of Policy makers: Transnational Advocacy networks can help to bring advocacy messages to the attention of policymakers. This can be done through a variety of means, such as lobbying, advocacy campaigns, and research.
- **To push transnational policy needs to the right actors**: Transnational Advocacy networks can help to push for transnational policy changes that will benefit all learners. This can be done by engaging with international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), and by advocating for governments to adopt and implement progressive education policies.
- To leverage the global vision and the networking potentials: TA networks can leverage their global vision and networking potentials to make a significant impact on education. For example, TA networks can play a key role in advocating for increased investment in education and in promoting educational innovation.
- To facilitate information sharing and peer learning; building alliances for advocacy and policy influencing: TA networks can facilitate information sharing and peer learning among CSOs. This can help to build the capacity of CSOs to advocate for education and to develop effective advocacy strategies. Additionally, TA networks can help to build alliances between CSOs and other stakeholders, such as governments and the private sector. This can help to strengthen advocacy efforts and increase the chances of success.

Objective 4: Using the findings to convene and facilitate Learning Collaboratives around a theme or goal of common interest for EOL grantees.

The learning collaborative will strengthen horizontal learning, collaboration, and coordination between grantees, and with other relevant stakeholders. It helps providing a good understanding of Transnational policy Advocacy and probable strategies and implement study recommendations in their advocacy initiatives.

Five main priority areas were revealed in this research:

1. **Decolonizing Education Financing**, many grantees work/lobby on this agenda including TaxEd Alliance, Early Childhood Development Coalition of Malawi, ActionAid, Global Campaign for Education, Rays of Hope, Education International Africa Region, Policy Forum, Shule Direct among others. Transnational advocacy on this area impacts national level in that Governments have to meet their commitments of spending 15-20% of the national budget on education or 4-6% of the GDP and ensuring the equitable distribution of these resources reaching the most vulnerable. In addition to teacher recruitment and remuneration affected by austerity policies.
2. **Gender Equality in Education** including the Right to access education for Pregnant Girls & Adolescent Mothers (PGAM).
3. **Education in Emergencies - conflict and climate disasters:** Global Campaign for Education, Rays of Hope, Network of Early Childhood Development of Lesotho, ACEA and others find this to be a priority area. Conflict and climate related disasters are impacting the right to education of children, transnational advocacy and lobbying on implementing and abiding by the **safe schools' declaration**.
4. **Improved education policies/ Quality of education**: Transforming Education as agreed at the Transforming Education Summit. Supporting efforts to ensure that no child is left behind all children are in school and learning with conducive modalities in place to ensure that this is happening.
5. **Inclusive Education** (transnational advocacy to elevate the need for countries to prioritize inclusive education delivery).

5. Recommendations:

Objective 1: Identify key relevant transnational education policy spaces at national, regional, and global level and analyze the context under which grantees can engage them to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.

- Increase accessibility and information sharing on the available mechanisms and spaces for transnational Advocacy.
- Funding could be improved and a platform for Transnational stakeholders to come together to consume each other's knowledge and advocacy products in a community of practice - **deliberate efforts to bring actors together can yield better results**
- Strengthen the Continental Education Strategy for Africa (CESA) to improve their inclusiveness of civil society. The African Union's declaration of education as the thematic priority for the continent in 2024 will include the revision of the CESA and evaluating its architecture, implementation, and governance. This presents a significant opportunity to revive CESA, raise its visibility, and underscore its importance in advancing national education goals. As a result of the low levels of civil society participation in CESA clusters, important potential connections between the continental and national levels and valuable feedback and inputs from the civil society groups are missed.

- As building blocks of AU, the Regional Economic Communities in Africa (RECs) in East and southern Africa: East African Community (EAC) and Southern African Development Community (SADC) and their regional civil society platforms: East African Civil Society Organisations' Forum "EACSOF", Southern Africa Development Community – Council of NGOs "SADC-CNGO", which were given the task of regulating and channeling civil society relations with the regional economic communities' executive secretariats, have been criticized for not being inclusive and representative in addition to the unclear complicated mechanism. This will entail more awareness raising, capacity building to know the most influential entry point to these mechanisms in East and South Africa.
- Updating the guide to AU structures and processes developed by Oxfam in 2009.

