



Youth Engagement Towards Achieving SDG4 Together

Youth & Student-Led Advocacy, Organizing, and Learning on Inclusive Education

Interim Results and Lessons Report - 2022/23



Background

GCE works directly with youth and student organisations to ensure that deliberate and empowering opportunities for them are created, particularly to lead the agenda, actions and solutions to realise the 2030 Education Agenda and sustainable development goals on education (E2030/SDG4). GCE aims to create enabling spaces and platforms for youth and students to lead discussions, document perspectives, and co-create strategies and shared agendas for education advocacy and activism.

GCE developed the youth and student engagement strategy built on a youth-led contextual analysis of lived realities of young people and the necessary and fundamental strategies that should be implemented to ensure the inclusion of young people in advocacy spaces at all levels. In addition, GCE commissioned a research project to understand how youth and student organising adapts and thrives amid today's intersecting crises and what this means for GCE and other like-minded organisations that support and advocate for youth engagement. The report titled "*Setting Spaces Youth and Student-Led Advocacy*" explored youth marginalisation in advocacy spaces before and during the pandemic and brought to the forefront key recommendations to facilitate genuine and meaningful youth and student engagement, including investing in youth organising through flexible funding mechanisms, resourcing and spending for an inclusive and resilient recovery.

To realise the ambitions of the youth engagement strategy and the recommendation of the report, it became imperative to establish funding mechanisms that enable youth and students to actively take part and leadership roles in carrying out youth-led advocacy and campaign actions of the GCE movement.



Programme Scope

GCE launched a second youth-led initiative in August 2022, following the success of the 2021 Youth and Students Small Grants Programme initiated to create opportunities for young people to lead the agenda and solutions for COVID-19 recovery responses in their contexts and within the GCE movement. Youth and student organisations worldwide were invited through a targeted call for proposals to access funds to carry out youth and student-led advocacy initiatives at national and regional levels by youth-led organisations and networks.

The focus of the work delivered through this initiative was prescribed focus on ***inclusive education*** as one of GCE's strategic thematic areas and to be specifically fit within the following sub-themes:

- ◆ Youth-led or supported ***gender-focused advocacy*** initiatives promoting the inclusion of all youth and students in all their diversity in advocacy spaces and within advocacy spaces.
- ◆ Youth-led or supported advocacy initiatives for education for ***mobilisation of youth and students with disabilities to be included in advocacy spaces.***
- ◆ Youth-led or supported advocacy initiatives promoting ***accessibility of youth and students to digital education.***
- ◆ Youth-led or supported advocacy initiatives promoting ***education in emergency contexts and inclusion of youth and students living in crisis contexts.***
- ◆ Participation of the youth representatives in the ***GCE's 7th World Assembly*** in November 2022 as a key space for youth advocacy and organising.

Within the framework of the programme, ***Youth Engagement Towards Achieving SDG4 Together***; ten (10) youth organisations and networks were supported to design and implement national and regional level youth-led interventions. These included;

1. Albanian Coalition for Education (ACE), Albania
2. All Africa Students' Union (AASU), Ghana
3. Brain Builders Youth Development Initiative (BBDYI), Nigeria
4. Commonwealth Students Association (CSA), Nigeria
5. Campaña por el Derecho a la Educación en México (CADEM), Mexico
6. Foro Dakar Honduras (FDH), Honduras
7. Puntland Network On Education For All (PUNTNEFA), Somalia
8. Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), Tanzania
9. Youth Action for Relentless Development (YARDO), Sierra Leone
10. Zimbabwe National Students Union (ZINASU), Zimbabwe

The GCE Secretariat compiled this report to present progress, lessons, and insights from the grantees on implementing the youth-led initiatives. The grantee's interim reports were used as the primary source of information, based on the M&E deliverables, to report on the progress and results of their respective country and regional-level projects.



I. Albanian Coalition for Education (ACE), Albania

The project in Albania, “*Education Has no Boundaries*” was designed to ensure that youth and student-led organisations engage in youth-led research towards ensuring that the most marginalised Albanian youth access quality, inclusive and equitable public education. As part of this project, ACE hosted a training workshop, reaching and strengthening the capacities of over twelve youth group members that will participate in the action research and undertaking youth-led actions on education in Albania. The training session focused on research methods, availability of data and information, current research in the field and the way forward with drafting the report “Impact of poverty to youth secondary education and access in higher education” in the Albanian parliament, media etc.

