



Save the date
23 January – UNESCO Headquarters Paris & online
**The power of youth
in co-creating education**

GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

DECEMBER 2025 - JANUARY 2026

G C C E
B U Z Z

Table of Contents

P3

International Day of Education 2026: GCE reflects on its advocacy in shifting narratives and power ([Click](#))

P8

ASPBAE Formally Inducted into the International Adult and Continuing Education Hall of Fame ([Click](#))

P13

Beyond Promises: Why Education Funding in Latin America Must Change by 2030 ([Click](#))

P21

A round-up from the Arab Region ([Click](#))

P33

GPE Board of Directors Meets in Brussels: Key Outcomes and Civil Society Perspectives ([Click](#))

P38

INTERVIEW: Civil Society Driving Domestic Resource Mobilisation for Education in Tanzania ([Click](#))

P53

Cities that Learn: Putting Education at the Heart of Sustainable Urban Futures ([Click](#))

P62

Generation Digital: Youth Leading the Charge for Fair and Inclusive EdTech in Africa ([Click](#))

P70

No Child Should Have to Pay to Learn in CEFAN's Pursuit for Free Preschool ([Click](#))

P76

My Experience at the Africa Regional Exchange Learning and Sharing Workshop ([Click](#))

P84

Powering Up Advocacy: New Learning Hub Resources You Can Use Now ([Click](#))

GCE BUZZ

December 2025 - January 2026



International Day of Education 2026: GCE reflects on its advocacy in shifting narratives and power

In celebration of the International Day of Education, the Global Campaign for Education (GCE) convened its members for a GCE Political Learning Session on 26 January 2026 to evaluate its collective advocacy in 2025 and strategise for 2026. In line with the theme, “The power of the youth in co-creating education”, GCE lauded its youth and student constituencies in driving transformative change in education and discussed advancing these efforts, given the growing youth activism worldwide.

Read the GCE statement on Youth as Co-Architects of Education [HERE](#).

GCE BUZZ

December 2025 - January 2026



As civil society organisations face political backlash and restricted political spaces, GCE members drew critical lessons from their engagements at the global, regional and national levels, highlighting effective collaborative strategies to remain steadfast in advancing SDG 4 and the right to education.

Opening the learning session, Grant stated that in light of the global challenges, including climate change, economic volatility and diminishing civic space, GCE cannot allow education to be treated as a privilege, a commodity or a discretionary budget.

Refat Sabbah, GCE President, on the one hand, stressed the need to strengthen members' political awareness and deepen understanding of contexts as the movement continues to fight for education that stands for equality, justice and humanity. He emphasised that effective social change cannot happen without understanding the political contexts that shape the political decisions that are made. Who holds the power? Which interests enforce policies? Where are the opportunities for influencing at different levels? These questions he said are important for understanding the movement's advocacy and defining the strategies.

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December 2025 - January 2026

A provocative presentation by Imad Sabi, former GCE Board member, who was part of the team that evaluated 10 years of GCE's work in 2025, posited the realities of “surviving the 21st century” as GCE navigates the very chaotic and dark period, given that multilateralism and civil society are under systematic attack. Sabi further challenged GCE to connect with the passion of the organic and spontaneous GenZ protests that also demand quality public education, democracy and youth participation.

Drawing critical lessons from GCE members' work on the right to education, gender transformative education, education in emergencies, education financing and advocacy for SDG 4 within the SDGs, some key takeaways from the GCE Political Learning session are:

- Transform commitment into passion, understand the decision-makers, build alliances and seize the right political moments beyond criticising the governments. There are different centres of power such as the media, international institutions, corporations and even civil society itself.



GCE BUZZ

December 2025 - January 2026



- Co-create with the youth their demands and actions with GCE's advocacy on education and climate change, gender equality, decolonising education finance and meaningful youth participation.
- Sustain the movement's work in bringing evidence from communities and countries into global and regional policy discussions and vice versa, ensuring that international commitments are delivered to fulfil the right to education of marginalised sectors.
- Balance the presence of movements on the ground and having seats at the policy table at global/regional levels, and the need for stronger coordination within its network and with other stakeholders in different spaces.
- Localise GCE's work, enabling opportunities and capacities for national education coalitions to have meaningful participation in education in emergencies, Voluntary National Review, gender-transformative education and education sector planning and financing.

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December 2025 - January 2026



At the end of the GCE political learning session, Grant Kasowanjete announced that Global Action Week for Education (GAWE) 2026 will be on the theme of education financing, aligning GCE's broad advocacy with the finance campaigns of the Global Partnership for Education and Education Cannot Wait.

The webinar can be watched in full on the GCE YouTube channel [HERE](#).



ASPBAE Formally Inducted into the International Adult and Continuing Education Hall of Fame

The International Adult and Continuing Education Hall of Fame Board of Directors bestowed the 2025 Outstanding Organization Award to the Asia South Pacific Association for Basic and Adult Education (ASPBAE), during its Formal Induction Ceremony in Oklahoma, USA, on 8 November 2025.

This prestigious award recognised ASPBAE's decades of collective action for transformative education and lifelong learning across the Asia-Pacific and beyond.

GCE BUZZ

December 2025 - January 2026

Accepting the award in Oklahoma, USA, ASPBAE President, Peter Clinton Isaac Foasese, shared these inspiring words:

“On behalf of the Asia South Pacific Association for Basic and Adult Education (ASPBAE), it is my honour to accept this prestigious Hall of Fame award, recognizing ASPBAE’s 61 years of empowering work, particularly in securing the right of all to basic, youth and adult education of good quality.

In this current context — where we are witnessing heightened risks of conflicts and emergencies, threats to human rights and fundamental freedoms, diminished funding for education and development in favour of increased defence spending, and the rapid changes brought about by technology and artificial intelligence in all spheres of life — ASPBAE’s empowering work for transformative education and lifelong learning is needed now more than ever. It ensures a strong civil society voice and movement that continues to contribute to poverty eradication, social justice, gender equality, sustainable development, and lasting peace.

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December 2025 - January 2026

ASPBAE humbly dedicates this award to its ever-supportive members, partners, friends, Executive Council and Staff led by Secretary General Helen Dabu, for their tireless work and commitment to ASPBAE’s mission. We are proud to count within our ASPBAE members, leaders and partners Hall of Fame inductees themselves, who have continued to inspire our education movement in the Asia Pacific region and beyond, fostering inter-generational dialogues and amplifying the voices of the people from the grassroots at all levels and in all areas of ASPBAE’s work.

We sincerely thank the International Adult and Continuing Education Hall of Fame Award Committee for this honour and recognition.”



GCE BUZZ

December 2025 - January 2026



To celebrate this milestone, ASPBAE held a Solidarity Dinner on 25 November 2025 with representatives of its members, partners, Executive Council (EC) and staff who attended the Think Tank Meeting and Strategising for Education Stakeholders on “Transforming Youth and Adult Learning and Education (ALE) in the Era of Digitalisation, Algorithms and Artificial Intelligence” in Vientiane, Laos on 24-26 November 2025.

The ASPBAE Secretary-General (SG), Helen Dabu, complemented the insights and reflections offered by the ASPBAE President on receiving this award on behalf of ASPBAE by highlighting that this recognition is only possible through the enduring support and commitment of ASPBAE members, partners, the previous and current ASPBAE leadership - EC representatives and SGs - and the competent support of its staff, past and present.

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December 2025 - January 2026



Congratulations
to the
International Adult and
Continuing Education
Hall of Fame Class of 2025

ASPBAE will continue to champion the spirit of this award — inspiring and empowering the next generation of leaders and movements for education and lifelong learning around the world.

Several ASPBAE leaders have been inducted into the Hall of Fame: Maria Lourdes Almazan-Khan, Jose Roberto Guevara, Nani Zulminarni, Sandra Lee Morrison and Timote Vaioleti.

For more information about the International Adult and Continuing Education Hall of Fame (IACEHOF), please check [HERE](#) to go to their website:

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December 2025 - January 2026

Beyond Promises: Why Education Funding in Latin America Must Change by 2030

Why Education Financing Cannot Wait

The new CLADE study on financing the human right to education in Latin America and the Caribbean starts from a simple but powerful premise that without sufficient, stable and flexible public resources, it is impossible to guarantee free, inclusive, and transformative education throughout life. Building on years of regional monitoring, the report updates data to 2024 and looks beyond budget lines to the structural constraints that shape education financing, such as limited fiscal space, public debt and regressive tax systems. It shows that, despite repeated international commitments, public education financing in the region is largely stagnant, international cooperation is shrinking, and the gap with OECD investment levels remains wide.



Agostina Costantino y Francisco Cantamutto

Financiamiento de la educación en América Latina y el Caribe: un desafío pendiente de cara a la Agenda 2030

Octubre de 2025



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December 2025 - January 2026



A Regional Picture: Effort, Resources and Equity

Through a comprehensive monitoring framework, CLADE analyses three key dimensions: public financial effort, resources per learner, and equitable access to school. On financial effort, countries are still far from the benchmarks they themselves endorsed in the 2030 Education Agenda - allocating at least 6% of GDP and 20% of public expenditure to education. Only Costa Rica and Cuba have surpassed the 6% of GDP reference in recent years, and just a small group of countries, including Guatemala and Honduras, meet or exceed the 20% expenditure benchmark.

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December 2025 - January 2026



When it comes to actual resources per school-age person, there has been progress but not at the scale needed. Between 1998–2000 and 2019–2021, average spending per school-age person in the region more than doubled, from around USD 1,180 to USD 2,500, yet this still represents roughly one-third of the average level in OECD countries. The equity dimension reveals stark inequalities: in 2018–2020, school attendance among children and adolescents in the highest income quintile reached about 86%, compared with just under 74% in the lowest quintile.

