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Campaña
Latinoamericana
por el Derecho
a la Educación



Financing Gender-Transformative Education as a Pathway to Justice for Women and Girls



PARALLEL
EVENT

Scan to register



Parallel Event Format: Online

17 March 2026

8:30AM EDT/2:30PM SAST

Financing Gender-Transformative Education: A Justice Imperative for Women and Girls

Gender-Transformative Education (GTE) is rapidly emerging as one of the most powerful levers to advance justice for women and girls, but it remains critically underfunded and politically fragile.

Advocates came together to call for stronger action on education and gender equality at the virtual NGO Parallel Event for the 70th session of the UN Commission on the Status of Women (CSW70) titled, *Financing Gender Transformative Education as a Pathway to Justice for Women and Girls*. They emphasised that if the world is truly committed to ensuring access to justice, it must also commit to financing education that transforms gender norms, not merely expands access.

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The event was co-convened by the Global Campaign for Education (GCE), the Arab Campaign for Education for All (ACEA), the Africa Network Campaign on Education for All (ANCEFA), the Asia South Pacific Association for Basic and Adult Education (ASPBAE), and the Latin American Campaign for the Right to Education (CLADE).

Opening the session, co-moderators Lae Santiago, ASPBAE's Advocacy and Youth Engagement Officer, and Israel Quirino, CLADE Programme Assistant, both members of GCE's Youth Action Group, framed the discussion within the CSW70 theme on strengthening access to justice for all women and girls. They highlighted an alarming backlash against gender equality, rising violence, including digital violence, and shrinking civic space.

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GCE Vice President and CLADE General Coordinator, Nelsy Lizarazo, deepened this framing by setting out six key ideas on why financing GTE is a matter of justice. First, she stressed that there can be no justice without gender justice, and no gender justice without dismantling the gendered barriers embedded in public education systems. Second, she highlighted that millions of children remain out of school and many who attend cannot learn in inclusive, safe environments, while the exclusion of adult women from education opportunities remains largely invisible. Third, she underlined that GTE directly tackles these injustices by creating safe, inclusive learning spaces and enabling girls, adolescents, and all learners to learn in equitable conditions. Fourth, she argued that this requires confronting the deep “matrix” of cultural, social, political, and economic power relations that has, over centuries, normalised discrimination, hierarchies, and subordination, and reshaping the roles imposed on girls and boys alike, including harmful expectations placed on men and boys to be “protectors”.

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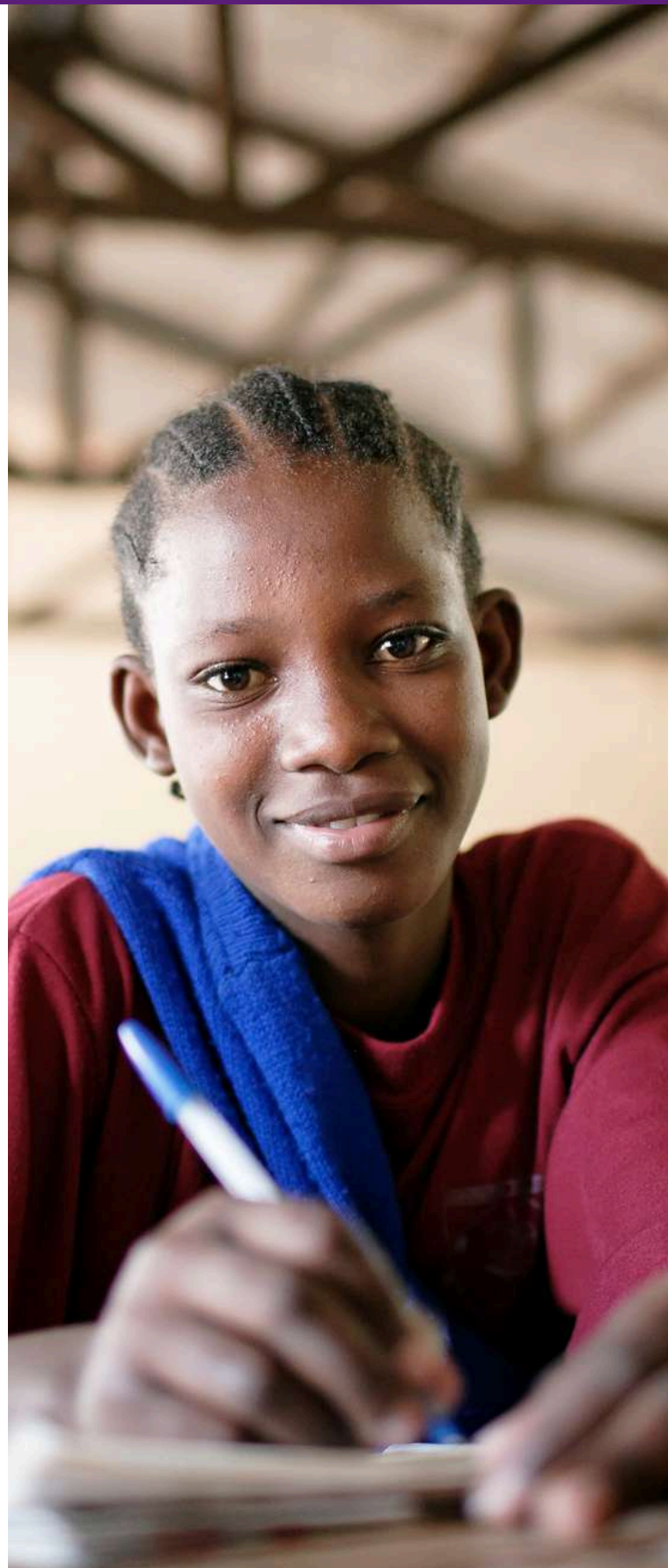
Fifth, she emphasised that teachers and schools themselves must be transformed - from curricula and textbooks to addressing gender-based violence, menstrual health, and safety in transport - because educators are also formed within the same unequal system. Lastly, she stressed that all of this hinges on sustainable and sufficient education financing that is explicitly grounded in gender justice, with gender-responsive and gender-transformative budgeting to remove structural barriers for girls, adolescents, and gender-diverse learners and to ensure that resources genuinely change conditions on the ground rather than reproducing existing inequalities.