ACE further held three mentoring meetings with student groups leading the research, currently divided into four smaller teams for better coordination to work on the identification of the research in the area, collection of secondary data, drafting the instrument of the research (questionnaire) and carry out interviews in focus groups. This will contribute to the report, which ACE will produce titled “Impact of poverty on youth secondary education and access in higher education” in the Albanian parliament and media.



2. All Africa Students' Union (AASU), Africa

As the largest regional student union in Africa, AASU's "Resilient Education Campaign" project aims to support and intensify advocacy for the inclusion of African youth and student movements in decision-making spaces regarding digital education and education in emergencies. Project activities towards this objective include holding virtual meetings with student leaders to discuss pertinent issues related to digital inclusion, mobilise students and youth to share their views and participate in emerging advocacy events and facilitating learning exchange among African Students on the AAU Learning Management System and with the GCE youth constituency on the GCE Learning Hub.

Some notable successes from the project include AASU's participation in the Youth Connekt Africa Summit 2022, held in Kigali, Rwanda, in October 2022, which brought together thousands of young people from across the region to discuss the future of the continent and the role of young people in shaping it. The summit provided a unique opportunity for industry leaders, heads of state, ministers, and heads of CSOs to interact with the youth of Africa and engage in meaningful dialogues. The summit was graced by the President of Rwanda, H.E Paul Kagame, the Vice President of Kenya, and other dignitaries.

The effectiveness of this summit was also observed in the fact that AASU held a side event under the theme "*Leapfrogging Into the Digital Era - Driving Africa's Development Through Digital Leadership*". The event served as a valuable platform for students to explore how they can contribute meaningfully to climate policies and engage stakeholders in the fight against climate change. The insightful discussions and experiences shared by the speakers underscored the pivotal role that students can play in both the formulation and implementation of policies aimed at mitigating the effects of climate change. The key takeaways, accessible in the [full report](#), include;

1. Student unions are taking a proactive role in addressing climate change and promoting access to quality education.
2. Student engagement in policymaking is important and can significantly impact policy outcomes.
3. Collaboration among student organisations and development partners can promote transformative education and climate justice.
4. Student-led projects and innovations are creating creative solutions to address the challenges posed by climate change and promoting access to quality education.
5. The webinar provided a platform for student unions to showcase their initiatives, exchange ideas, and collaborate with others.



3. Brain Builders Youth Development Initiative (BBDYI), Nigeria

Through this programme, BBDYI aimed to expand knowledge and shared learning about what works in digital learning through simplification, localisation and dissemination of the Harnessing Education Technology-Scoping Study report published by GCE. The organisation engaged critical stakeholders to get their local buy-in and views for the localisation of the report. Here youth groups involved played an essential role in implementing this project activity. The youth was engaged in Nigeria through various outreaches, advocacy campaigns, and media awareness initiatives. BBDYI has utilised its relationships with conventional and online media to disseminate educational materials and knowledge to the public, ensuring that the youth groups and coalition members are well-informed about the opportunities and challenges surrounding the adoption of EdTech in public education settings.

The project team leveraged BBDYI's relationships with youth groups, opinion leaders, tertiary institutions, and other community-based organisations to recruit and train the focal point agent across the 36 states. Furthermore, the project team leveraged technology platforms such as Zoom and Google Meet to host the virtual training. Additionally, BBDYI collaborated with the national education coalition in Nigeria, Civil Society Action Coalition on Education for All (CSACEFA), to reach a wider audience and provide the necessary resources for the target groups to become informed and empowered advocates at the state level.

Localisation and dissemination of the GCE's Harnessing EdTech-Scoping Study

As a result of these engagements, the youth groups, who have often felt marginalised in policy development, have been motivated to form coalitions to advocate for policy changes that address the challenges in their communities. The result of this engagement led to a better-informed youth; many youth organisations are currently cognisant of the EdTech initiatives and are committed to disseminate knowledge about this and use EdTech as an agenda in furthering their advocacy for free and equal education.