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December 2025 - January 2026



Who Is Being Left Behind?

The report introduces new indicators that shine a light on who benefits from education systems – and who does not. From a gender perspective, the region has made notable progress: in 2000, there were about 96 girls in education for every 100 boys, whereas by 2020 this had risen to almost parity at 99.8 girls per 100 boys. Even so, CLADE warns that emerging signs of deterioration in some countries mean gender equality must continue to be closely monitored.

Youth and Adult Education is where the gaps become even more striking. Across all three dimensions of the monitoring system, there is an overwhelming lack of data on public effort and resources for young people and adults, which the report interprets as evidence of how low a political priority this area remains.

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December 2025 - January 2026



Where data on access do exist, they reveal that opportunities to continue studying beyond school age are heavily determined by income: adults in higher-income groups have more than double the chances of remaining in education compared with those in the lowest income groups, exposing a weak commitment to lifelong learning.

COVID-19, Crisis and the Risk of Setback

The analysis situates these trends within the wider context of the COVID-19 pandemic, the most severe economic and social crisis the region has experienced in a century. School closures disrupted the right to education for more than 165 million students in Latin America and the Caribbean, and recovery will demand sustained, and in many cases increased, public investment. Yet the report notes that, during the worst years of the crisis, education was often not prioritised in fiscal response packages, raising serious concerns about setbacks in fulfilling the human right to education.

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December 2025 - January 2026



In this scenario, austerity measures and fiscal consolidation pose a direct threat to SDG 4 and the 2030 Agenda. CLADE underscores that cutting or freezing education budgets in times of crisis not only undermines immediate recovery but also deepens long-term inequalities and erodes social cohesion.

A Call to Put Education at the Heart of Public Budgets

Far from being a technical exercise, the study is intended as a political tool for advocacy. It urges governments to place the human right to education at the centre of public budgets and development strategies, and to honour the regional and global commitments they have signed. To do so, CLADE lays out a set of concrete actions that states should take.

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December 2025 - January 2026



Governments are called upon to:

- Estimate and allocate the maximum possible resources needed to guarantee quality education for all, avoiding any unjustified retrogression in funding.
- Prepare education budgets through genuinely participatory processes that include education communities and the wider public, so that spending reflects the priorities of rights-holders.
- Improve transparency by publishing up-to-date, disaggregated data on education budgets and their execution, particularly in relation to groups historically discriminated against by gender, race, ethnicity, disability, origin or age.
- Report complete, timely information to international databases such as UNESCO's Institute for Statistics, ECLAC and the World Bank, to enable regional monitoring using common methodologies.



Tax Justice and Debt: The Bigger Fiscal Picture

The report stresses that fulfilling the right to education is inseparable from broader struggles for tax justice and debt relief. It argues that governments must adopt more progressive tax systems and tackle tax evasion and avoidance to increase domestic resources available for education and other social rights. At the same time, countries should seek fair solutions to unsustainable debt burdens so that scarce public funds are not diverted away from classrooms to service creditors.

In line with regional declarations such as those adopted in Buenos Aires and Santiago, CLADE contends that education budgets must be protected and expanded, especially in moments of crisis. Education financing, the study concludes, is an “unfinished commitment” – but one that can and must be fulfilled if Latin America and the Caribbean are to build more just, democratic and sustainable societies by 2030.

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December 2025 - January 2026

A round-up from the Arab Campaign for Education for All (ACEA)

Reimagining the Future of Education

In December 2025, the Arab Campaign for Education for All (ACEA) convened a high-level regional webinar on “The Future of Education – Towards a New Social Contract”, bringing together leading academics and education experts from across the Arab world.



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December 2025 - January 2026

يشترك في اللقاء



د. محمود حوامدة

أكاديمي وباحث في تكنولوجيا التعليم والتعلم الرقمي والمواطنة الرقمية العدالة المعرفية والتمكين الرقمي والذكاء الاصطناعي: فرص وتحديات التعليم الرقمي، الحفاظ على النهج الإنساني والشباب، وضمان التمكن الاجتماعي



أ. د. راتب سلامة السعيد

أستاذ السياسات والقيادة التربوية في الجامعة الأردنية القيادة التربوية وصنع السياسات: نحو تعليم مفتوح وعادل يُعزز الحق في صياغة المعنى والحريات الأساسية وبحثك صياغة الفكر والابداع



د. رفعت صباح

رئيس الحملة العالمية للتعليم للجميع العقد الاجتماعي الجديد للتعليم والتعاون الإقليمي والدولي: الغايات، الحقوق، والمسؤوليات، وآليات الشراكة للتعليم المستدام وتبادل المعرفة والخبرة.

Speakers underlined that education systems must be redesigned to advance social justice amid rapid global changes, including technological disruption and deepening inequalities. They stressed regional and international co operation to build equitable systems, strengthen education leadership and policy-making, and promote digital empowerment and epistemic justice in the age of artificial intelligence.

The discussion highlighted the crucial role of civil society in shaping a renewed social contract that guarantees inclusive, equitable education for present and future generations. By calling for sustained public dialogue, ACEA and its partners positioned education not as a technical sector, but as a shared societal project anchored in rights, participation, and democracy.

Media, Digital Citizenship, and Education

ACEA also turned the spotlight on the powerful role of media in shaping learning and citizenship in the digital age. In two regional webinars held in December 2025 under the theme “Educational Media in the Digital Age: Towards an Effective Partnership in the Educational Ecosystem and the Promotion of Citizenship Values”, educators, journalists, and digital transformation experts explored how to modernise educational media to keep pace with rapid digital change.



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December 2025 - January 2026

Putting Research and Data at the Heart of Policy

Recognising that better evidence drives better decisions, ACEA and its partners are investing in educational research and data systems across the region. A regional dialogue on “Educational Research in the Arab Region: Current Reality, Challenges, and Future Development Visions” brought together academics and experts to examine the state of educational research, current challenges, and ways to strengthen its role in education development. Participants called for expanded regional cooperation, stronger institutional partnerships, and evidence-based policies that improve the quality and relevance of education systems.



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December 2025 - January 2026



At the same time, a regional workshop in Tunis on “Better Data on Adult Education for Better Governance and More Effective Policies”, organised by DVV International with the UNESCO Institute for Lifelong Learning and joined by ACEA, focused on governance for Adult Learning and Education (ALE). Government representatives, civil society, and experts from ten countries discussed how reliable and inclusive data can support evidence-based policy-making, enhance cooperation between public and non-governmental actors, and contribute to the Sixth Global Report on Adult Learning and Education (GRALE 6).

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December 2025 - January 2026

Adult Learning as a Pillar of Social Justice

ACEA's work in early 2026 has placed adult learning firmly on the policy agenda as a cornerstone of lifelong learning and social justice. On Arab Adult Learning Day (8 January 2026), the Campaign issued a statement reaffirming adult learning as a fundamental human right and a central pillar of lifelong learning systems essential for achieving Sustainable Development Goal 4. The statement urged governments to move beyond narrow literacy programmes and recognise adult learning as a transformative process that strengthens citizenship, social participation, and economic resilience.



GCE BUZZ

December 2025 - January 2026



ACEA called for adult learning to be embedded in national legislation, education strategies, and sustainable public financing frameworks as a long-term national responsibility rather than a series of short-term projects. The statement highlighted how global crises, digital transformation, and changing labour markets demand inclusive adult learning opportunities, especially for women, refugees, informal workers, older persons, and persons with disabilities, and stressed the need to promote digital justice, skills development, and recognition of non-formal learning.

This rights-based vision was echoed in a webinar organised by the Adult Learning and Education Community within the Palestinian Education Coalition on “Adult Learning as a Tool for Resilience and Recovery in Times of Crisis”. The session underscored how inclusive adult learning programmes, community learning spaces, and data-driven planning can build resilience, support social and economic recovery, and ensure more responsive and equitable learning opportunities in crisis contexts.

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December 2025 - January 2026

Strengthening Governance and Civil Society Leadership

Alongside thematic work, ACEA and its member coalitions are investing in stronger governance and institutional capacity to sustain their impact. The Arab Network for Popular Education (ANPE) and the Lebanese Coalition for Education concluded a strategic meeting in Lebanon focused on reviewing policies, governance structures, roles, and membership models. Through interactive discussions and working groups, participants adopted an updated governance framework and identified next steps to strengthen institutional governance and enhance the network's effectiveness.



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December 2025 - January 2026



In Jordan, the Jordanian Coalition for Education for All organised a two-day workshop to develop its Strategic Plan for 2026-2030 with member organisations. The workshop reviewed the Coalition's vision and mission, defined strategic priorities and key pillars, and developed performance indicators and monitoring and evaluation mechanisms to guide its future work. This process forms part of broader efforts to institutionalise the Coalition's role in influencing education policies and ensuring the right to inclusive and quality education for all in Jordan.

The Jordan Coalition also actively engages in national sector coordination. Through participation in the Education Sector Working Group (ESWG), it contributes to discussions on the Ministry of Education's 2026-2030 Strategy, refugee and resilience plans, and support for learners affected by crises, while following developments related to the Global Partnership for Education Multiplier Grant and early childhood interventions.

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December 2025 - January 2026



Youth, Teachers, and Safe Learning Environments

ACEA's ecosystem approach also centres the people who make education systems work: youth, teachers, and learners themselves. In Jordan, the Arab Network for Civic Education (ANHRE), in partnership with the International Budget Partnership and supported by the European Union, hosted a specialised workshop for twenty youth representatives of the Jordan Coalition for Education to track and analyse the 2026 education budget. The training strengthened their capacity to use participatory budget analysis tools, examine public expenditure priorities, and advance data-driven advocacy for equitable education financing and more effective public spending.