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Giovanna Modé, GCE's Policy and Advocacy Advisor, underlined that GTE:

- Equips women, girls, and gender-diverse learners with rights awareness, agency, and leadership skills to claim justice in courts, communities and parliaments.
- Challenges the “matrix” of cultural, social, political, and economic power that normalises discrimination, subordination, and gender-based violence.
- Requires systemic change - from curricula and pedagogy to safe learning environments, teacher training, and accountability mechanisms - not just “getting more girls into school.”



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Voices from the Region: Education Amid Crisis and Exclusion

A youth intervention from Yara Alawad of the Arab Campaign for Education for All (ACEA) from Palestine reminded participants that education justice cannot be separated from peace, safety, and dignity. She described how conflicts, displacement, economic crises, and political instability across the Arab region are disrupting learning for millions, with girls often the first to drop out when families face insecurity and poverty. In such contexts, education is frequently the first system to be disrupted and the last to recover, and girls face layered barriers such as unsafe journeys, restrictive norms, and heightened risks of early marriage and violence that make GTE both urgent and difficult.

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Ram Gaire of the National Campaign for Education (NCE) Nepal and GCE Board Member showed how marginalised girls, including Dalit and Indigenous girls, girls with disabilities, adolescent mothers, and those in poverty or conflict-affected areas remain furthest behind despite strong policy commitments. He shared concrete examples of change, including an accelerated learning “bridging” programme that re-enrolled out-of-schoolgirls through condensed curriculum and leadership training; girls’ and inclusive education networks that bring together girls, youth, teachers, and authorities; and complaint and response mechanisms in schools that are starting to make learning spaces safer and more responsive. Encouragingly, some local governments are now allocating dedicated budgets to sustain these initiatives including scholarships and menstrual hygiene facilities and separate, safe toilets, and gender-responsive indicators in local plans.

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Debt, Tax Justice, and Fiscal Space

Speaking from Senegal, Khaita Sylla, Country Director of ActionAid Senegal and representing the Tax Education Alliance, brought the political economy of financing into sharp focus. She noted that even where countries like Senegal meet or exceed international benchmarks for education spending on paper, structural constraints such as debt burdens, unfair tax rules, and illicit financial flows are hollowing out the resources needed to transform systems. Massive annual losses to multinational tax abuse and high-wealth tax dodging sit alongside rising debt-service costs, while austerity prescriptions too often translate into fewer and underpaid teachers, overcrowded and unsafe classrooms, and pressure to privatise education.

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Khaita stressed that these choices are never gender-neutral and when public services shrink, women absorb more unpaid care, and girls are more likely to be pulled out of school. Closing tax loopholes, introducing progressive, gender-responsive tax systems, and pursuing debt justice are therefore essential to create real fiscal space for GTE. She also pointed to the emerging UN Framework Convention on International Tax Cooperation as a historic opportunity to demand a feminist global tax regime that reallocates taxing rights more fairly to the Global South and recognises tax justice as a condition for gender equality.

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Making GTE the Centre Of Education

Representing the UN Girls' Education Initiative (UNGEI), Natasha Harris-Harb, Lead for Youth Movements and Feminist Leadership, argued that cutting gender equality work in times of crisis is not only a moral mistake, but a poor investment decision. Drawing on evidence from the Feminist Network for Gender Transformative Education and the Gender at the Centre Initiative, she showed that GTE has strong “multiplier effects” such as improved learning, health, and well-being; lower rates of early and forced marriage; increased economic participation; and reduced violence and conflict, all of which carry significant social and economic returns.

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Government and multilateral perspectives, including contributions from Mozambique's National Directorate of School Health and Transversal Issues and from Sally Gear, Practice Lead for Gender Equality and Inclusion at the Global Partnership for Education (GPE), reinforced the need to move from projects to system-wide, multi-year reforms. This means protecting and expanding education budgets, embedding GTE in sector plans, bringing feminist and youth movements into policy dialogue, and strengthening intersectional data and accountability so that financing decisions are grounded in lived realities.



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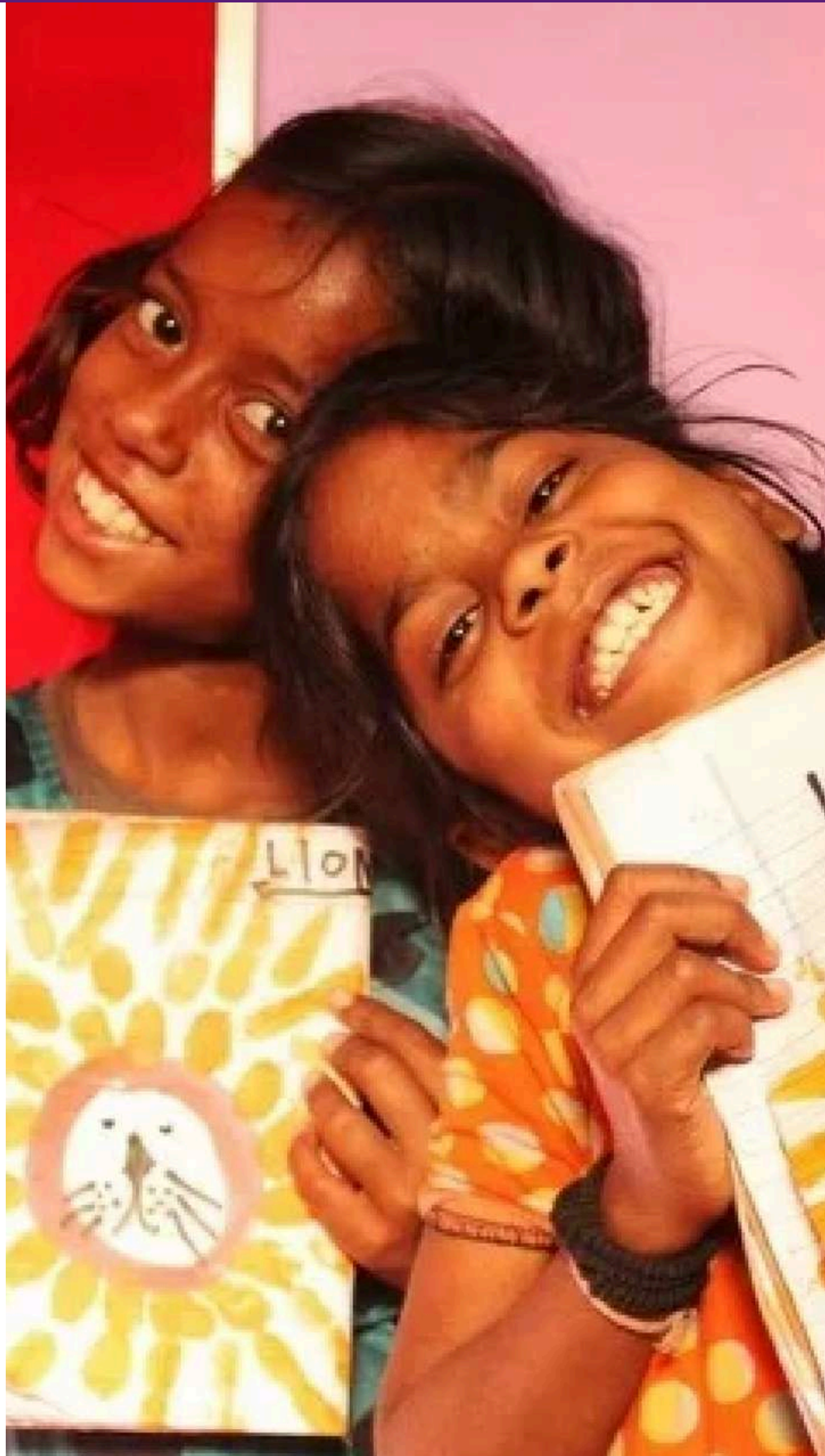
A Collective Agenda