Objective 2: Assess workable strategies/tactics that grantees can utilize to secure recognized **participation in transnational education policy advocacy spaces** and use the opportunity to influence education policies.
- Create a thematic collaborative for EOL grantees to develop a joint advocacy strategy within each region.
- Support the collective advocacy across national, regional, and global levels as Education Out Loud seeks to create transnational, 'vertically integrated' civil society alliances for advocacy and transparency efforts in education, more work should be done to link the different alliances under OC3 to this hierarchy in order to ensure the sustainability of the efforts and the synergy among all levels.
- Emphasize on the dynamic roles of GCE and the RCs to impact the wider movement building and influence.
- Civil Society should seek a leadership among themselves to play the role of coordinating the effort of civil society, this body could be GCE/ANCEFA
- ANCEFA/GCE and EI have been invited to be part of the Steering Group for the 2024 Year of Education in Africa, which gives it new opportunities to assert its presence, mobilize its members, and to actively participate in and contribute to the different planned events and processes.
- As 2024 is the Year of Education, civil society education groups are advised to seek detailed information on the preparation of next year's AU-REC Coordination meeting and to be propositional toward it, with an eye to strengthening REC engagement with the theme and utilizing openings to engage with the RECs around those issues.

Objective 3: Assess the importance of transnational and regional alliance building in education policy advocacy efforts and how the alliances should be made stronger and sustainable.
- Further coordination and pooling of knowledge resources among Civil Society Groups, including INGOs working in Africa to enable a more and meaningful participation.
- Funders should include the support of coordination platforms between education groups in their priorities.
- Facilitate more tailored training opportunities for higher-capacitated NECs in technical and advocacy areas while maintaining the focus on governance capacity building for promising NECs.

- Evidence from different parts of the world and from different institutional settings show that the legal obligation to consult CSOs is conducive for civil society's ability to influence policy.
- Encouraging regional educational advocacy spaces to make consulting CSOs a priority is important including teachers' organizations.
- At the national level, the Local Education Group (LEG) can be seen as a governance structure that seeks to broaden participation and be inclusive, where national actors other than government play a role in shaping education choices that the country makes and engage in discussions on educational processes and outcomes. This multistakeholder model of the Local Education Group (LEG) needs to be more inclusive in practice and the GPE and its country support team are recommended to take active role to enable CSO voices to be heard in the LEGs or other relevant country and regional-level mechanisms.
- For future phases with national education coalitions that are already funded by Education Out Loud, institute a lighter-touch application process that prioritizes strategy and the unique nature of advocacy programming. It will be important to strike the right balance between internal application requirements and a lighter, swifter process for NECs.
- There is need for better synergy between what happens at different levels. For example, whatever is agreed at global level must in the first instance, come from the bottom up actually. And then when we monitor progress, we should monitor progress at all levels, global, regional, national. Before any global meeting, work should start at the bottom.
- **It is important to strengthen the national coalitions when it comes to the transnational advocacy especially when it comes to EOL granting mechanisms t**o ensure the sustainability of the efforts and the synergy among all levels. Education Out Loud should support the collective advocacy across regional, and global levels through the national level.

Objective 4: Use the findings generates from the study to **convene and facilitate Learning Collaboratives** around a theme or goal of common interest for EOL grantees
- It is important to facilitate civil society's full participation in the 2024 Year of Education in Africa and increase the collaboration with all stakeholders to shape and support country-level action plans for the Year of Education. This includes the civil society participation in AU- and REC- high-level Summits and meetings. Civil Society should go together to organize side events.
- The time is right to move to establishing an inclusive, multistakeholder CESA Coordination and Policy Dialogue Platform at the continental level. The launch of this Platform in 2024, the Year of Education in Africa, would be a fitting gesture to the occasion and an important practical step to mobilize all education stakeholders across the continent.
- The actors in transnational advocacy on education policy in Africa should understand the continents' obligations against SDG4 agenda 2030 and The Continental Education Strategy (CESA): the education component of Agenda 2063 both adopted in 2015.

- It will be important for all actors of EOL and KIX and other funding mechanisms of GPE to seek synergy especially when it comes to knowledge evidence-based generation and dissemination.