This engagement has not only empowered them but has also ensured that their voices are heard in the policy development process, leading to more inclusive policies that address the challenges faced by their communities. Inclusiveness was also maintained as BBDYI translated the EdTech material into Nigeria's three local languages ([Hausa](#), [Igbo](#) and [Yoruba](#)). To support the project, fact sheets and issue briefs were also developed and distributed to stakeholders in Nigeria. Also, BBDYI has undertaken several activities to raise awareness of the Harnessing Education Technology report and the initiatives related to digital learning in Nigeria. These activities include [virtual training of focal points agents](#), [reports by media houses](#), community engagement, [radio jingles](#), and [awareness on television](#). In addition, the BBDYI has developed and distributed a variety of communication materials, including [placards and flyers](#).



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GCExBBYDI EdTech/Xultan Visuals





4. Commonwealth Students Association (CSA), Africa

The project implemented by CSA, "Gender focused and Youth Inclusion Advocacy", aims to improve the understanding of gender and youth development of national students' organisations through their inclusion in advocacy. CSA works to realise this through a virtual learning program on gender, and accessibility checklist, decolonisation of education, leadership advocacy and activism, mobilising youth through a series of meetings and dialogues and participation in key advocacy events with submission of policy papers.

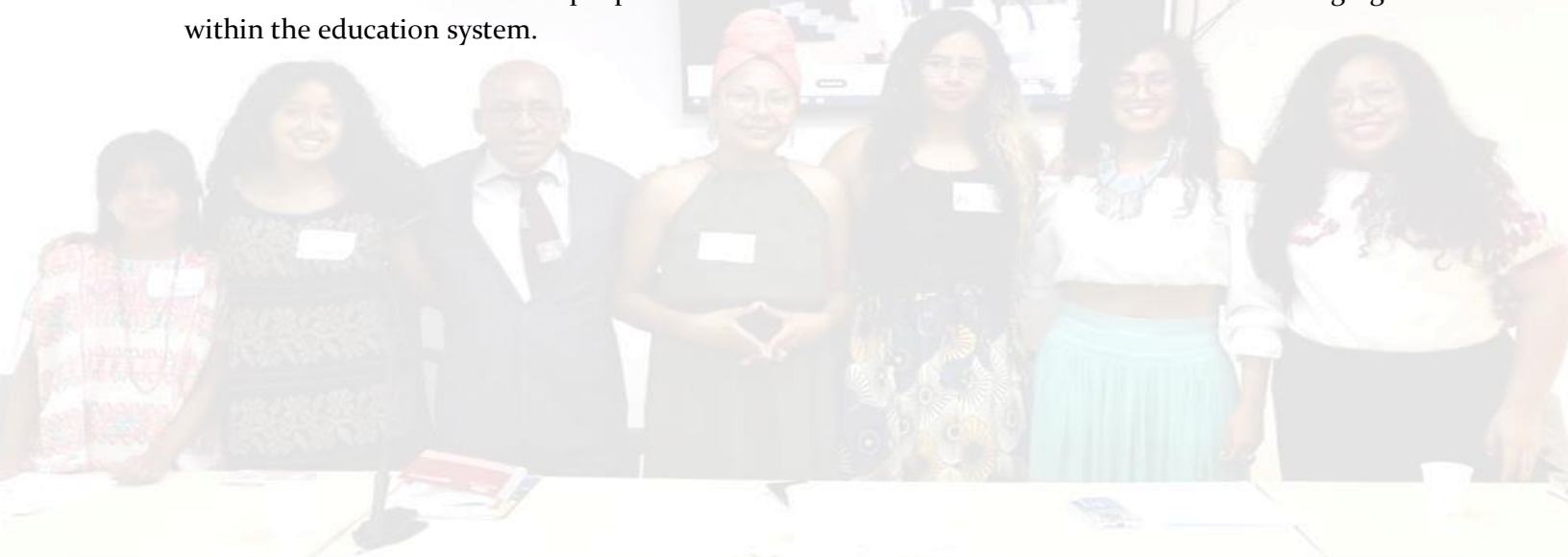
One of the results noted from the CSA project was the engagement of CSA members alongside youth organisations in the Commonwealth Youth Networks Leaders' Summit in London. The summit brought together Commonwealth Youth networks leaders, national and regional youth, and students' organisations. The summit was of great importance as it brought together students from different networks and rallied support towards the project which attracts solidarity from youth networks who will be contributing to the implementation using social media advocacy. Most importantly, the CSA identified three key priority areas of advocacy in the next three years namely, decolonization of education financing and curriculum, digital education, and advocacy for youth inclusion in decision making. The two weeks Youth network leaders' summit had in attendance Ministers of Foreign Affairs from 54 Commonwealth Countries, the Commonwealth Secretariat General and Deputy Secretary General. There was intergenerational dialogue with youth leaders and Ministers of Youth and Foreign Affairs.