In the closing segment, Susmita Choudhury, GCE's Gender and Social Inclusion Consultant, invited participants to name concrete steps their organisations can take over the next 24 months. Across regions and sectors, they converged on shared priorities including scaling up evidence-based budget advocacy that links financing to gendered outcomes; strengthening gender-responsive and gender-transformative budgeting; breaking silos between education, feminist and economic justice movements; elevating youth leadership in advocacy on education financing; and investing in communications that make GTE visible and compelling to decision-makers and the wider public.

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The session ended with a strong affirmation of solidarity with women and girls living through war and occupation, whose rights to life, safety, and education are being violently denied. For GCE and its regional partners, CSW70 was an opportunity to insist that access to justice must include the right to well-financed, gender-transformative public education for all.



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Reflections from CSW70: Defending Gender Justice in a Time of Backlash

Under the theme of strengthening access to justice for all women and girls, the 70th Session of the Commission on the Status of Women (#CSW70) concluded on 19 February 2026 amid both progress and tension. For the first time in its 70-year history, the outcome document was adopted through a vote rather than by consensus as in previous editions.

The US delegation refused to join a consensus-based adoption and instead called for a vote on the final outcome. All 44 members of the Commission on the Status of Women participated in the vote. The document was adopted with 37 votes in favour, one against (the United States), and six abstentions (Côte d'Ivoire, the Democratic Republic of Congo, Egypt, Mali, Mauritania, and Saudi Arabia).

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Despite attempts to weaken key language on gender equality, climate change, diversity and reproductive rights, the Agreed Conclusions reaffirm commitments to inclusive and equitable legal systems, the elimination of discriminatory laws and practices, strengthened commitments to prevent violence against women, alongside emerging areas such as digital justice and AI governance, critical for expanding access to justice in today's world.

Two other unprecedented actions were undertaken by the United States towards the end of the session. In the presentation of the usually uncontroversial resolution on women, the girl child and HIV/AIDS, the United States called for a vote. Subsequently, it introduced a standalone resolution seeking to define “gender” under a narrow, binary understanding limited to “men and women”. Both initiatives were rejected by a majority of Member States.



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In a context of growing backlash, collective action and sustained vigilance are essential. Feminist civil society organisations stood alongside governments to defend hard-won gains and multilateralism.

“We strongly applaud the decisive demonstration by Member States, civil society and feminist movements defending multilateralism and negotiated norms and standards to advance gender equality that took place during the close of the CSW70. By doing so, they reaffirmed the integrity and credibility of agreed frameworks. The Beijing Declaration and Platform for Action cannot be unilaterally re-drafted. The dynamics are not isolated. They are part of broader, coordinated ongoing efforts by anti-rights actors to revisit and reshape established commitments”, says the Feminist Cross-Coalition Statement on CSW70 - Defending Gender Equality in the Multilateral Space.

Read the statement [HERE](#), which also reinforces the need for continued vigilance.



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CSW70 COMMISSION ON THE STATUS OF WOMEN 70TH SESSION | UN SECRETARY GENERAL'S ADDRESS

Gender-Transformative Education (GTE)

In this context, the role of education as a driver of justice becomes even more urgent. GCE actively engaged in CSW70 and the parallel NGO Forum, contributing to collective advocacy efforts and highlighting a key message that gender justice cannot be achieved without Gender-Transformative Education (GTE). Giovanna Modé, GCE Policy and Advocacy Advisor, attended the events.

Gender-Transformative Education goes beyond ensuring access to education for girls. It seeks to transform the very systems, structures, and norms that perpetuate inequality. By equipping learners with knowledge, critical thinking skills, and a strong sense of agency, GTE enables individuals to challenge harmful gender norms, address power imbalances, and participate meaningfully in decision-making processes.

Equity at the Centre: What the GEM 2026 Report Means for the Right to Education

“Financial policies are not neutral. They must be oriented towards equity to guarantee learning and, ultimately, the right to quality education.” This message framed the launch of the Global Education Monitoring (GEM) Report 2026, presented at UNESCO headquarters in Paris, where civil society voices, including GCE members and partners, engaged with its key findings and implications. Macarena Romero, who integrates Fe y Alegría and GCE Spain, attended the launch, bringing forward messages from the broader GCE movement and sharing reflections and insights from the event.



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2026 GEM Report: **Access and equity** Countdown to 2030



The report offers a nuanced but urgent reflection that while progress has been made, it remains deeply uneven, and far too many learners continue to be left behind. Since 2000, global enrolment has increased significantly across all levels of education. Yet today, 273 million children, adolescents and youth remain out of school, marking the seventh consecutive year of increase. This means that one in six young people globally is still denied their right to education.

At the current pace, universal completion, originally targeted for 2030, will not be achieved until the next century. This dual reality underscores a critical point: expanding access alone is not enough. Without a deliberate focus on equity, progress risks reinforcing existing inequalities.