(full learning collaborative agenda will be delivered immediately after the validation sessions)

6. Annexes

Annex 1: Literature review – List of documents

- A Budget Guide for Civil Society Organisations Working in Education
- Going Further Together – A partnership approach to gender equality.
- Building the Technical Capacity of Civil Society Organisations to Leverage GPE Opportunities at the National and Global Levels.
- Eastern Africa Regional Support Strategy 2023 – 2025
- Learning Brief - Gender-Responsive Education Sector Planning (GRESP): Community of Engagement and Practice for Turning Policies into Action
- Theory of change for each selected grantee in the sample
- Narrative reports for each selected grantee in the sample
- EOL Learning framework
- Mid-Term Review report of the EOL
- Future EOL proposal for 2027
- High Level Political Forum Report - 2023
- Global education monitoring report summary, 2023 (GEM) report of UNESCO
- UNESCO Knowledge Hub
- The AU Continental Education Strategy for Africa (CESA)
- UNESCO's Transforming Education Summit (TES) report
- UNESCO's SDG4 midterm progress review
- African Civil Society Education Groups: In Search for A Place in Implementing the Continental Education Strategy for Africa (CESA) in August 2023.
- Summary Document: Knowledge and Innovation Exchange (KIX) work on ECCE
- Supporting teachers through policy development – lessons from Sub-Saharan Africa.
- Transforming Education Financing– A toolkit for activists – June 2023
- UNESCO Strategy for Gender Equality in and through education (2019-2025)

This survey is used to inform a study on Transnational Advocacy (TA) in education on key relevant translational policy spaces, tactics/strategies for CSOs participation in Transnational education policy Advocacy.

The study is implemented by Arab Network for Civic Education (ANHRE) contracted by Oxfam Denmark in the context of EOL program. https://educationoutloud.org/

This mapping survey is designed to identify key relevant Transnational education policy spaces, tactics/strategies at National, Regional and Global level in translational policy advocacy in education covering Horn, East and Southern Africa (HESA) region.

The information that will be collected from this survey will inform the study that aims to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts

This survey will involve key stakeholders across policy makers, HESA regional blocks, civil societies, key NGOs, INGOs, private and public institutions etc. to map and find out successful TA strategies, tactics and available spaces for engaging and influencing processes of the TA in education.

Survey Questions:

Name of the entity	
Name and position of the person filled this survey	
Country / Region covered by your work	
What is the focus of your work on education	
What is the focus area/s of your work on education	

1. What are the key national, regional, and global **organizations/ alliances or initiatives** involved in shaping transnational Advocacy (TA) in Education Policy?
   National: Name :   Priority of Action:
   Regional: Name :   Priority of Action:
   Global: Name :   Priority of Action:
2. **What are the main spaces of Transnational Advocacy (TA) in Education at national/ regional/ global levels?**
3. **Are these spaces accessible to CSOs? explain?**
4. **Are you part of a regional or global coalition/space/network/body that focuses on transnational education policy advocacy at HESA Region?**
   Please list them?
   What is the importance of being part of these spaces?
5. **Please list top three Transnational education policy priorities that are being currently discussed or addressed at the regional/global level?**
   How does this impact the national level, if any?

6. **Please list top three Transnational education policy priorities that are being currently discussed or addressed at the regional/global level?**
   How does this impact the national level, if any?
7. **In general, please list top three workable strategies/tactics that you know and are being currently implemented in the context of transnational education policy advocacy at the regional/global level?**
   How does this impact the national level, if any?
8. **What are the main challenges facing Transnational education policy Advocacy (TA)?**
9. **Can you recommend any other key players on transnational education policy advocacy and alliances in the HESA region that could be interviewed as part of this study.**
10. **Please list key remarkable global or regional events that are important to identify related to transnational policy advocacy in education for HESA**

Thank you for taking the time to complete this survey. Your responses will be valuable in helping us to map the key relevant TA in education policy spaces at the national, regional, and global levels.

Annex 3: Impact survey

The study is implemented by Arab Network for Civic Education (ANHRE) contracted by Oxfam Denmark in the context of EOL program. https://educationoutloud.org/

This survey is designed to assess workable strategies/tactics that EOL grantees utilized to secure recognized participation in Transnational Advocacy (TA) in education spaces and to influence education policies. It also aims to provide best practices in influencing education policies and the role of alliance building in these efforts. The information collected from this survey will inform the study that aims to create a stronger global and transnational enabling environment for national civil society advocacy and transparency efforts.
In this survey, we would like to capture information related to covering Horn, East and Southern Africa (HESA) region about your experiences, challenges and perceptions regarding transnational education policy spaces, advocacy strategies/tactics and the impact of your advocacy efforts.
The findings generated from this study will also help convene and facilitate Learning Collaboratives around Transnational education policy advocacy.