5. Campaña por el Derecho a la Educación en México (CADEM), Mexico

CADEM's project entitled *"The Afro-Mexican Route, an educational development plan for people of African descent in Mexico"* promotes the inclusion of Afro-descendant youth in Mexican educational spaces through reforms to national public policies. CADEM pushes for the participation of young Afro-descendants in the decision-making of processes aimed at education, INEGI (National Institute of Statistics, Geography and Information), as well as with the Ministry of Public Education and the Comprehensive System for the Protection of Children and Adolescents. So far, the representative of CADEM, David Gómez, Marissa Gutierrez and Alejandra Arteaga, were invited as stakeholders and participated in the development of the National Strategy for the Teaching of Indigenous Languages and Afro-Mexican Culture by the Federal Public Education Secretariat. The youth representative's ideas and recommendations for the strategy influence education at the federal level, including how basic schools teach Afro culture throughout Mexico. The government will then publish the strategy at a later stage.

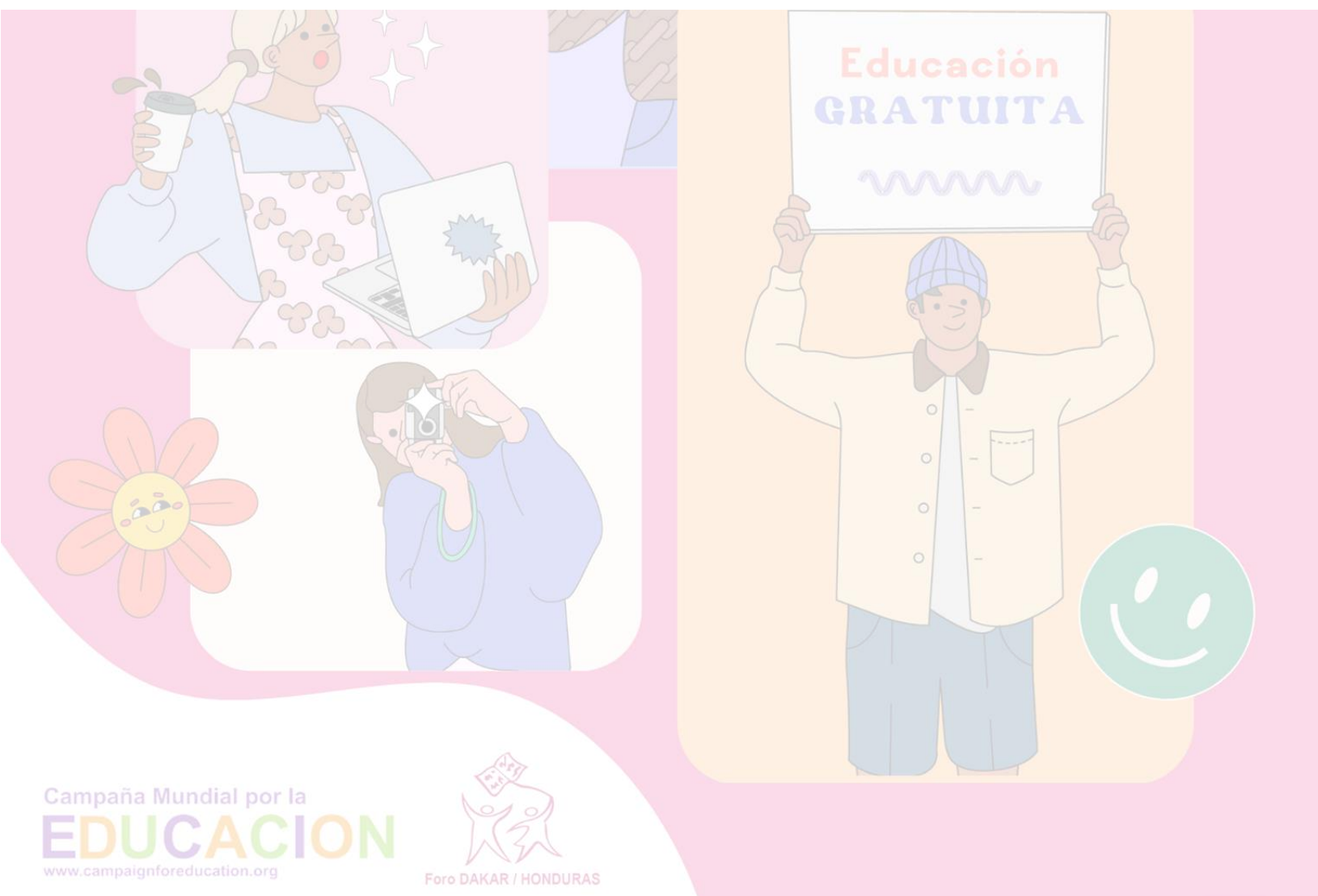
In addition, CADEM achieved one of its expected outcomes from this project of developing the educational experience of Afro-Mexican youth members through engagements with Deputy Sergio Penaloza and Senator Celeste Sanches, the first black community representatives in the Mexican Congress. The outcomes of these engagements led to the dialogues and proposals for preventing violence against Afro-descent children and youth in Mexico held on the 12th of April. The youth organisations continue to participate in dialogues shaping the inclusion of Afro-Mexican youth in Mexico's education system. David Gomez was a spokesperson at the Summit of Peace, a transnational human rights event, and presented before authorities the objective of developing more educational material for people of African descent in Mexico to create cultural belonging within the education system.