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1 in 6
children
worldwide are
**excluded from
education**

Institute for Statistics

Global Education
Monitoring Report



One of the report's central proposals is a shift in how global education goals are set and implemented. Rather than relying on uniform global benchmarks, it calls for countries to define their own ambitious but achievable national targets, grounded in local realities and accountable primarily to their citizens.

While this approach can enhance ownership and relevance, it also raises important concerns. A move towards nationally defined targets must not weaken the universal standards enshrined in international human rights frameworks.

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**Universal secondary
education will not
be achieved
in this
century**



Equity requires political choices

The GEM Report makes clear that achieving equity is not simply a technical challenge, it is a political one. It requires deliberate policy decisions that prioritise those furthest behind.

Encouragingly, many countries have expanded inclusive education laws and extended compulsory and free education. Yet the report stresses that policies must be monitored, not just outcomes. Understanding who makes decisions, and in whose interests, is essential for accountability.

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Financing emerges as a decisive factor. Public, equitable funding, targeted at disadvantaged regions, schools, and learners, is key to addressing structural barriers. While mechanisms such as school feeding programmes and targeted transfers have expanded, most countries still lack sufficiently strong equity-oriented financing frameworks.

As highlighted in the GCE movement ongoing advocacy linked to the Fourth International Conference on Financing for Development (FfD4), regressive taxation, unsustainable debt burdens, and austerity measures imposed by international financial institutions continue to constrain public investment in education.

In many low-income countries, debt levels have reached historic highs, with governments spending more on debt servicing than on education. These constraints disproportionately affect women, girls, racialised communities, and other marginalised groups.

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©UNESCO GEM Report / Rooftop

273 million
children, adolescents
and youth are
out of school



The realities behind the averages

From the perspective of the global education movement, several critical dimensions remain insufficiently addressed in global discussions.

First, exclusion is increasingly concentrated in particular sectors. Contexts of crisis is one of them. Conflict, forced displacement, and climate-related emergencies continue to disrupt education systems and deny millions of children safe and continuous access to learning.

Second, children with disabilities remain among the most marginalised. Persistent barriers, including inaccessible infrastructure, lack of trained teachers, and inadequate support systems, limit their opportunities to enroll, stay in school, and complete their education. Inclusion must be systemic, not an afterthought.

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Gender inequalities also persist, and in some contexts are intensifying, driven by factors such as child marriage, gender-based violence, and discriminatory norms. At the same time, the erosion of free public education is a growing concern. School fees, hidden costs, and privatisation trends are undermining the principle of free, quality education and disproportionately excluding the most disadvantaged.

These challenges are deeply interconnected. Children facing multiple and overlapping forms of marginalization, such as girls with disabilities in conflict settings, are at greatest risk of exclusion. Racial and ethnic discrimination further compounds these inequalities, particularly for Indigenous, Afro-descendant, and minority communities.

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1 in 3
students
do not complete
secondary school



Racism remains a major obstacle to equal education

Also participating in the launch, GCE member ActionAid International shared a blog affirming that despite ‘access and equity’ being named as the core theme for the 2026 GEM Report, the report does not address the structural conditions of racism, casteism, and religious, ethnic, and linguistic discrimination. These are the very conditions which hinder children from minoritised communities across the world from accessing and participating in education. “Structural racism, in all its varied forms, must be understood as a barrier to achieving SDG4. Not recognising racism as an issue of ‘equity’ is precisely how racism is allowed to persist and how the global development goals will fail”.

Read the full blog on the ActionAid International website [HERE](#).

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Local Leadership at the Centre: Civil Society Shapes ECW's New Strategic Direction

At a critical moment for the Education in Emergencies sector, marked by rising conflicts, shrinking humanitarian financing, challenges to multilateralism, and a broader reset of the aid system, Education Cannot Wait (ECW) convened its Executive Committee (ExCom) meeting.



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Odinakachi Divine Ahanonu, from the Civil Society Action Coalition for Education for All (Nigeria), a GCE member, participated as the ExCom representative of the National NGO constituency, working alongside the INGO, teacher, and youth constituencies, as well as partners such as the Inter-Agency Network for Education in Emergencies (INEE).

Discussions focused on key issues, including ECW's new Strategic Plan (2027-2030) and its Case for Investment, with a vision to guarantee that the right to education for all children affected by crises is realised, enabling them to learn safely and without disruption.

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Preparations for the upcoming replenishment have also begun. ECW is seeking USD 600 million for 2027-2030 to reach 10 million crisis-affected children, supporting refugees and displaced learners, contributing to the construction of 12,000 schools, and training and supporting 150,000 teachers in emergency contexts.

There is a strong commitment to localisation - strengthening leadership closest to affected communities - which responds to long-standing civil society demands and offers a crucial opportunity to rebalance power within education in emergencies. This is a decisive moment for the sector. Local leadership must now move from commitment to implementation.

Making the Case for Peace Education in Armenia

To mark Human Rights Day on 10 December 2025, the Armenian Constitutional Right-Protective Centre (ACRPC) hosted a round table in Vanadzor on ‘Human Rights and the Rule of Law: National and International Context’ with particular attention to the situations in Armenia and Artsakh.

The event brought together experts and civil society representatives to examine current human rights challenges and explore practical pathways toward more just and sustainable solutions. A strong emphasis was placed on the power of human rights and peace education as essential tools for strengthening the rule of law, preventing conflict, and building more inclusive and resilient societies.



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Through presentations and group discussions, participants stressed the importance of educating young people and communities on human rights principles, democratic values, non-violence, and international legal standards. They underlined that laws and political advocacy alone are not enough and that they must be supported by long-term efforts in education and learning that empower people to claim their rights and take part in peaceful social transformation.

The round table closed with the message that investing in human rights and peace education is not only a way to prevent future violations, but a strategic foundation for justice, accountability, and lasting peace in Armenia, Artsakh, and beyond.

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“We Are Here”: Artsakh Educators Keep Hope Alive Through Education

On 18 January 2026, the Artsakh Cultural Preservation Centre and MOONQ TechnoSchool, which coordinates the GCE Artsakh Coalition, brought together displaced communities in Yerevan, Armenia, for a public event titled “We Are Here.”