As part of EOL are you X representative of national educational coalition X representative of an Alliance X representative of a partner	
Name	
Country (ies) / Region	
OC1/OC2/OC3	
Priority of Action	
Please describe your role in EOL project	
Name and position of person filled the survey	

Perceptions				
	Strongly agree	Agree	Disagree	Strongly disagree
There is an enabling environment for Transnational Advocacy (TA) in education policies in your context at national level				
There is an enabling environment for advocacy on				

transnational education policies in your region				
There are effective regional educational alliances that aims to advocate for TA policy education change				
As an organization/alliance, we have access to TA policy education spaces				
There is collaboration between the different stakeholders in TA in education policies arena.				
As a project, we have the needed tools to advocate for TA in education Policy change.				
As a project, we have the needed resources to advocate for TA in education Policy change.				

Transnational Education Advocacy

Item	Description
Please provide a brief overview of your project on EOL	
Did you project contribute to TA in Education? Yes/No	
If yes, how did your project contribute to Transnational education advocacy?	
If yes, what are your top priorities on transnational educational policymaking in the project?	
Who are the key partners/ stakeholders within your project that are involved in TA policymaking?	
Who are the key regional organizations or initiatives within your project that play a role in TA policymaking at the regional/global level?	
What was the impact of your project at the national level?	

Are you part of a regional or global alliance that works on TA policymaking in the context of your EOL project? Which ones?	
What tactic/ strategies did you use for advocacy on TA in education policies? Please describe in details	
What is the impact of this work at the national level?	
As an entity, what are your main strengths and main weaknesses in advocating at transnational level.	
Do you have the needed resources (knowledge, funding, partners, etc..) to be able to advocate on TA policies? What could be improved?	
What is needed to create an enabling environment for TA in education policymaking?	
What role did regional alliances play in Transnational Advocacy in education policy? Please provide examples	
Can you provide examples of strategies/ tactics that you used that contributed or led to TA in education policy change.	
What are the main challenges that you faced in your TA in education policymaking efforts?	
What are the main TA policies in education, regulations that you are currently addressing?	
Can you elaborate on intersectional areas in TA policymaking such as gender, climate, and inclusion. What role have you played in this?	

Please recommend any other key players on transnational education policy advocacy and alliances in the HESA region that could be interviewed as part of this study.	
Please list key remarkable global or regional events that are important to identify related to transnational policy advocacy in education for HESA	

Annex 4: Focus group discussions (FGDs)

Seven focus group discussions will be conducted as follow:
The FGDs will inform this study on Transnational education (TA) policy spaces. These questions
will identify key relevant Transnational education policy spaces at National, Regional and Global
level. The information gathered from these discussions will inform the study that aims to create
a stronger global and transnational enabling environment for national civil society advocacy
and transparency efforts. The findings generated from this study will also help convene and
facilitate Learning Collaboratives around Transnational education policy advocacy.

FGDs	Objectives	Questions
• partners from ACEA region (ACEA, Sudan, Somalia, Egypt) • Partners from East African countries • Partners from Southern African countries • Partners from Zimbabwe • Partners from Malawi • Partners from Tanzania • OC3 main grantees	• Identify key relevant Transnational education policy spaces at National, Regional and Global level and better understand the role they played in each region. • Better understand the main elements to create transnational enabling environment for national civil society advocacy on TA in education policies. • Identify strategies/tactics that grantees utilized to advocate on transnational education policy. • Assess the role of transnational and regional alliance building in education policy advocacy efforts. Then, we will use.	1. Please provide a brief overview of your project, scope of work on TA and your role within the team. 2. What are your top priorities on transnational educational policymaking. 3. Who are the key partners/ stakeholders involved in TA in education policymaking at the national level in your country? 4. Are there any regional organizations or initiatives that play a role in TA in education policymaking in your region? 5. What are the main types of TA activities that are taking place in your country/region/globally? 6. What tactic/ strategies did you use for advocacy on TA in education policies. 7. What is needed to create an enabling environment for TA in education policymaking? 8. What role did regional alliance building play in education policy advocacy efforts? 9. What have worked and what didn't work in advocacy on TA in education policies in your country/ region? 10. Do you have examples of activities/ tactics that you contributed to that led to TA policy change. 11. What are the main challenges facing TA policymakers in your country? 12. What are the key pieces of legislation and regulation that govern TA in your country/ region? 13. What are the main types of TA activities that are taking place in your country/region/globally? 14. Can you elaborate on intersectional areas in TA in education policymaking such as gender, climate and inclusion. What role have you played in this?