6. Foro Dakar Honduras (FDH), Honduras

FDH initiated a project intending to aid young people with disabilities to be politically active by encouraging them to join political meetings and workshops where they can advocate for the financing of public, free and inclusive education in Honduras. The workshops were held with young people living with disabilities identified through a mapping exercise. FDH's workshop engaged young people to gather their views and set out actions to advocate for inclusivity and change in the education system as the primary constituents of inclusive education. FDH will utilise these views to design a participation strategy in the integration of youth with disabilities to strengthen the proposed law guidelines for the financing of education in Honduras.

In strengthening the youth's advocacy and lobbying for education, FDH created a [booklet](#). Additionally, the coalition is currently participating in political meetings to increase the budget for the inclusion of the population with disabilities and in situations of emergency by climate change, violence, and migration. One of these meetings includes the regional meeting in Guatemala aimed at youth actions within the Latin American region and the Knowledge and Innovations Exchange KIX (LAC) meeting to become well-informed about the situation of school violence in the region.



7. Puntland Network on Education for All (PUNTNEFA), Somalia

PUNTNEFA's project, Baraarug Youth and Students Advocacy on Inclusive Education aims to strengthen the partnerships and participation of youth and students in the bid for inclusive education advocacy. PUNTNEFA works to realise this project goal by focusing on improving the capacity of youth and student organisations and networks within Somalia. The activities undertaken as part of this project include mapping out of youth and student organisations that exist within Somalia, organise youth engagement consultation meetings in selected areas, design and deliver trainings and workshops in response to the capacity needs assessments and facilitate youth engagements with government actors.