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The gathering combined a vibrant fair of forcibly displaced entrepreneurs and organisations from Artsakh with a closing concert, showcasing the creative, educational, and productive potential of Artsakh Armenians despite the trauma of displacement. Education was central to the event. MOONQ TechnoSchool presented how it is keeping learning going for displaced children and young people by quickly expanding its work in Armenia, now reaching nearly 300 students in different regions with programmes that strengthen their digital literacy and technological skills.

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While the Government of Armenia and international partners have launched several social programmes, initiatives such as MOONQ TechnoSchool are struggling to sustain their activities, having restarted their work in Armenia without state or international funding. The “We Are Here” event was a reminder that education and culture remain central pillars of resilience, dignity, and hope for displaced Artsakh communities, and that this work urgently needs long-term support.

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GCE France: 10 Years of Collective Action for Education for All

In December 2025, GCE France celebrated its 10-year anniversary as a driving force for the right to education in France and across the wider GCE movement.



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The celebration brought together national partners and international allies, including the coordinators of the Burkinabe and Senegalese GCE coalitions, underscoring a decade built on solidarity, exchange, and cross-regional cooperation. Participants reflected on how the coalition has helped shape education policy debates, mobilise civil society, and deepen collaboration with public institutions over the years.

The event featured photos, videos and a powerful retrospective presentation retracing the coalition's journey, showcasing both its institutional growth and its impact within the broader GCE network. As GCE France steps into its second decade, it renews its commitment to inclusive, equitable, quality education and to strengthening international solidarity across our global movement.

Cameroon Education Network Adopts New Gender Equality and Social Inclusion Policy for 2026–2030

The Cameroon Education For All Network (CEFAN) has validated its Gender Equality and Social Inclusion Policy (PEGIS) for the period 2026-2030. This updated policy will guide CEFAN's efforts over the next five years to firmly embed gender and social inclusion in its governance, programs and partnerships.



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PEGIS sets out five key objectives: institutionalising gender and social inclusion within the coalition; systematically integrating these principles into all projects; strengthening advocacy for inclusive, gender-sensitive and transformative education policies; preventing and combating discrimination and gender-based violence in education; and promoting inclusive, responsible partnerships.

This new PEGIS framework will serve as a compass for CEFAN’s engagements over the next five years, ensuring that gender equality and social inclusion are not only principles on paper but practices in action. By aligning its governance, programmes, and partnerships with these commitments, the coalition reaffirms its determination to help build an education system in Cameroon that is safer, fairer, and transformative for all learners.



CONEPT DRC Submits Citizens’ Report on Education Partnership Pact

On 19 March 2026, the National Coalition for Education for All in the Democratic Republic of Congo (CONEPT DRC) submitted its report on the implementation of the Partnership Pact to the Permanent Secretariat for Support and Coordination in the Education Sector (SPACE). This citizens’ monitoring report is part of CONEPT’s broader dissemination plan, a crucial step for advocacy on the major challenges identified around the key reform pillar “Teachers and quality teaching”. As part of this effort, the official handover was made to SPACE as the government body in charge of steering and coordinating education policy.

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Led by coordinator Jacques Timbalanga, the CONEPT team visited SPACE headquarters to formally present the findings of this monitoring exercise, which brings together evidence and perspectives from communities across the country. The report highlights both enabling and constraining factors in the implementation of the Partnership Pact and proposes corrective actions to strengthen reforms, particularly those relating to the status, training and support of teachers.



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This handover comes at a crucial moment for the Democratic Republic of Congo's education sector. SPACE is currently preparing the mid-term review of the Partnership Pact and will soon lead the final review of the Education and Training Sector Strategy, which ended on 31 December 2025. A new interim strategy is now being developed, and CONEPT's report aims to ensure that the key findings, challenges, constraints and proposed solutions from citizens' monitoring are fully reflected in these strategic processes.



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By documenting how the pact has been implemented over the past years, the report highlights the voices of communities and citizens on issues such as access, quality, and education governance. It also sets out priorities for the next five years, with a strong focus on revitalising the teaching profession and guaranteeing quality learning for all children. SPACE's Permanent Secretary, Prof. Valère Munsya, welcomed the document as a thoroughly researched and highly technical contribution that arrives at the right time and will directly inform the mid-term review of the partnership.

The collaboration between CONEPT DRC and SPACE demonstrates how civil society and government can work together to strengthen accountability in the education sector. By bringing citizens' assessments into official review and planning processes, the partners aim to restore order in the system, improve working conditions for teachers, and ensure that every learner in the DRC can benefit from a stronger, more equitable education system.

You can watch a French news Bulletin on this initiative [HERE](#).

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Strengthening Accountability for Education in Tanganyika in the Democratic Republic of Congo

A provincial workshop in Kalemie, Tanganyika (Democratic Republic of Congo, DRC), marked an important step towards turning education commitments into concrete change on the ground.

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Held from 25-29 February 2026, the workshop brought together the national education coalition “CONEPT- DRC”, provincial authorities, civil society, and education partners to focus on the implementation and citizen monitoring of the Operational Action Plan (PAO). This meeting also served as a strategic space to review the Citizen Monitoring Report on the national Partnership Pact ahead of its mid-term review. Participants used this evidence from communities and schools to deepen key findings and agree on priority corrective measures, with a strong emphasis on accountability, data availability, and the effective implementation of commitments).

At the heart of the discussions was the need to move beyond intentions on paper by securing effective budgets and strengthening public oversight so that education reforms translate into quality schooling. The workshop galvanised a robust strategic dialogue on provincial education financing, underlining the urgency of mobilising and better allocating Tanganyika’s own resources to fund the PAO and core education priorities.

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Provincial leaders, civil society organisations, and education partners reaffirmed their determination to make education a genuine priority for every child, recognising that this requires transparent funding, strong citizen monitoring, and concrete improvements in schools, from infrastructure and textbooks to teacher support and accessible learning environments.

The provincial workshop in Kalemie marked a decisive moment, affirming that education in Tanganyika can no longer remain a promise on paper but must be realised in classrooms and communities. By aligning provincial authorities, civil society and education partners around shared evidence, clear corrective measures and stronger financing, the province has laid important foundations for more transparent, accountable and effective education governance. The challenge now is to sustain this momentum so that every budget decision, every policy choice and every monitoring effort brings Tanganyika closer to quality education for all children.

You can view a French news report on the workshop [HERE](#).