GCE BUZZ

December 2025 - January 2026



Teachers’ professional well-being and innovation are another priority. The Teachers Community within the Palestinian Education Coalition organised an online training session on “Artificial Intelligence Tools to Support Teachers and Enhance Professional Well-being”, introducing practical AI tools for classroom use and highlighting their potential to reduce professional and psychological pressures on educators. By promoting innovative digital tools, the initiative aims to strengthen teaching practices and create more supportive learning environments.

Ensuring that schools are safe spaces is equally central. In Egypt, the Egyptian Union for Educational Policies and Research convened a consultative roundtable on the growing challenge of violence and sexual abuse in pre-university institutions. Participants examined social, cultural, legal, and policy drivers of violence, including under-reporting and gaps in protection policies. They recommended a comprehensive national school protection framework, stronger coordination between civil society and public institutions, and enhanced legal and policy measures to guarantee safe, inclusive learning environments for all learners.

GCE BUZZ

December 2025 - January 2026



Finally, ACEA members are engaging with the intersection of language, identity, and technology in education. The Mauritanian Education Coalition hosted a regional webinar on “Arabic Language in Arab Educational Curricula: Current Challenges and the Promise of Digitalisation – Mauritania as a Model”. Bringing together coalitions, researchers, and educators, the discussion examined the current state of Arabic language teaching in Mauritania and explored digital solutions to better integrate Arabic into modern learning environments.

By promoting regional dialogue and the exchange of experiences, the webinar aimed to strengthen Arabic language education while harnessing the opportunities of digital transformation. This work complements ACEA’s broader efforts to promote digital empowerment, protect cultural and linguistic diversity, and ensure that digitalisation advances, rather than undermines, the right to inclusive, equitable, quality education for all.

GCE BUZZ

December 2025 - January 2026

GPE Board of Directors Meets in Brussels: Key Outcomes and Civil Society Perspectives

The Global Partnership for Education (GPE) Board of Directors met in Brussels on 4-5 December 2025, opening with an update on the Foundation's overall progress. The Board welcomed these achievements, highlighting important advances in GPE's strategic priorities.

Civil society representatives within GPE welcomed the continued momentum of the GPE replenishment campaign, as well as GPE's growing focus on advancing sustainable education financing while supporting partner countries to ensure long-term financial sustainability across education systems.



GCE BUZZ

December 2025 - January 2026



A central focus of the meeting was the importance of long-term, sustainable education financing, particularly in a global context of shrinking fiscal space and increasing economic pressures. Discussions emphasized the need to strengthen partner country leadership in shaping sustainable financing pathways, to better integrate diverse funding sources including domestic resources, official development assistance (ODA), philanthropic contributions, private capital, and innovative financing mechanisms, and to ensure that education reforms are realistic, financially viable, and aligned with national capacities and contexts.

The Board also received an update on the successful operationalisation of GPE's three regional hubs in Paris, Nairobi, and Washington, DC. Following the June 2024 decision to decentralize Secretariat operations and bring staff closer to partner countries, the hubs have already demonstrated improved efficiency and strengthened support to country partners.

GCE BUZZ

December 2025 - January 2026



GCE welcomed the approval of GPE’s final strategic plan, which reflects key global developments and reinforces strategic priorities toward achieving SDG-4 on inclusive and equitable quality education. Particularly welcomed by civil society were the plan’s explicit recognition of education as a fundamental human right and the meaningful inclusion of key stakeholders, including youth, students, and teachers, as central contributors to the strategy’s success. Continued engagement and support for civil society were also recognised as critical to strengthening accountability and inclusive education governance.

The Board approved the design framework for the next phase of Education Out Loud (EOL). While the decision was broadly supported. The Board also approved the Knowledge and Innovation Exchange (KIX) design framework.

Canada-Hosted Strategic Dialogues on Advancing Multilateral Reform in Education in Emergencies and Protracted Crises

Building on the rapid study of the multilateral aid architecture for Education in Emergencies and Protracted Crises (EiEPC) commissioned by FCDO, Canada convened a series of strategic dialogues to advance concrete reform options. The first dialogue, held on 2 December 2025 in Brussels alongside the GPE Board meeting, brought together key stakeholders to identify priority reforms and conduct a SWOT analysis. This was followed by consultations with national civil society organizations and partner country governments in January 2026 to ensure proposals reflect country realities.



GCE BUZZ

December 2025 - January 2026



From a civil society perspective, it is critical that localisation and sustainability remain central pillars of EiEPC programming. Emergency education responses must remain inclusive and equitable, ensuring that marginalised and crisis-affected learners are not left behind. Strengthened coordination between education planning and crisis response is also essential, with meaningful engagement of civil society organisations, students, parents, and teachers in decision-making processes. Wherever possible, responses should be community-driven and locally led.

These reforms present a strategic opportunity for ECW and GPE to better align their investments and strategic priorities, strengthening collective impact and ensuring more effective, coordinated support to education systems affected by crisis and protracted emergencies.

INTERVIEW: Civil Society Driving Domestic Resource Mobilisation for Education in Tanzania

In this interview, GCE speaks with Martha Samuel Makala, National Coordinator of the Tanzania Education Network (TENMET), about the coalition's leadership role in developing Tanzania's new Domestic Resource Mobilisation (DRM) strategy for education, and what it means for civil society, gender equality, and sustainable financing.



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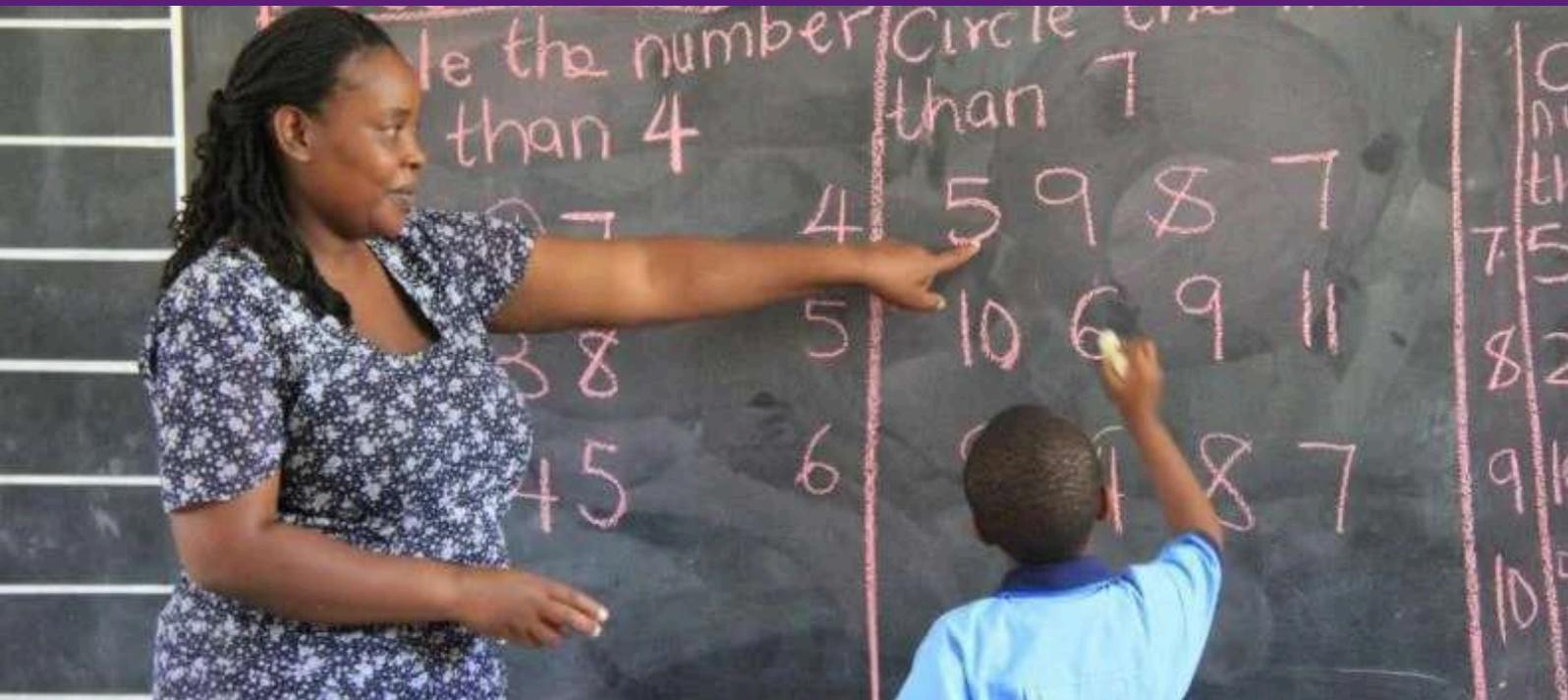
December 2025 - January 2026



In 2025, the race to drive domestic resource mobilisation for education and break free from shrinking foreign aid became more urgent than ever. Education movements worldwide are being forced to defend education financing at a time when external aid is shrinking and governments are failing to invest the maximum of available resources in strong public education systems. UNICEF projects that global education funding will fall by 3.2 billion dollars by 2026, a 24% decrease from 2023, which is expected to push the number of out-of-school children from 272 million to 278 million, with many living in humanitarian and crisis-affected contexts. At the same time, key areas such as adult education and literacy, which are vital for reaching marginalised communities, are facing severe cuts.

GCE BUZZ

December 2025 - January 2026



In Tanzania, these global pressures intersect with domestic challenges: while the country has experienced economic growth and a rising demand for education, government expenditure on education has fallen below international benchmarks, with spending dropping from earlier peaks to just over 3% of GDP and under 15% of the national budget in recent years. Primary education continues to receive the largest share of education funds, yet early childhood and adult education receive a negligible proportion, leaving critical gaps in lifelong learning and equity. Foreign funding to the sector has also fluctuated sharply, including significant reductions linked to human rights concerns, underscoring the vulnerability of education financing to political and policy shifts.