Annex 5: Key Informant Interviews questions:

FGDs	Objectives	Questions
• RMU • GCE • Regional Coordinators of ACEA and ANCEFA • Project Officer of Adolescent Mothers' Education Initiative (AMEI)/ World vision World Vision UK • Project Officer of Transnational Networks Advocacy Capacity strengthened for improved ECDE legislation, policies and measures in Southern Africa (TRANAC)/ ZINECDA • Project Officer of PAMODZI for Inclusive Education in South-East Africa/ Rays of Hope • Project Officer of Addressing the learning crisis through system strengthening /Global Integrity • Project Officer of Girls Education and Advocacy in the Region (GEAR)/ (SAYWHAT) • Representatives of 5 key multinational INGOs • Experts on transnational education policies in the targeted region	• Identify key relevant Transnational education policy spaces at National, Regional and Global level and better understand the role they played in each region. • Better understand the main elements to create transnational enabling environment for national civil society advocacy on TA in education policies. • Identify strategies/tactics that grantees utilized to advocate on transnational advocacy in education policy. • Assess the role of transnational and regional alliance building in education policy advocacy efforts. Then, we will use.	• Please provide a brief overview of your work on TA in education policies. • What are the current top priorities on transnational educational policies in your country/region. • What are the key TA policy spaces that are contributing to shaping TA in education policies in the region? • Who are the key partners/ stakeholders involved in TA in education policymaking at the regional level? • What are the main types of TA activities that are currently taking place in your country/region/globally? • What have worked and what didn't work in advocacy on TA in education policies in your country/ region? • What tactic/ strategies have best worked for advocacy on TA in education policies. • What is needed to create an enabling environment for TA in education policymaking? • What are the main challenges facing TA policymakers in your country/ region? • What are the key pieces of legislation and regulation that govern TA in your country/ region? • Can you give example of learning collaboratives that contribute to TA in education policymaking? • What role did regional alliance building play in education policy advocacy efforts? • Can you elaborate on intersectional areas in TA in education policymaking such as gender, climate, and inclusion.

Annex 6: EOL Grantees and partners that participated in this research:

Mapping survey (15 responses)

World Vision UK	Early Childhood Development Coalition of Malawi	ACEA
Initiative for Social and Economic Rights (ISER)	Students And Youth Working on reproductive Health Action Team	ANCEFA
Global Campaign for Education	ActionAid	Helping our People Excel (HOPE)
Education International Africa Region	DVV International Regional Office Southern Africa	Rays of Hope
Policy Forum	Network of Early Childhood Development of Lesotho	Shule Direct

Impact survey (23 responses)

Education Coalition of Zimbabwe	Kuyenda Collective PSAM Rhodes University	ACEA
Paramount Young Women Initiative (PAYOWI)	National Action for Quality Education in Zambia	Civil Society Education Coalition (CSEC) - Malawi
NECDOL	Early Childhood Development Coalition	SAYWHAT Organization
World Vision UK	ActionAid / Tax Ed Alliance	Stimulus Africa Foundation
Elimu yetu Coalition	Helping Our People Excel (HOPE), Inc.	Egyptian Union for Educational Policy and Research
Lesotho Council of NGOs	Education For All Somalia Coalition (EFASOM)	Policy Forum
Kesho Kenya	Sudanese Coalition for Education for All	Global Campaign for Education
World Vision Zimbabwe	Shule Direct	

Annex 7: References:

a. African Union (2022) African Union Handbook 2022 available at https://au.int/sites/default/files/documents/31829-doc-2022_AU_Hanbook_ENGLISH.pdf (The handbook provides factual overviews and detailed information on memberships, offices, and institutions – but not on policies)

b. Mavenjina, Martin et. al. (n.d) The African Union: A Guide for Human Rights Defenders in the Digital Age (Nairobi: Media Rights Agenda and KICTANet) available at https://www.africanplatform.org/fileadmin/user_upload/AU_Guide_for_Human_Rights_Defende rs_in_the_Digital_Age.pdf

c. Office of the Special Advisor on Africa (OSSA) (2020) Mapping Study of the Conflict Prevention Capabilities of African Regional Economic Communities available at https://www.unilibrary.org/content/books/9789210040990/read

d. Open Society Foundations (2016) The Civil Society Guide to Regional Economic Communities in Africa available at https://www.opensocietyfoundations.org/uploads/e4ae95b2-73b0-48e5-a05cbc895bbe39df/the-civil-society-guide-to-regional-economic-communities-in-africa-20160202.pdf

e. Oxfam (2009) Strengthening Popular Participation in the African Union: A Guide to AU Structures and Processes available at https://oi-files-d8-prod.s3.eu-west-2.amazonaws.com/s3fspublic/file_attachments/au-guide-eng.pdf (Contains examples of civil society engagement with AU bodies and useful tips on engagement and advocacy strategies.