Youth Centre in Guinea launches training for Children's Governments in public schools

The Maison des Jeunes, a youth centre in Kankan, Guinea, hosted the official launch of a training programme for Children's Governments drawn from several public schools in the city. This initiative brings together elected child representatives, teachers, education officials, and civil society to strengthen meaningful child participation in school governance and community life. It responds to persistent challenges in the education system, including limited student voice in decision-making, concerns about protection and safety in and around schools, and the need to promote civic values among young people.

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During the training, the young representatives are introduced to core principles of citizenship, democratic leadership, and accountability. They build practical skills in communication, public speaking, and advocacy, and explore how to identify problems affecting their learning environment - from violence, bullying, and gender-based discrimination to poor sanitation, absenteeism, and weak school-community dialogue. Through role-plays and group work, participants learn to consult their peers, prioritise issues, and present constructive proposals to school management and local authorities.

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Speakers at the launch underlined that Children's Governments are not symbolic structures, but spaces where girls and boys can exercise their rights, develop confidence, and contribute ideas to improve the quality and inclusiveness of education. In a context where many children still face barriers such as overcrowded classrooms, lack of learning materials, and social norms that limit girls' leadership, these mechanisms help to challenge stereotypes and promote shared responsibility for well-being at school. Local authorities and partners therefore see the programme as a strategic investment in youth leadership and social cohesion, with the potential to inspire similar initiatives in other schools and prefectures across Guinea.



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Digitalisation of Education: Review of the GIZ “GénérationDigital!” Project

The Ivorian Network for the Promotion of Education for All (RIP-EPT) held a review workshop bringing together trade union leaders, education authorities, and key stakeholders from the Agnéby-Tiassa region. The meeting, chaired by N’goran Antoinette, Regional Director of National Education in Agboville, highlighted the central role of continuous professional development in supporting teachers and education personnel as classrooms become increasingly digital.



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In his opening remarks, Agohi-Oka Koffi André, Chair of the RIP-EPT Regional Committee, welcomed the support of the Regional Directorate of National Education, which he described as essential to the network’s mission. Board Chair of RIP-EPT, Gnelou Paul, recalled that Côte d’Ivoire has been working towards a more equitable and inclusive education system since 2016, placing particular emphasis on Information and Communication Technologies as drivers of innovation, improved learning, and better management of schools.

Representing the Prefect of the region, Secretary General Séka Fidèle underlined the positive impact of recent training initiatives on the education system, and encouraged strong collaboration among all actors to sustain these gains.

The workshop aimed to assess the results of the GIZ-supported “GénérationDigital!” project, identify remaining gaps, and propose new measures to advance the digitalisation of education. Through this process, RIP-EPT and its partners reaffirm their commitment to building an accessible, relevant, and future-oriented education system for all learners in Côte d’Ivoire.

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COSYDEP Senegal: From Global Tax Justice to Local Action for Public Education

Championing Human Rights in Global Tax Rules

During the first-ever African convening on the United Nations Model Convention on International Tax Cooperation in Nairobi, Kenya, COSYDEP's Executive Director, Cheikh Mbow, spoke on behalf of GCE and the Global Alliance for Tax Justice to ensure education is firmly on the agenda. He urged Member States to align tax systems with human rights obligations and to explicitly reference the financing of quality public services, especially education, health and social protection, in the Convention. For COSYDEP, international tax cooperation must be a lever for social transformation that guarantees the rights to education, health, water, food, and housing for all.

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Responding to Flooding in Matam and Protecting Children and Learning

Following severe flooding in Matam, COSYDEP has called for urgent safety and child protection measures, alongside concrete steps to guarantee continuity of learning. The organisation is advocating for alternative education arrangements, a solidarity-based tutoring system, suitable infrastructure, the construction of protective dykes, and robust crisis prevention and management mechanisms.



Strengthening Digital Skills: CNDES Capacity-Building in Rufisque

As part of the CNDES initiative to promote the digital skills of students and encourage a scientific mindset, COSYDEP organised a capacity-building session for education supervisors in Rufisque from 15-16 February 2026. The training supports front-line education actors to respond to an education system undergoing rapid digital and scientific transformation, aiming to improve the quality of learning.

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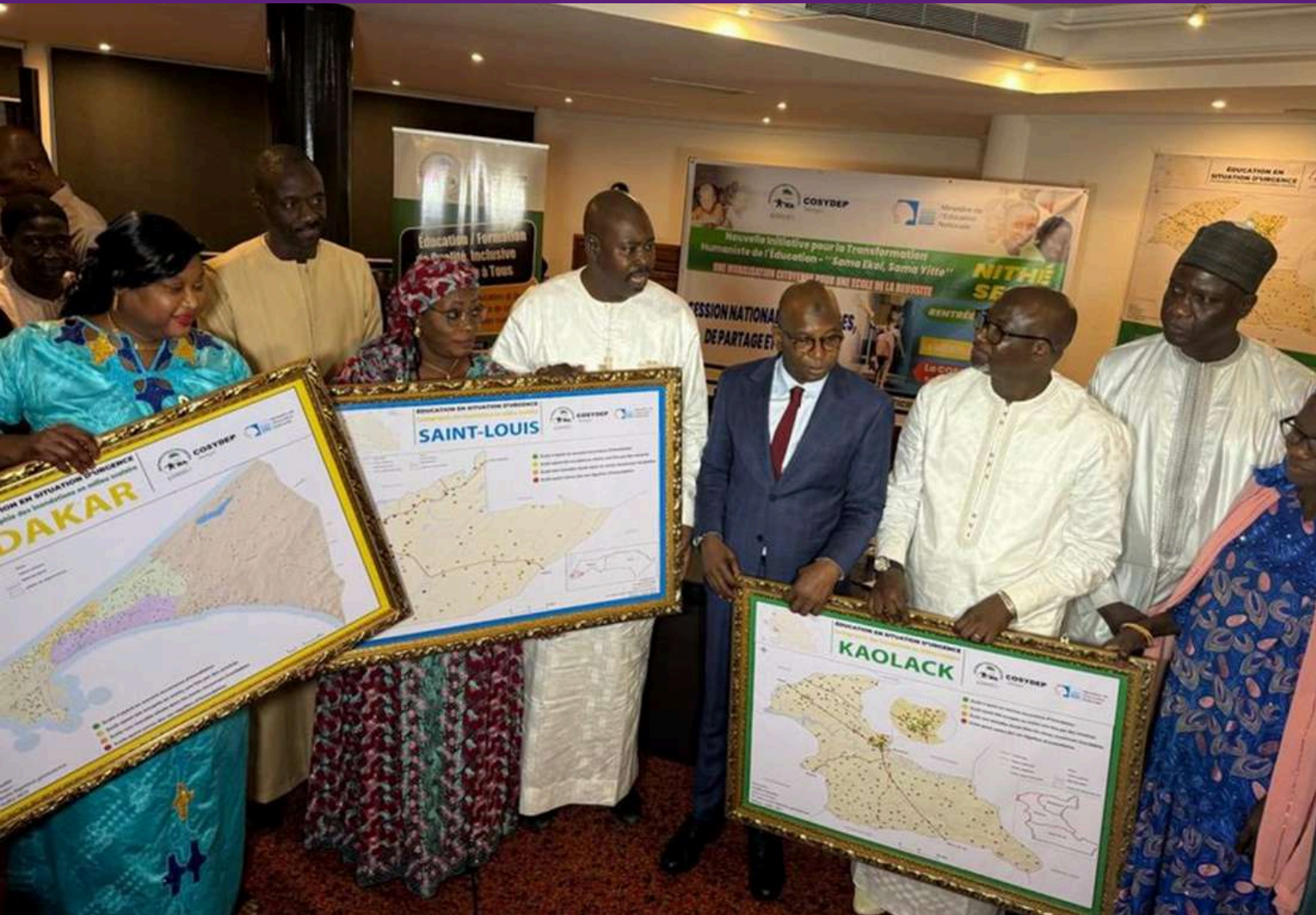