8. Tanzania Education Network/ Mtandao wa Elimu Tanzania (TEN/MET), Tanzania

The youth led project led by TEN/MET aims to contribute towards realising inclusive and sustainable space for youth and engage in facilitating youth-led advocacy on education in Tanzania. As result, TENMET wants to expand the youth's representation, knowledge exchange and learning responding to the knowledge gaps. The first intervention undertaken by TENMET under this project was identifying capacity gaps and engaging six youth representatives who were invited and participated in two days training aimed at generating and equipping them with knowledge and expertise to influence youth Activista movements. This encouraged the inspiring youth and community at large to participate in the budget processes to ensure that their priorities are met in decision making made by governments. The training successfully trained youth in Public Expenditure Tracking (PETS) and government budget process to utilise the skills in advocacy for a high-quality and equitable learning access to education. From this intervention, TENMET fulfilled its objective of facilitating youth engagement in public expenditure tracking and promote accountability from government in spending public funds towards free and equal education. This initiative is linked with youth Global Platforms movement in Tanzania Girls Caucus and CAMA network, to support and encourage young people, their organisations, and movements to contest for social justice; and seeking to inspire young people to organise and act on social injustice and to connect young people, their organisations, and movements across the country.

Additionally, TEN/MET held training for other youth to participate in social accountability monitoring and budget processes workshops as part of increasing youth members participation in data generation and use for sustainable development. The training had the outcome of exploring Tanzania's education context and highlighting policy agendas within the country and how these relate to accountability and transparency. The training successfully equipped the youth from Global Platform, Girl Caucus and CAMA with tools for advocacy and lobby work. The main lessons from the training were that the youth need to ensure participation among themselves and not to be represented by others and they can drive their agenda once given a chance. This guarantees the sustainability of the impact, and the youth feel respected and valued. As the youth really wants to be listened to, talked with and not talked to.



9. Zimbabwe National Students Union (ZINASU), Zimbabwe

Under the scope of GCE's youth programme, "Youth Engagement Towards Achieving SDG4 Together", ZINASU hosted an Annual Inclusive Education Conference to discuss Higher and Tertiary Education status quo in Zimbabwe in December 2022. The event's objective was to hold a workshop and produce a report on the state of Higher and Tertiary education in Zimbabwe that will be used to conduct an advocacy campaign eloquently articulating arguments for disability and gender-inclusive education. The event was successful in lobbying together other organisations within Zimbabwe who focus on the same issue in advocating for free and equal education, including the National Movement for Catholic Students (NMCS), the Zimbabwean Law Students Association (ZILSA) and the Students Christian Movement of Zimbabwe (SCMZ).

ZINASU held an advocacy training and strategy development workshop, gathering around 30 student leaders, including national executive, provincial chairs and SRC presidents from various tertiary institutions within Zimbabwe in February 2023. The volunteers trained will spearhead the campaign "Equity through transformative education", which will also ensure that gender and marginalised groups' inclusion discourse becomes popularised in tertiary institutions.

The key findings from this engagement were that the responsible authorities are aware of the crisis in tertiary education but lack the political will to transform the Zimbabwean Education System. There is general reluctance from the ministry and institutions of higher and tertiary education to engage in the discourse for inclusive education. Moving forward ZINASU has initiated a campaign on an inclusive education system which will shake up the system and prompt action and response from the Ministry of Higher and Tertiary Education. The campaign aims to alert the public on the gaps and crisis befalling the Higher and Tertiary Education sector and kick start a debate on saving the Zimbabwean Education sector. Additionally, to popularise the discourse of equitable, transformative, and inclusive education amongst Higher and Tertiary Education stakeholders.



10. Youth Action for Relentless Development (YARDO), Sierra Leone

YARDO's project focused on mobilising and organising youth and students for youth-led advocacy. One of the key interventions of the project was mapping out youth and youth groups working in the education space in Sierra Leone. This was realised through conducting a consultative engagement carried out with YARDO coordinators engaged in all five existing Sierra Leone regions. The engagement were conducted on a Zoom call and allowed regional coordinators to champion the registration of youth led and education focused organisation within their regions to benefit from the project in each region using the ODK tool. In line with the objective of mobilising youth; YARDO's regional leaders used the ODK tool to collect the data from the regional youth and students, resulting in 500 youth and youth groups being registered to work in the education space. The mapping-out intervention identified a large and active network of young people within Sierra Leone who are all working towards free and equal education.

The mapping out of youth and youth organisations within the education space allowed YARDO to select 150 youths and 30 youth groups to participate in the in-person training. These participants were selected using criteria of track record of work as youth advocates or youth groups within their community and proper presentation of plans after training.