GCE BUZZ

December 2025 - January 2026



Against this backdrop, GCE and members such as the Tanzania Education Network/Mtandao wa Elimu Tanzania (TENMET), through the Education Financing Observatory (EFO) and other initiatives, are generating evidence and leading advocacy to ensure governments prioritise education in their budgets and meet commitments under SDG 4. The findings from the Tanzania EFO study show that the country is not yet investing the maximum of its available resources to secure the right to education for all, especially for learners who are most excluded. At the same time, TENMET's leadership in domestic resource mobilisation efforts - working closely with ministries, parliament, and local authorities - demonstrates how civil society can help shift financing debates towards equity, inclusion, and sustainability.

GCE BUZZ

December 2025 - January 2026



This interview with Martha Samuel Makala, National Coordinator of TENMET, explores how a national education coalition is using evidence to influence Tanzania’s new domestic resource mobilisation strategy for education. It highlights why, in a world where defence budgets are rising and ODA is in decline, GCE members and education advocates must intensify efforts to secure adequate, equitable, and accountable public financing.

GCE BUZZ

December 2025 - January 2026



Martha, congratulations on TENMET’s appointment to the government’s DRM strategy team for education. To begin, could you briefly introduce TENMET and the role it plays in Tanzania’s education sector?

Thank you. TENMET is Tanzania’s national education coalition and a long-standing member of the Global Campaign for Education, established in 1999 and now bringing together 255 education civil society organisations across all 26 regions of mainland Tanzania. Our vision is an education system that delivers inclusive, quality education for all learners, and we work on issues such as education financing and domestic resource mobilisation, gender-responsive budgeting, education in emergencies and climate change, girls’ education, youth skills and development, and improving teaching and learning environments, including inclusive education.

GCE BUZZ

December 2025 - January 2026



TENMET is clearly very embedded in national education processes. How does the coalition engage with government at policy level?

TENMET co-chairs the Education Sector Development Committee, which is the key policy forum where major decisions and approvals for the sector are made, and we participate in all four technical working groups that review documents before they reach this committee. In addition, TENMET engages closely with parliamentary committees on budget, health, education and community development, and with several ministries, including Education, Health, Community Development, and the Prime Minister's Office responsible for local government.

GCE BUZZ

December 2025 - January 2026



How did the opportunity to join the government's DRM strategy team come about?

Two years ago, during the annual Joint Education Sector Review, TENMET recommended that the Ministry of Education develop a national domestic resource mobilisation strategy to reduce dependency on shrinking foreign aid and strengthen internal financing systems for education. We followed this up in subsequent reviews and then anchored the theme of our 2025 International Quality Education Conference on strengthening domestic resource mobilisation systems for sustainable education in Africa, which we co-organised with the Ministry of Education.

After that conference, the Ministry decided to develop a national DRM strategy to support implementation of the revised Education and Training Policy, recognising that the country needs substantial domestic resources for infrastructure, teachers, life skills curricula and technical and vocational streams. The Ministry then formally invited TENMET to bring in experts from our network, and two of our member organisations specialising in education financing, including ActionAid and Uwezo Tanzania, are now part of the national DRM committee, which TENMET helps to chair.

GCE BUZZ

December 2025 - January 2026



Why is civil society participation so important in shaping a national DRM strategy for education?

Civil society is critical for three main reasons. First, CSOs complement government efforts by working directly with communities and schools, supporting infrastructure such as dormitories, toilets, and desks, providing learning materials and digital devices, and helping deliver life skills and extracurricular activities that improve learning outcomes.

Second, because TENMET's members operate in all 26 regions, we have a granular understanding of community needs, including school meals, overcrowded classrooms, and gaps in basic resources, which helps ensure the strategy is grounded in local realities. Third, TENMET serves as a coordination platform that brings together diverse education CSOs under one umbrella, making engagement with government more efficient and coherent than if each organisation acted alone.

GCE BUZZ

December 2025 - January 2026



What does this appointment mean for TENMET and for civil society participation in education financing more broadly?

It signals a strong level of trust from the government in TENMET's capacity, evidence base and the results we have delivered over time, which is why they keep inviting us to the table. The appointment also allows us to contribute to more effective utilisation of domestic resources through mapping where different partners work and what they fund, reducing overlaps and ensuring that investments, for instance in teacher resource centres, benefit multiple regions fairly.

More broadly, it institutionalises the role of civil society in education financing debates, reinforcing a collaborative approach where government and CSOs plan and implement together with a shared focus on improving the quality and inclusiveness of education.

GCE BUZZ

December 2025 - January 2026



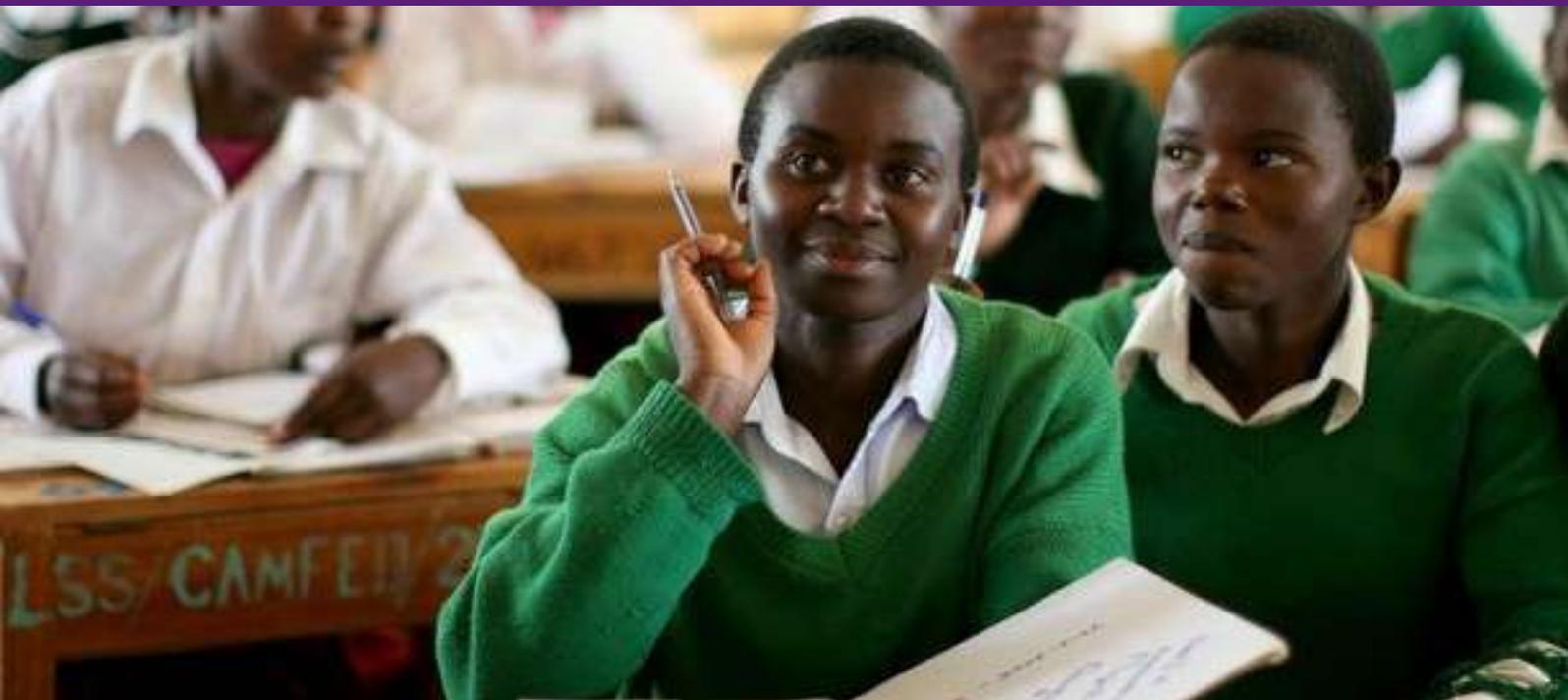
What is TENMET specifically contributing to the DRM strategy process?

First, we are bringing in existing research we have conducted on effective ways of mobilising domestic resources, some of which we have already presented to the Ministry of Finance, so that the strategy is rooted in evidence. Second, we are actively helping to craft the strategy by exploring all possible internal revenue sources, such as certain taxes, philanthropic contributions and private sector support, and by leading on the actual drafting of the strategy document.

Once the strategy is finalised, TENMET will also play a key role in public awareness and stakeholder mobilisation, ensuring that different actors understand their responsibilities and contributions in financing the education sector for inclusive, quality education.

GCE BUZZ

December 2025 - January 2026



As the strategy is being developed, what are the main priorities TENMET is advocating for?

Our first priority is ensuring that at least 20 percent of the national budget is allocated, and actually disbursed, to education, with funds directed to clear, agreed lines that improve access and quality. Another core priority is equity, particularly advancing gender-responsive budgets that address the needs of all learners and teachers and support implementation of national commitments such as the re-entry policy for learners who have dropped out due to pregnancy or early marriage.

We are also emphasising fair teacher deployment for both women and men in rural and urban areas, stronger efficiency in how allocated resources are used, and long-term sustainability by ensuring that communities, local governments, parents, private actors, and individual philanthropists recognise and act on their roles in financing education, thereby reducing reliance on foreign aid.

GCE BUZZ

December 2025 - January 2026



As a woman leading a national education coalition, what does your appointment to the DRM strategy team represent for women's leadership in education and governance in Tanzania?