Tackling Turbulence in the Education System Through Dialogue

Against a backdrop of persistent challenges around quality, equity, and governance, COSYDEP launched an interactive multi-stakeholder panel bringing together the Government, G7 trade unions, parents' associations, and learners. This forum enabled an open exchange of perspectives and joint development of responses to current crises, contributing to renewed consultation, restored trust, and a shared search for solutions for a more stable and inclusive school system.

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“Sama Ekol, Sama Vitte”: A New Humanistic Vision for Education
In partnership with the Ministry of National Education and civil society organisations, COSYDEP is supporting a new initiative for the humanistic transformation of education - “Sama Ekol, Sama Vitte” (“My School, My Future”). A national forum on “Citizen Engagement for Schools that Foster Success” has been convened as a dedicated space for dialogue and collaborative planning on sector priorities, civil society contributions and joint action, with the goal of a better-prepared and more inclusive 2025–2026 school year.

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GCE and Partners Mobilise to Defend the Right to Education in Sudan

Amid ongoing conflict, Sudan is experiencing one of the world's largest, and most under-reported, education crises. Schools have been damaged, occupied, or converted into shelters. Millions of children, adolescents, and youth have been abruptly and unlawfully cut off from learning. Despite the scale and severity of this crisis, Sudan remains largely absent from global political attention and international advocacy. Attacks on education, the military use of schools, the non-payment of teachers, and the obstruction of humanitarian access constitute serious violations of international law.



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On 17 February 2026, GCE, alongside its members the Arab Campaign for Education for All (ACEA), the Sudanese Coalition for Education for All, and its partners INEE and Sudan Education Cluster, held an advocacy webinar to:

- Highlight the extent of the abuse and violation of the right to education amidst the ongoing war and displacement.
- Amplify the voices and lived experiences of teachers, school leaders, and local educators working in extremely challenging conditions.
- Provide updated data and analysis based on Education Cluster reports.
- Discuss national and international responsibilities for protecting children's right to education.
- Promote collective action, improved coordination, and sustained support for Sudan's education sector.

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Since the escalation of conflict between the Sudanese Armed Forces (SAF) and Rapid Support Forces (RSF) in April 2023, the country has witnessed mass displacement, widespread destruction of infrastructure, and the near-total collapse of basic services, including education. Entire communities have been uprooted, with schools damaged, occupied, or converted into shelters, and education has been disrupted for millions of children with neither party appearing to prioritise learners returning to education.

- An estimated 17-19 million children were either out of school or had their education disrupted. Fewer than one-third of schools have reopened, and 8 million children remain out of school. This crisis has struck an already fragile education system.
- At least 10,400 schools are closed or non-functional due to insecurity, destruction, occupation, or lack of teachers. More than 2,000 schools are currently being used as shelters for internally displaced people (IDPs). There is a complete absence of formal education in the western and southern parts of the country.

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- Teachers in 10 states have received only partial payment since the onset of the war in April 2023. Teachers in 8 states have not been paid at all, severely undermining the system's capacity to retain qualified education personnel.
- More than 45% of the population, over 21 million people, are suffering acute food shortages. In North Darfur, more than half of young children are malnourished – one of the highest rates ever recorded worldwide.
- Teachers and learners are experiencing profound trauma, yet teachers have limited training or support to address mental health and psychosocial needs in classrooms and learning spaces.
- Women and girls are disproportionately affected, facing heightened risks of sexual and gender-based violence, and exclusion from learning.

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Call to Action

PROTECT EDUCATION NOW!

A Call to Action to Uphold the Right to Education in Sudan

Breaking the Silence: Call to Action

Aiming at breaking the silence surrounding the education crisis, a Call to Action was developed by a broad coalition of civil society organizations standing in solidarity with the people of Sudan, and shared during the webinar by the GCE president and ACEA's General Secretary, Refat Sabbat. It forefronts the voices of Sudanese educators and communities, and mobilises sustained international support to demand urgent, coordinated action to promote dignity and end the systematic denial of the right to education for millions of people in Sudan.

The education needs are immense and escalating, but Sudanese educators continue to demonstrate extraordinary resilience - teaching in improvised spaces, displacement sites, or under life-threatening conditions. Their efforts, however, cannot substitute for state responsibility or international accountability (Call to Action). For more information about the crisis, please visit INEE's [Sudan Crisis Spotlight webpage](#).

Investing in Girls' Education in Togo

Education remains one of the most powerful tools for advancing women's rights and unlocking a country's full potential. Among the many rights that women are entitled to, the right to education stands at the centre as it opens the door to health, prosperity, and equality. The advocacy of the Togolese National Coalition for Education for All for girls' education highlights how strategic investment in this area can have transformative effects on communities and national development.