YARDO successfully engaged 30 Student/Youth group representatives in a High-level Panel Discussion. The one-day event happened at Unimtech Kono Campus, and another one-day event happened at the Njala University Bo Campus. Both events attracted a large audience of students as observers. Discussions were held on 3 key topics:

- (i) What do they understand about SDG4?
- (ii) What's Sierra Leone Commitment to SDG4; Analysing successes and challenges?
- (iii) What's the role of young people in promoting SDG 4? The training aimed to answer these questions.

The success of answering these questions was later measured using a post-training survey that showed the training successfully ensured knowledge gain and impact by more than 50% to most participants. YARDO was able to; engage, inform and impact several youth and student leaders within Sierra Leone. These leaders got to converse with speakers from SOS Children Village, UNICEF, Skynie Education Foundation and Movement towards Education and Youth Empowerment in Sierra Leone.



Youth and Student Engagement in the 7th GCE World Assembly

GCE sponsored the participation of ten youth and students from ten youth organizations across the world to the 7th World Assembly. The WA enabled youth and student representatives to discuss and debate tangible contribution relating to the engagement of the youth and students' constituency in the global advocacy agenda of GCE.

The active role of youth and students in the assembly began with the exhibition of youth and student-led initiatives from Africa, the Middle East, Latin America and the Caribbean, Europe, and North America. This session demonstrated the importance of youth and students' movements in the education campaign, with the variety of youth speakers highlighting the role of youth in advancing the right for free, quality education and to share their experiences and approaches to policy influence. Youth were urged to promote the implementation of the Transforming Education Summit Youth Declarations in their countries, and the state and other role players should seek ways to partner with the youth. The session was concluded by noting that education was a starting point for youth and student activists to change the world

In addition, the WA convened youth and students globally to discuss and debate the strategies for youth and students' organising within the movement and beyond.

This aspect focused on how youth and students' activism has changed and evolved and served as the official launch of the Global Youth and Students' Organising Report and accompanying toolkit, through a dedicated youth led discussions entitled, ***“How has youth and student activism changed and evolved? Strategies and the way forward in youth and student organising within the movement and beyond”***. The highlighted the findings and policy recommendations of the youth research report ***“[Setting Spaces for Youth and Student Led Advocacy](#)”***. It also highlighted other youth and student research reports and the value of research in providing mechanisms for advocacy/emancipating members of marginalised groups. Finally, it identified ways of working for youth and student movements in the context of deep levels of fear and increased surveillance, criminalisation, and state violence.



The key recommendations for action taken forward from the youth and student led WA discussions to promote a youth-leadership on advocacy and campaigns under #ReclaimingOurEducationAgenda are outlined below.

1. Youth voices are not included in emergency policies. As a result, the policies do not respond to critical issues that affect young people. For instance, there is limited access to mental health and psychological support services for young people, whose mental health and psychological concerns are crucial. Attendees noted the lack of capacity, safe areas and advocacy actions around this issue. Mental health issues are an emergency in and of themselves, and GCE youth could develop a self-care toolkit.
2. Flexible funding can provide investment in youth organisations. Donors currently decide what to fund, and the youth do not have a platform to request funding for specific causes. Many youth organisations cannot meet the donor-imposed administrative requirements.
3. The current focus on primary education excludes students in tertiary institutions, many of whom need funding to become teachers.
4. ‘Donors’ selection of youth ambassadors who do not represent a constituency, also known as “cherry picking”, must be addressed. Youth members were advised to refuse to participate in such processes but rather to partner with civil societies and share in-country practices and experiences.
5. Strengthening existing youth and student-led structures is necessary. Volunteers should be compensated for their work, even if only in the form of a stipend, to motivate youth to run campaigns. Youth members could be paid to manage an organisation’s social media profiles.
6. ‘Youth-led does not mean useless.
7. Build back better: suggestions included providing a toolbox with data for campaigns, using secure platforms such as Telegram to avoid state censorship, leveraging innovative tools, and partnering with social impact organisations. The need to close the digital divide, open up access and create safe digital platforms to transform lives, advocate and mobilise was noted,
8. Governments should consult with youth to establish their needs and then continue via a monitoring process. The alignment of youth movements with political parties was not ideal. Youth needed to be free to pursue their own agendas.