Tanzania is already demonstrating strong women's leadership in education. The Permanent Secretary for the Ministry of Education is a woman, the Deputy Minister is also a woman, and there are several female directors within the ministry. This reflects a national gender strategy that promotes participation of both women and men in leadership roles and shows that gender balance in education decision-making is not just a policy on paper but something we are living in practice.

For me, being in this position reinforces the message that women's expertise and leadership are central to shaping sustainable education financing and policy, and that younger women in the sector can see themselves in these roles as well.

GCE BUZZ

December 2025 - January 2026



What message would you like to share with governments in the region and with other national education coalitions?

To governments, the key message is to recognise the value that non-government actors, including education coalitions, bring in terms of diverse perspectives and expertise; by embracing these human resources, countries can develop higher-quality, more inclusive policy documents. It is also vital to ensure that different groups are represented in policy arenas and that CSOs are engaged from early stages of budget and strategy development, not only at the point of validation or parliamentary readings.

To sister coalitions, strengthening relationships with Ministries of Education and aligning advocacy with country-specific contexts is crucial, especially to influence domestic resource mobilisation and gender-responsive national budgets. Coalitions should aim to be part of key policy forums, such as education sector coordination mechanisms and Global Partnership for Education (GPE) processes, and monitor implementation to ensure that allocated resources are spent as intended.

GCE BUZZ

December 2025 - January 2026



Finally, how can the wider education community - regionally and globally - support TENMET's work going forward?

One of our immediate needs is collaboration on research that explores how CSOs can be fully involved in developing national education budgets from the very beginning of the process, not just invited when the budget is presented to parliament. We want to prepare a comprehensive paper that clearly sets out the added value of CSOs being part of fiscal education budget development, which we can present to the Ministry at upcoming sector meetings.

Support from GCE and other partners, including the possibility of joint research with other national coalitions and experts, will be essential in co-designing this research, crafting key questions, and sharing comparative experiences that can inform Tanzania's path and potentially inspire similar approaches in other countries.

Cities that Learn: Putting Education at the Heart of Sustainable Urban Futures

Across the world, cities are growing fast, but many are not yet places where everyone can live, learn, and thrive. As governments prepare to review SDG 11 on inclusive, safe, resilient and sustainable cities at the 2026 High Level Political Forum, an Expert Group Meeting (EGM) in Nairobi asserted that there can be no sustainable cities without quality public education for all.



GCE BUZZ

December 2025 - January 2026



Bringing SDG 4 into the SDG 11 debate

Held on 20-21 January 2026 in Nairobi, the EGM on SDG 11 gathered UN agencies, governments, civil society, and experts to take stock of progress and identify solutions to accelerate action in the face of climate crisis, conflict, economic turmoil and growing pressure on multilateralism. Laurette Abuya, GCE's Education Out Loud (EOL) Programme Officer, represented the Education and Academia Stakeholder Group (EASG), ensuring that SDG 4 was firmly placed at the centre of the conversation on cities and human settlements.

GCE BUZZ

December 2025 - January 2026

The meeting aimed to generate evidence-based assessments for the in-depth review of SDG 11 at the High-Level Political Forum (HLPF) in July 2026 and to inform the UN

Secretary-General's New Urban Agenda report to the General Assembly in September.

Executive Director of UN Habitat, Anacláudia Rossbach, opened the session by highlighting rapid urbanisation and widening infrastructure gaps, particularly in the Global South, where basic services such as water, sanitation, and waste management remain out of reach for many. She underscored persistent deficits in housing, air quality and disaster risk reduction - all core components of SDG 11.



GCE BUZZ

December 2025 - January 2026



Human rights, housing and the overlooked role of education

Discussions in Nairobi were grounded in a human rights and intersectional lens. Participants called for housing to be recognised and enforced as a human right, with stronger protections against evictions and discrimination, and promoted intersectional and feminist urban planning that values grassroots women's organisations and sees care systems as essential infrastructure rather than an afterthought.

Against this backdrop, Laurette drew attention to a missing piece in many urban policy debates: education. She reminded participants that education is both a key driver of urban migration and the backbone of any economy, yet it is often invisible in conversations about cities. Migrants move to cities in search of better opportunities, only to find public education systems that are underfunded, overcrowded and inaccessible, with high student-teacher ratios and growing pressure to turn to expensive private providers.

GCE BUZZ

December 2025 - January 2026

Financing just cities: from tax justice to public classrooms

A central thread running through Laurette's interventions was the need to move beyond the narrative that "there is no money" for public services. She highlighted that Africa alone loses an estimated USD 88 billion every year through illicit financial flows - resources that could, and should, be channelled into domestic development, including public education.

Her recommendation to city leaders was to prioritise public education infrastructure and teacher deployment in urban planning and budgeting to counter the rising cost and exclusionary effects of privatised education. UN DESA acknowledged that education is often overlooked in urban debates and committed to reflecting this perspective in the final synthesis of the EGM outcomes.



GCE BUZZ

December 2025 - January 2026

On the second day, in a breakout session on slums, informal settlements and basic services, Laurette pushed the conversation further on sustainable financing and state accountability. She stressed that policy goals are only as meaningful as the financing that backs them, and that residents of informal settlements, who are also taxpayers, must see their contributions translated into quality public education, health and other essential services.



GCE BUZZ

December 2025 - January 2026



From consultation to real participation

Beyond funding, the EGM also examined who gets to shape urban futures. Laurette argued that development planning must move beyond superficial “consultations” and ensure the active, meaningful participation of families, learners and communities in implementation, not just design.

While the final group summary focused strongly on housing as an entry point to other rights, it also recognised that political commitment and secure, long-term funding are indispensable. Participants highlighted the importance of robust regulatory frameworks and community-led data co-production to prevent forced displacement and to ensure that policies reflect lived realities on the ground.

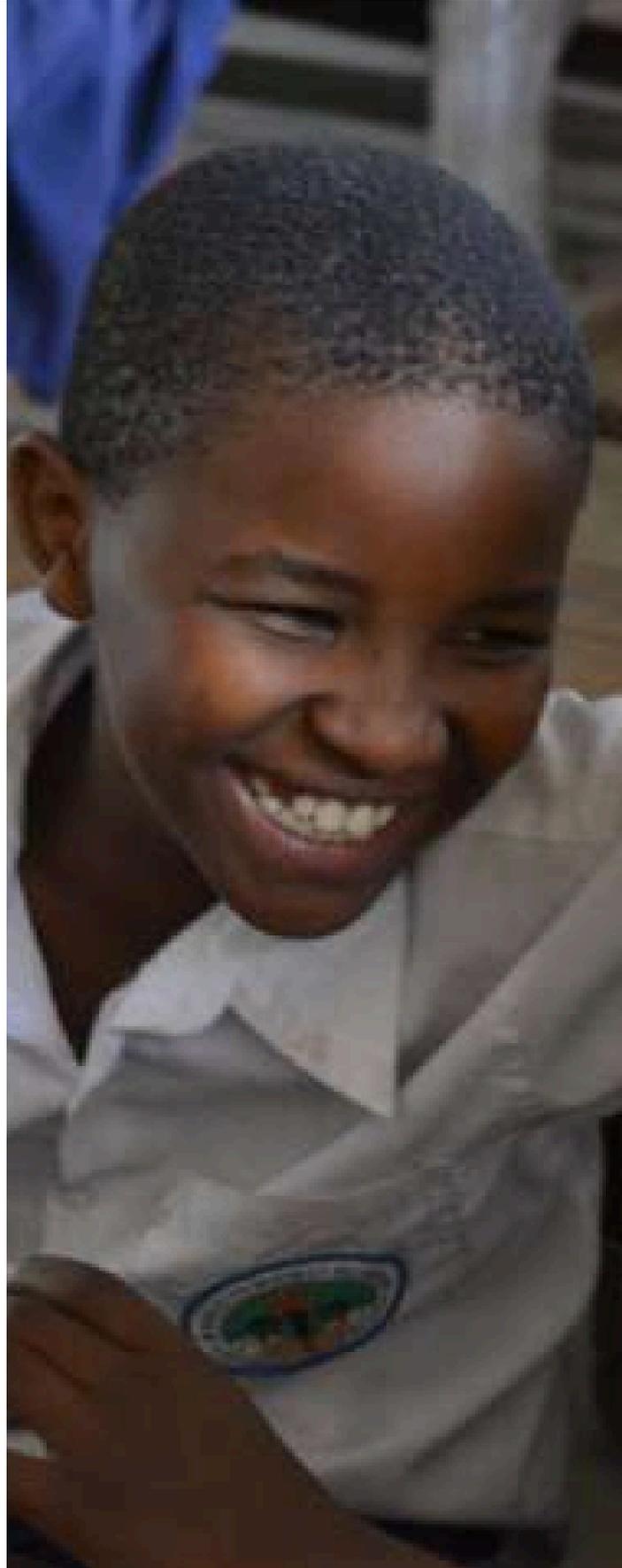
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December 2025 - January 2026

Lessons for building learning, sustainable cities

Key takeaways from the EGM point to what it will take to turn SDG 11 from promise into practice. Participants agreed that urban policy must break out of silos as housing, mobility, food, environment, data, public health, and education are deeply interdependent and cannot be tackled in isolation.

They also stressed that data gaps are both technical and political, requiring investment in data infrastructure, open standards, transparent use of information and participatory governance so communities can track progress and hold authorities to account.