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In classrooms across Togo, one can see the promise of this commitment - boys and girls learning side by side, shaping their chances for a better future. Educating girls not only gives them knowledge and skills; it helps break cycles of poverty, end child marriage, and strengthen women's decision-making power. When women are educated, they bring resilience, resourcefulness, and sustainability to their households and communities. As many community leaders observe, women are often the custodians of family resources and traditions. When they are empowered through education, they ensure the careful management and preservation of common goods and wealth - investing in what benefits families, communities, and the nation as a whole.

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Recognising this potential, the Togolese National Coalition for Education for All has positioned itself as a key government partner, driving policies that enhance girls' education outcomes. The coalition advocates for a clear framework of monitoring and support, centred on community participation. Parents' associations play a vital role, particularly by involving mothers more actively in school committees. Their presence in these spaces helps build trust, keeps girls in school, and reinforces the message that education is a shared family priority. When young girls see their mothers engaged in school life, they are more likely to persist in their studies despite societal pressures.



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At the policy level, national efforts have also made tangible progress. The government has abolished school and examination fees for both boys and girls, removing one of the major barriers to access. This measure gives the most vulnerable children, especially girls, a fair chance to pursue education. Furthermore, the establishment of local technical and vocational training centres has expanded pathways for young women to acquire practical skills and build sustainable livelihoods.

Investing in girls' education is a strategic investment in the future. It strengthens economies, reduces inequality, and reinforces the fabric of entire societies. As Togo's experience shows, when governments, communities, and families unite to support girls' learning, they set the stage for a stronger, more equitable nation.

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Building Resilient Education Systems in the Arab Region

The Arab Campaign for Education for All (ACEA) and its member coalitions had a busy start to 2026, driving regional dialogues, national reforms, and community based initiatives that put the right to education at the center of public debate. Their work spanned education in emergencies, adult learning, digital citizenship, and psychosocial support, reflecting both urgency and innovation in responding to educational challenges.

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تعقيب وميسرة اللقاء

د. وحيد جبران

منسق تعاونية التعليم في حالات الطوارئ الإقليمية



أيمن الخليل - سوريا
مستشار نقني في حماية وصون الأطفال



د. عبد البديع الددا - لبنان
استشاري ادارة وتطوير مشاريع وسياسات



أ. سناء نجار - فلسطين
معلمة علوم، طالبة دكتوراه القيادة والإدارة التربوية



أ.د. منير رضوان - فلسطين
أستاذ المناهج وطرق التدريس بجامعة الأقصى، خبير واستشاري الإرشاد والصحة النفسية.

Regional Dialogue and Knowledge Building

On 10 February 2026, ACEA convened a regional webinar on education in emergencies that showcased Arab experiences from crisis affected countries and highlighted how teachers and communities sustained learning under pressure. It also led discussions on digital citizenship and identity in Arab educational spaces, addressing online risks, opportunities for meaningful engagement, and the need for stronger partnerships in educational media.

The network deepened policy conversations through webinars on education policy and governance in the Arab region, with a focus on knowledge sovereignty and participatory approaches to reform. Alongside this, on 14 March 2026 ACEA's knowledge dialogue series on Arab Islamic philosophy linked historical intellectual traditions with contemporary social and educational issues.

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Palestine: Resilience, Adult Learning, and Youth

In Palestine, the Palestinian Education Coalition organised a national conference in Ramallah on 16 February 2026 on education for resilience and sustainable development, drawing attention to education in emergencies, digital transformation, and social justice. It also ran workshops on the future of adult education, including strategies to strengthen community learning centers and expand access for marginalised groups.

Teacher development and youth engagement were recurring priorities: online trainings focused on life skills, communication, and classroom practice, while a digital campaign on learning loss among youth used short videos to promote life skills and learning beyond formal schooling. Additional sessions explored the role of community centers in transformative education and examined political, social, and economic barriers to the right to education.

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National Strategies, Financing, and AI

On 3 March 2026, civil society in Jordan took part in the launch of a new multi-year education strategic plan that aimed to improve quality and drive reform. The Jordan Network for Education for All complemented this by training participants in inclusive education policy dialogue and supporting more evidence-based and participatory reform processes.

Elsewhere in the region, a workshop in Cairo addressed how to finance education amid socio-economic change, emphasizing links between funding, development priorities, partnerships, and lifelong learning. Adult education also took center stage through a webinar on “Learning for Life” that framed adult education as a tool for economic empowerment and community development, and through a regional training course on using artificial intelligence in adult education institutions and programmes.

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الشبكة العربية للتربية الشعبية
الائتلاف العربي للتربية الشعبية
LEBANESE COALITION FOR EDUCATION
ARAB NETWORK FOR POPULAR EDUCATION (ANPE)

يسرنا دعوتكم للمشاركة في الاجتماع الثاني بعنوان:
ارتاح بصوت عال

وذلك عبر منصة زوم
يوم الأربعاء 25 آذار 2026
عند الساعة السادسة مساءً بتوقيت بيروت

يتضمن اللقاء برنامجًا تفاعليًا يضم أنشطة هادفة ومشاركات
من أعضاء الائتلاف التربوي، تتمحور حول الدعم النفسي
والاجتماعي وتبادل الخبرات والممارسات في هذا المجال.

يسرنا حضوركم ومشاركتكم القيمة.

Psychosocial Support and Regional Solidarity

On 25 March 2026, an interactive meeting titled “Relax Out Loud” brought educators together to share experiences, coping strategies, and practical approaches to psychosocial support in difficult contexts. Coalitions across Lebanon, Sudan, Palestine, and other countries also paid closer attention to well being and psychosocial support through awareness sessions and advocacy webinars.

At the same time, advocacy webinars on the education crisis in Sudan and awareness sessions on education in emergencies and transformative education underlined the scale of the challenges facing education systems in the region. Across all these initiatives, a common thread was regional solidarity and coordinated civil society action to protect the right to education for children, youth, and adults throughout the Arab region.

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GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org

FEBRUARY-MARCH 2026

February-March 2026

The February–March 2026 edition of GCE Buzz spotlights how our global movement is advancing the right to education amid intersecting crises, with a strong emphasis on gender-transformative education and justice for women and girls. Thi...

 Global Campaign for Education

**GCE Buzz is available on the
GCE website at:
www.campaignforeducation.org**