List of Resources and Practices

1. Albania Coalition for Education(ACE) - Media

- https://drive.google.com/drive/folders/1jJN-fwwJOhRtdkCVrv9l6FyqBicQh_QM

2. All Africa Students Union - Media

- <https://www.youtube.com/watch?v=f8h-EMJKfls>
- https://drive.google.com/open?id=1Hz5N3k5MW7TFRaoH-M7OXNklUYnSQsMM&authuser=samueladonteng93%40gmail.com&usp=drive_fs
- https://drive.google.com/drive/folders/1HqHT4JxZpKsB-A5uxE6MjbdUwlNSGjSg?usp=share_link
- https://drive.google.com/file/d/1UWmT-1sSfQZPVrSYQi5pNyXWjDPrGR_/view?usp=share_link
- https://drive.google.com/file/d/1XVVe8GPMC5CGcumyboQN-SEjKoE5XFoa/view?usp=share_link

3. Brain Builders Youth Development Initiative – Media

- <https://www.thisdaylive.com/index.php/2023/01/06/ngo-seeks-free-internet-access-to-maximise-benefits-of-education-technology-in-nigeria/>
- <https://www.evergreenonlinenews.com/ngo-tasks-stakeholders-on-edutech/>
- <https://tribuneonlineng.com/government-stakeholders-urged-to-invest-in-education-technology/>
- <https://punchng.com/ngo-advises-govt-on-edutech/>
- <https://allafrica.com/stories/202301060285.html>
- <https://headtopics.com/ng/ngo-seeks-free-internet-access-to-maximise-benefits-of-education-technology-in-nigeria-thisdaylive-33721606>
- <https://ravensng.com/2023/01/05/bbydi-harnessing-education-technology-in-africa-scoping-study/>
- <https://freshinsightnewstv.com/education-ngo-charges-government-network-providers-on-free-internet-access/>
- <https://incnews247.com/out-of-school-bbydi-launches-factsheet/>
- <https://www.thesatcommedia.com/bbydi-launch-ngos-issue-brief-factsheet-research-in-ilorin/>
- <https://factualtimesng.com/bbydi-calls-for-removal-of-taxes-on-laptops-mobile-phones-for-edtech/>
- <https://shopenonline.com/bbydi-offers-solution-to-education-in-emergency-situations/>
- <https://justeventonline.com/bbydi-unveils-issue-brief-fact-sheet-research-document/>
- <https://dailytrust.com/govt-telecoys-urged-to-provide-free-data-cut-taxes-on-laptops-phones-for-students/>

4. Campaña por el Derecho a la Educación en México (CADEM)

- <https://www.facebook.com/mcelestesugia90/videos/939174114060205>
- https://www.youtube.com/watch?v=W2BScWe8avU&ab_channel=CardumenLab
- https://www.youtube.com/watch?v=KRkKTyZ7qXY&ab_channel=NegraMeXa%28JessicaEstherMoreno%29



- <https://peacesummit2023.org/home-en/>

5. Commonwealth Students Association(CSA)

- <https://thecommonwealth.org/news/commonwealth-secretary-general-launches-landmark-year-youth-2023>
- <https://www.instagram.com/reel/CrTSl6hgFmo/?igshid=YmMyMTA2M2Y%03D%02ot>
- <https://www.cyssummitafrica.org/>

6. Foro Dakar Honduras

- https://drive.google.com/file/d/1SFc7T2uoK7fuhBGBLj6ljWu7ZpAi82cz/view?usp=share_link
- <https://www.facebook.com/dakar.dakar.716/videos/159506856984947>

7. Puntland Network On Education For All (PUNTNEFA)

- <https://twitter.com/puntnefa/status/1657001809083244548?s=20>
- <https://puntnefa.org/youth-students-advocacy-civic-training-admas-university/>

8. Youth Action for Relentless Development Youth Action for Relentless Development (YARDO)

- <http://yardosl.org/gce-on-going-project/>

9. Zimbabwean Students Union (ZINASU)

- <https://www.herald.co.zw/2-429-graduate-from-aoh-zou-programmes-in-mash-west/>
- <https://newziana.co.zw/2023/01/26/government-urged-to-ensure-schools-develop-and-implement-disability-inclusion-plans/>