GCE BUZZ

December 2025 - January 2026



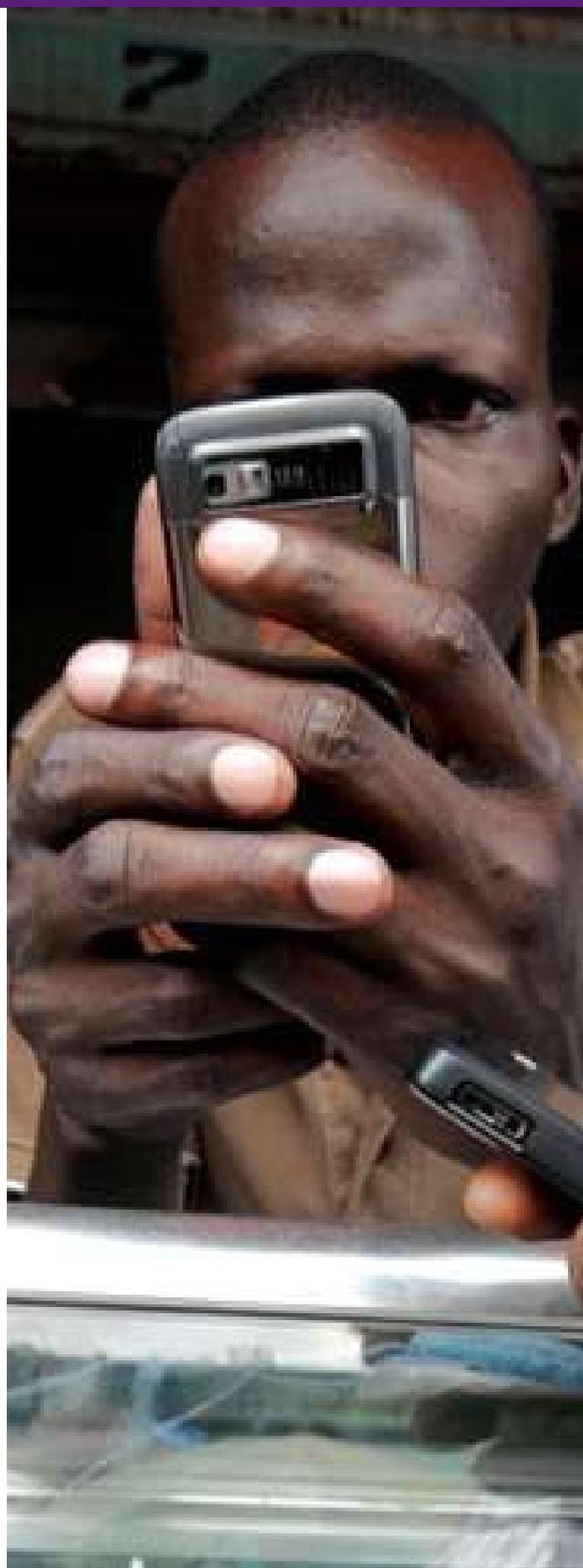
Persistent constraints in local capacity and governance, from talent retention to mandate alignment, must be addressed alongside technical fixes.

Finance emerged as the next frontier. Cities need not only more capital but also smarter, decentralised and innovative financing mechanisms that channel resources into inclusive urban investments, including public schools and lifelong learning spaces. Finally, participants emphasised that participation and narrative matter. People-centred policies that build trust, recognise trade-offs, and avoid “box-ticking” approaches are essential to genuinely transformative urban development.

From Nairobi, the message that resonates strongly for the education community is that sustainable cities are learning cities. Without strong, inclusive public education systems, urban development will remain unequal, fragmented and fragile, and SDG 11 will stay out of reach.

Generation Digital: Youth Leading the Charge for Fair and Inclusive EdTech in Africa

Across Africa, a new generation of young leaders is proving that digital transformation in education cannot be left to tech companies and governments alone. Through the GenerationDigital! project, nine youth-led and youth-serving organisations have come together with GCE to bridge the digital divide, build critical skills, and reshape EdTech policy from the ground up.



GCE BUZZ

December 2025 - January 2026



Youth at the centre of digital education

Under the banner “Bridging Barriers to EdTech through Youth-Led Advocacy and Digital Upskilling”, the project supported coordinated campaigns across countries including Ghana, Nigeria, Sierra Leone, Rwanda, Malawi, Mozambique, South Africa and Namibia. Youth-led organisations designed and delivered context-specific initiatives on everything from affordable connectivity and digital literacy to STEM-friendly curricula and youth participation in education policy.

These campaigns were not isolated events. They combined public awareness activities, media outreach, dialogue with officials and community-level training to reach well over 1,000 students, teachers and education stakeholders directly. In Sierra Leone, for example, youth advocates used EdTech and digital upskilling to support schoolgirls facing conflict and rigid social norms, helping them stay in education through online learning when attending class was not possible.

GCE BUZZ

December 2025 - January 2026



Building skills – and power

GenerationDigital! went beyond advocacy slogans to invest in real skills. A virtual capacity-building course on digital education advocacy and tools brought together youth, students and adults from across partner organisations, with participation surpassing the original target. Offline learning materials ensured that those in low-connectivity areas could keep learning once the course ended.

A youth-designed EdTech mentorship programme created space for peer-to-peer learning on everything from confidence and networking to innovation and entrepreneurship. At the same time, research on EdTech and artificial intelligence in education, developed from a youth perspective, mapped the opportunities and risks of rapid digitalisation – including algorithmic bias, the role of private actors and the danger of deepening the digital divide.

GCE BUZZ

December 2025 - January 2026



Changing policy conversations

A major achievement of the project has been to move youth from the margins to the centre of EdTech policy debates. The All-Africa Students Union (AASU) used the project to launch the Africa Digital Students and Youth Initiative, mobilising student leaders in countries such as Ghana, Nigeria, Togo, Uganda, Gambia, Liberia, Kenya, South Africa, Namibia and Ethiopia around digital inclusion and affordable education.

GCE BUZZ

December 2025 - January 2026



Through high-level platforms, including a conference on leveraging the African Continental Free Trade Area (AfCFTA) for higher education integration, AASU brought youth perspectives directly to ministries, university leaders and development partners. It argued that digitally enabled, harmonised higher education is essential for a fair AfCFTA – and that EdTech must support cross-border learning, multilingual platforms and “train-the-trainer” models to build a skilled workforce.

At national level, partners used roundtables and evidence-based reports to influence ministries and education authorities. In Sierra Leone, an EdTech Roundtable Report has already been submitted to the Ministry of Technical and Higher Education, opening a formal pathway for youth recommendations to inform future policy and financing decisions. In Mozambique, collaboration with the Provincial Directorate of Education and the Pedagogical University has helped embed EdTech initiatives within local education structures and teacher training.

GCE BUZZ

December 2025 - January 2026



Tackling inequality in a digital age

The project's experience underlines that the digital divide is about much more than devices and connectivity. Persistent infrastructure gaps, unreliable electricity, limited public investment, fragmented governance and a lack of local-language content continue to hold back learners, especially in rural and marginalised communities. Girls and young women are disproportionately affected, often being the first to be pushed out of school in contexts marked by conflict, gender inequality or political instability.

Partners responded by designing gender-responsive interventions that tackled social and cultural barriers alongside technical ones. In Sierra Leone, digital literacy helped girls keep learning during disruption, while in Malawi and elsewhere, organisations like the Girl Activist Youth Organisation focused on building girls' digital skills and leadership as part of broader community change. These efforts show that EdTech can reinforce, rather than challenge, inequality unless it is grounded in human rights, inclusion and context-sensitive design.

GCE BUZZ

December 2025 - January 2026



Lasting change through networks, evidence and youth leadership

One of the most powerful legacies of

GenerationDigital! is the network it has helped to consolidate. From AEFUM's Digital Generation Mozambique to REFAC's youth-led advocacy in Rwanda and Schoolinka's support for teachers' digital professional development, partners have embedded EdTech work within their ongoing programmes.

GCE BUZZ

December 2025 - January 2026



By collectively reaching more than a thousand direct participants, building youth and CSO capacity, and feeding evidence into national and continental policy spaces, the project has laid foundations that will outlast the funding cycle. Partners are now using the research on EdTech and AI, together with lessons from implementation, to design follow-up projects, seek new resources and align with national digital and education strategies.

What emerges from this journey is that Africa's digital future will not be delivered to young people - it will be shaped by them. When youth-led organisations are trusted as partners, equipped with skills and backed with resources, they can turn EdTech from a buzzword into a tool for justice, inclusion, and transformation across education systems.

GCE BUZZ

December 2025 - January 2026

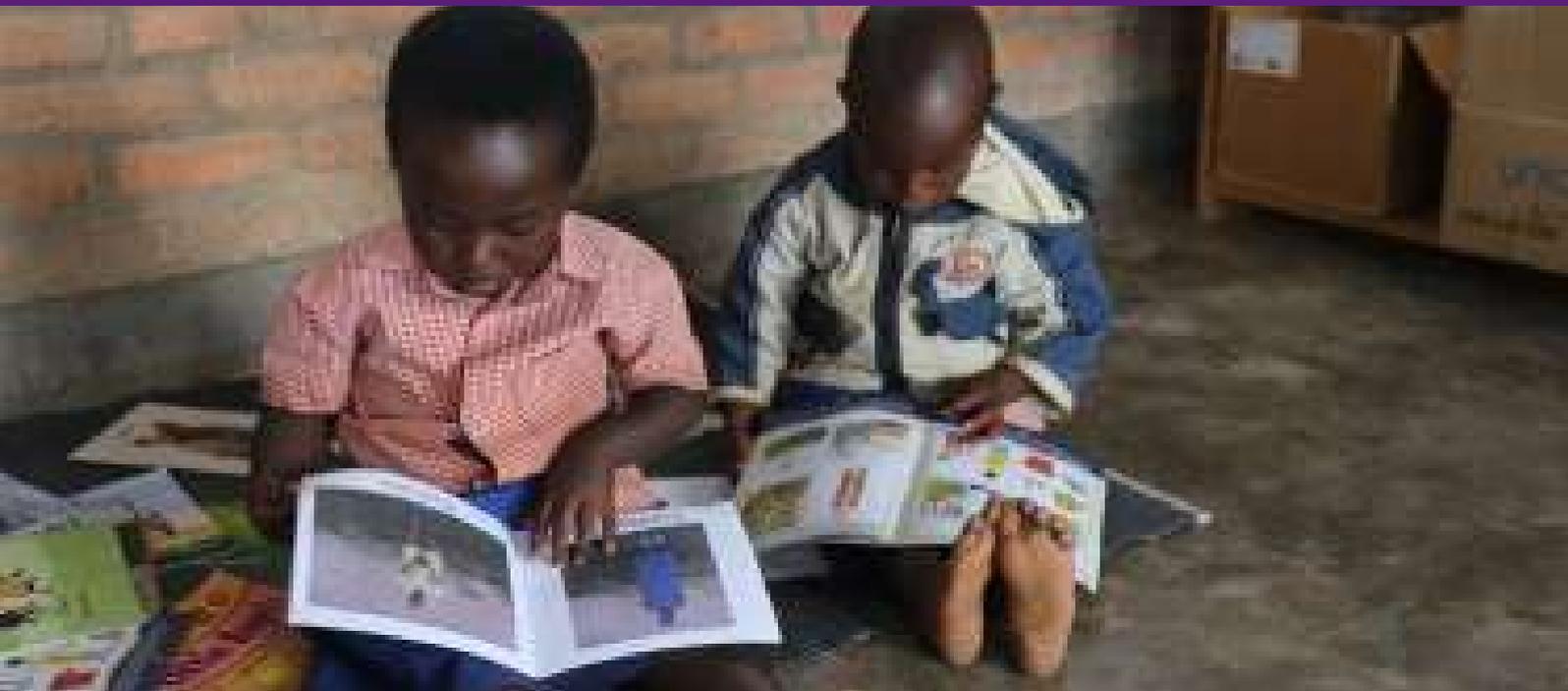


No Child Should Have to Pay to Learn in CEFAN's Pursuit for Free Preschool

In Cameroon today, the promise of “free” basic education is still far from reality, and civil society is refusing to let that contradiction go unchallenged. Through a campaign on preschool fees, the Cameroon Education For All Network (CEFAN) is putting early childhood right at the centre of the public debate and asking a simple question - if education is a fundamental right, why are so many four- and five-year-olds still shut out of pre-primary school?

GCE BUZZ

December 2025 - January 2026



When “free” school still costs too much

At CEFAN’s annual press conference in Yaoundé, the coalition’s national coordinator, Josué Baloma, reminded journalists that the right to education begins at birth and is recognised in both national and international frameworks, from the Universal Declaration of Human Rights to the African Union’s Continental Education Strategy for Africa. Yet behind those commitments lies a stark reality. Only around 40% of children aged 4-5 attend preschool in Cameroon, meaning roughly 600,000 children are enrolled while more than 900,000 are left out.

The problem is not a lack of laws or speeches. It is the cost of stepping through the school gate. While official registration fees have been abolished, families still face “exigible” charges in public pre-primary schools, estimated at around 7,500 FCFA (USD 13) per child, as well as indirect costs such as canteen fees, transport and learning materials. For low-income households, these expenses are simply out of reach, turning the supposed right to early education into a privilege reserved for those who can pay.

GCE BUZZ

December 2025 - January 2026



Why investing in preschool is smart – and urgent

For CEFAN and its members, this situation is not just unfair; it is short-sighted. Studies consistently show that investing in early childhood delivers some of the highest social and economic returns, especially in countries with young and rapidly growing populations. As Baloma underlined, every franc invested in pre-primary education generates long-term benefits, from better learning outcomes and lower repetition rates to higher incomes and stronger health over a lifetime.

Despite this, early childhood remains one of the least financed parts of the system, both in Cameroon and across Africa. UNICEF estimates that African governments devote, on average, just 2% of their education budgets to pre-primary, while more than 20% goes to higher education. The result is a system where families shoulder a heavy share of costs at the very moment when investment could make the most difference, and where children from poorer backgrounds start school later, less prepared and with greater risk of dropping out.

GCE BUZZ

December 2025 - January 2026



Turning advocacy into concrete proposals

CEFAN’s campaign goes beyond denunciation to offer a roadmap for change. The coalition is calling for at least one year of free pre-primary education within the public system, as part of a broader vision of genuinely free basic education. For CEFAN, “free” means the removal of all direct and indirect fees for families, the provision of school materials and uniforms for preschool and primary learners, and stronger involvement of communes and civil society organisations in managing and monitoring the “minimum package” and other public support.

On the financing side, the network estimates that making public preschool free would cost around 4.5 billion FCFA per year, an amount it argues could be mobilised through a combination of measures. These include increasing the overall education budget, introducing or adjusting taxes on certain manufactured and agro-industrial products, better taxing the country’s natural resources, channelling corporate social responsibility funds into education, and even considering a small solidarity contribution equivalent to 1% of workers’ monthly salaries.

GCE BUZZ

December 2025 - January 2026



Taking the fight to town halls and classrooms

In 2025, this advocacy was anything but abstract. Through its Thematic Group on Inclusive Education, Gender and Early Childhood (EIGPE), CEFAN led a series of concrete actions targeting both local authorities and schools. In Yaoundé IV, the coalition secured the municipality's support for four public inclusive schools, which received adapted educational materials - including white canes, Braille tablets and audio devices - for pupils with disabilities.

In Yaoundé I, CEFAN worked directly with around twenty teachers, strengthening their skills as “specialist educators” able to support children with disabilities in inclusive classrooms. Educational talks helped popularise national and international legal texts on the right to education for children with disabilities, reinforcing the message that free and inclusive preschool must go hand in hand. Feedback from teachers and headteachers at the end of these sessions was overwhelmingly positive. Many said they felt better equipped, heard and motivated to carry the message forward in their schools.

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December 2025 - January 2026



A public call for political courage

The campaign culminated in a public appeal to the government. CEFAN is urging the state to strengthen domestic education financing and adopt a law enshrining the right to free basic education, explicitly including preschool. For the coalition, this is not a technical adjustment but a political choice about the country's future: investing in early childhood is investing in Cameroon itself.

By combining data, costed proposals, local partnerships and national-level advocacy, CEFAN is showing what it means for civil society to “ring the alarm bell”, and keep ringing it until change comes. In a context where hundreds of thousands of young children still start life on the margins of the education system, the coalition's compelling message is that no child should be priced out of their first classroom.

GCE BUZZ

December 2025 - January 2026

My Experience at the Africa Regional Exchange Learning and Sharing Workshop

By Ahmed Adebowale, Head of Education and Technology Unit, Brain Builders Youth Development Initiative (BBYDI)

I participated in the Africa Regional Exchange Learning and Sharing Workshop held in Johannesburg, South Africa, a face-to-face convening of National Education Coalitions (NECs) across Africa, organized by GCE.



GCE BUZZ

December 2025 - January 2026



The workshop brought together education advocates, policymakers, donors, and civil society actors to reflect on progress, share lessons, and strengthen collaboration toward advancing inclusive and equitable education across the continent.

As a youth grantee under the GIZ Generation Digital Programme, I represented the Brain Builders Youth Development Initiative (BBYDI) and presented our work on Digital Literacy and AI Training for Teachers in North-Central Nigeria, alongside a nationwide radio advocacy campaign on digital literacy. I shared how the project directly trained 35 teachers, who in turn conducted step-down training that reached over 1,000 additional teachers. I also highlighted how our radio campaigns engaged over 3 million listeners nationwide, expanding digital literacy awareness beyond classrooms into communities.

GCE BUZZ

December 2025 - January 2026



Further, I showcased evidence of impact, including the integration of EdTech tools by over 1,035 trained teachers and the establishment of internal digital learning support systems in at least 35 schools through partnerships with private school owners.

Beyond project implementation, I spotlighted BBYDI's broader portfolio of work and research across EdTech, Education in Emergencies (EiE), and education financing, including the Nigeria Education Finance Observatory, the EdTech Nationwide Advocacy Report, and research on Nigeria's education system during COVID-19. These were also presented during the Gallery Walk with donors and partners, providing an opportunity for direct engagement around evidence-based advocacy and policy influence.

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December 2025 - January 2026



A major highlight of the workshop was an exclusive engagement with the President of GCE, Mr. Refat Sabbah, alongside the GCE Global Coordinator, Grant Kasowanjete, and Tanvir Muntasim of the Global Partnership for Education. This meeting reaffirmed GCE's strong commitment to youth-led organizations and its belief in young people as drivers of innovation in EdTech, EiE, and community-centered education reforms. I shared BBYDI's ongoing work and expressed our openness to deeper collaboration, particularly around digital education and policy-focused interventions.

I also had the opportunity to present on behalf of English-speaking countries (Group 2) on youth representation in coalition building. During this session, I shared collective recommendations on strengthening meaningful youth participation within National Education Coalitions, emphasizing youth leadership, inclusion in decision-making, and sustained investment in youth-led initiatives.

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December 2025 - January 2026



The workshop further explored critical continental and global issues shaping education, including ODA cuts in education, the new CESA 2026–2030 priorities, and the AU Decade of Accelerated Action for Transforming Education and Skills Development in Africa (2025–2034). These discussions provided important context for aligning national and community-level interventions with broader regional and global education agendas.

GCE BUZZ

December 2025 - January 2026



Overall, the Africa Regional Exchange Learning and Sharing Workshop was a rich and impactful experience that strengthened networks, deepened learning, and reinforced the value of collaborative, youth-driven, and evidence-based approaches to education reform in Africa.

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December 2025 - January 2026



Key Lessons Learned -

1. Youth leadership is indispensable: The strong recognition of youth-led organizations by GCE reaffirmed that young people are not just beneficiaries of education reforms but critical drivers of innovation, advocacy, and implementation.
2. Scaling impact requires partnerships: BBYDI's experience demonstrated that step-down training models, media partnerships (such as radio), and collaboration with school owners are effective strategies for expanding reach and sustainability.
3. Evidence strengthens advocacy: Research and data-driven storytelling, such as education finance tracking and EdTech impact studies, are essential for influencing policy, donors, and coalition priorities.

GCE BUZZ

December 2025 - January 2026



4. Digital education must be community-centered: Digital literacy interventions are most effective when they extend beyond classrooms to communities, parents, and policymakers, ensuring broader ownership and relevance.
5. Alignment with continental agendas matters: Linking grassroots initiatives to frameworks like CESA and the AU Decade of Action enhances coherence, relevance, and opportunities for regional collaboration and support.
6. Coalition building works best when inclusive: Meaningful youth representation within National Education Coalitions strengthens legitimacy, innovation, and long-term impact.

This experience reinforced my commitment to advancing inclusive, digitally driven, and youth-led education solutions through BBYDI, while deepening collaboration with continental and global partners to shape the future of education in Africa.

GCE BUZZ

December 2025 - January 2026



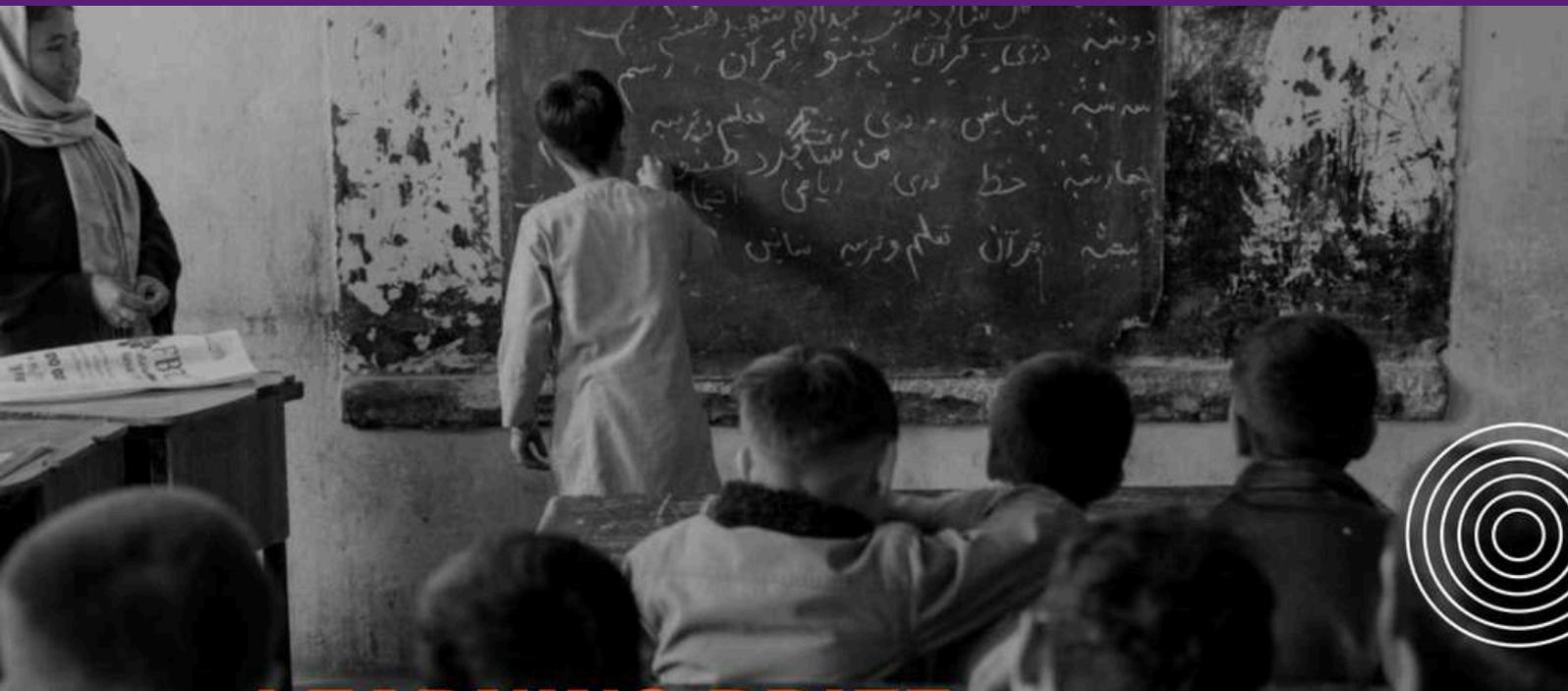
**WELCOME TO GCE ELEARNING
PLATFORM**

Powering Up Advocacy: New Learning Hub Resources You Can Use Now

From classrooms in crisis zones to communities on the frontlines of climate change, the GCE Learning Hub is fast becoming a home for shared learning, practical tools and bold ideas to transform education systems. With a Learning Academy on the way and new briefs, toolkits and reports now available, the Hub is helping coalitions, activists, and educators turn knowledge into action.

GCE BUZZ

December 2025 - January 2026



Bringing learning from emergencies into everyday advocacy

A new Education in Emergencies (EiE) Learning Brief, developed from the 2025 GAWE EiE workshop, shines a spotlight on the power of Psychosocial Support (PSS) and Social-Emotional Learning (SEL) in crisis and protracted emergency contexts. Designed for practitioners, policy-makers and educators, it unpacks how the Global Education Cluster works, how civil society organisations can engage more effectively, and what localisation and advocacy look like in practice.

Drawing on concrete experience from the Palestine (West Bank) Education Cluster, the brief offers real-world examples of CSO participation and coordination that can be adapted in other contexts. It is not just a conceptual resource; it is a practical guide for coalitions that want to protect the right to education when systems are under extreme pressure.

GCE BUZZ

December 2025 - January 2026

ENG



Climate justice, green skills and a just transition

The Climate Education & Just Transition Learning Brief connects the climate crisis directly to the everyday work of education coalitions. Using experiences from the Asia-Pacific – including LAYA and the Indian Network on Ethics and Climate Change (INEC) – it shows how education can strengthen climate literacy, community empowerment and resilience.

Key themes include insights from UNESCO’s Greening Education Partnership, the growing importance of green skills and climate education, and the persistent capacity and financing gaps that slow progress. The brief also highlights the critical role of civil society in bridging the gap between policy and implementation, and is available in English, French, Portuguese and Spanish to support cross-regional learning.

ENG

Monitoring early childhood through a human rights lens

A new Learning Brief from the Right to Education Initiative (RTE) offers a practical framework for monitoring Early Childhood Care and Education (ECCE) as a human right. In a world where ECCE remains underfunded and unequal, the brief provides step-by-step guidance on defining what to monitor, assessing human rights standards, choosing indicators and designing inclusive methodologies.

Using the Structure-Process-Outcome (SPO) framework, it supports advocates to combine quantitative and qualitative data and to pay particular attention to marginalised groups such as children with disabilities, rural children, migrant children and girls. Its core message is simple but powerful: monitoring only matters if it leads to change, and evidence must feed directly into advocacy for more equitable and inclusive early childhood services.

GCE BUZZ

December 2025 - January 2026



OVERVIEW OF EDUTECH IN AFRICA

Tech on our terms: digital rights and inclusive EdTech

Across Africa, GCE-coordinated work on education technology is captured in the new “Tech On Our Terms” impact report, developed with GIZ support. Implemented by National Education Coalitions, the programme has championed inclusive EdTech policies, youth-led innovation and the protection of digital rights in education.

The report shares country experiences, campaign strategies, policy recommendations, challenges and success stories that aim to shape national plans and the African Union’s Digital Education Strategy. Available in English, French and Portuguese, it is a rich resource for anyone working to ensure that digital transformation in education is rights-based, inclusive and accountable.

GCE BUZZ

December 2025 - January 2026



CSO TOOLKIT:

ENGAGING IN EDUCATION CLUSTERS FOR EMERGENCY RESPONSE



Stronger civil society in education clusters

To support coalitions working in humanitarian settings, the Learning Hub now hosts an EiE Guidance Note on strengthening CSO engagement in Education Clusters. Education Clusters, usually co-led by UNICEF and Save the Children, play a central role in co-ordinating emergency education responses – and this note helps NECs and CSOs claim their place at the table.

It provides practical tools to boost CSO participation in co-ordination mechanisms, promote localisation and inclusive leadership, and support gender-responsive, resilient education responses. By focusing on collaboration, accountability and community engagement, it equips civil society to influence both the “what” and the “how” of EiE programming.

GCE BUZZ

December 2025 - January 2026

20
24

Youth at the centre: From tokenism to co-creation

One of the most energising additions to the Learning Hub is the Youth & Student Engagement Toolkit – built by youth, for youth. Developed through global surveys and regional consultations, the toolkit moves beyond tokenistic participation and sets out clear, practical steps to embed young people as co-creators in education advocacy.

For coalitions, it offers ideas and tools to strengthen youth leadership, amplify community voices and design campaigns that reflect the realities and priorities of students themselves. Together with the other new resources, it underlines a core belief of the Learning Hub: that collective learning is a powerful driver of more inclusive, rights-based education systems worldwide.

You can explore all these resources, and get ready for the launch of the GCE Learning Academy, on the GCE Learning Hub:
<https://learn.campaignforeducation.org/>.