

Working Group II

Global education policies and local needs. How to bridge the gap?

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Questions for the discussion:

- Is there a **Global education policy**?
- If so, what **Global education policy** and standards are in place and since when?
- What impact do these **Global education policies** have on various indicators such as elementary school enrolment or completion rates?





To achieve that goal, GCE set out key advocacy areas of work:

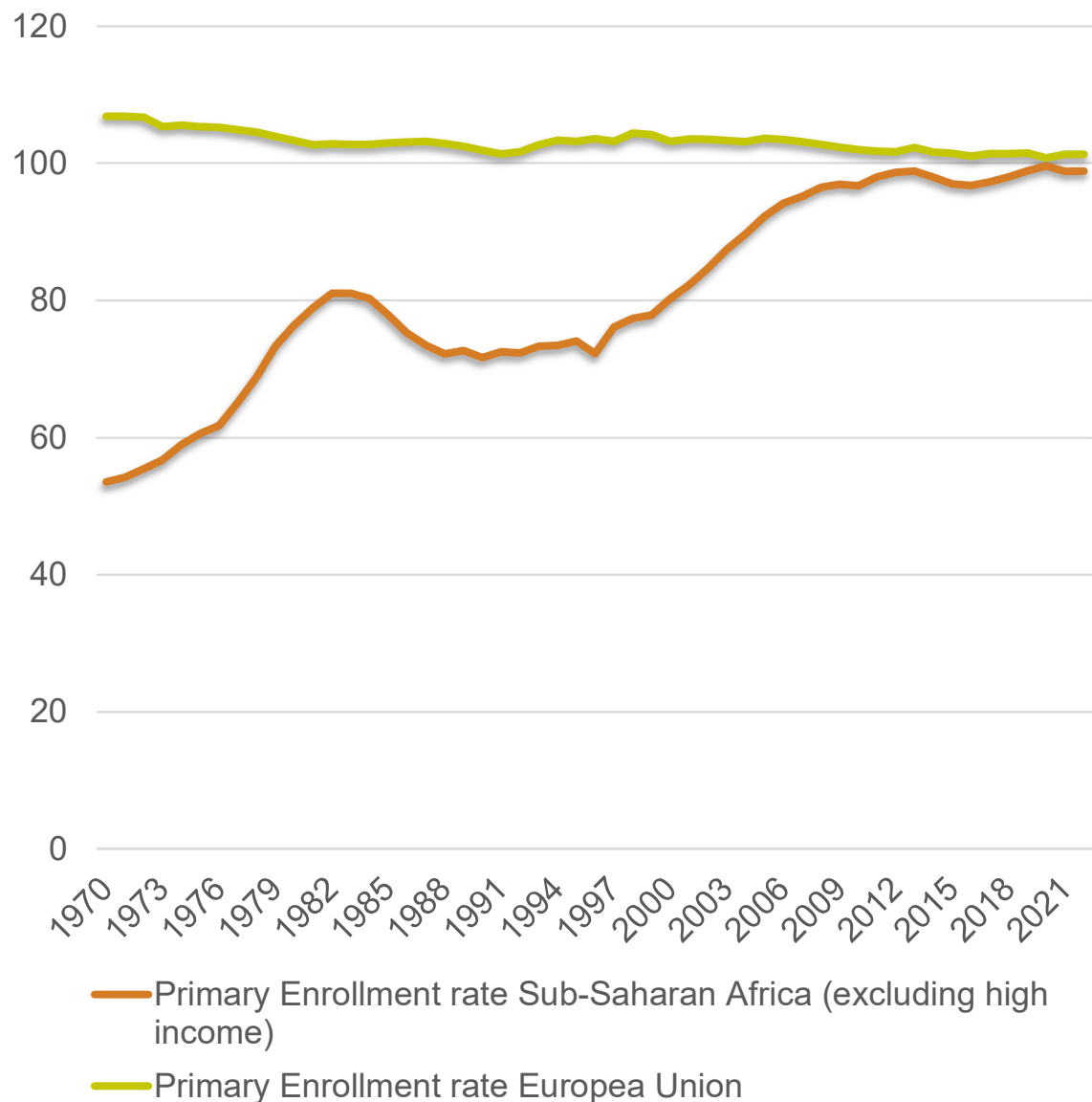
- Promote GCE call for action on **financing education**, considering both developing and donor countries alike.
- Influence the global agenda by promoting holistic approaches to **education quality** that go beyond learning outcomes.
- Promote increased support and state commitment in providing free public education.
- Strengthen **inclusion and gender equality** in education.
- Advocate for **civil society organisations participation in decision-making and accountability processes, including those led by students and teachers.**
- Promote youth and adult education and early childhood education as key components of the **Lifelong Learning** global agenda.

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Article 28: States Parties recognize the right of the child to education specified in paragraph

a) Make primary education compulsory and free for all

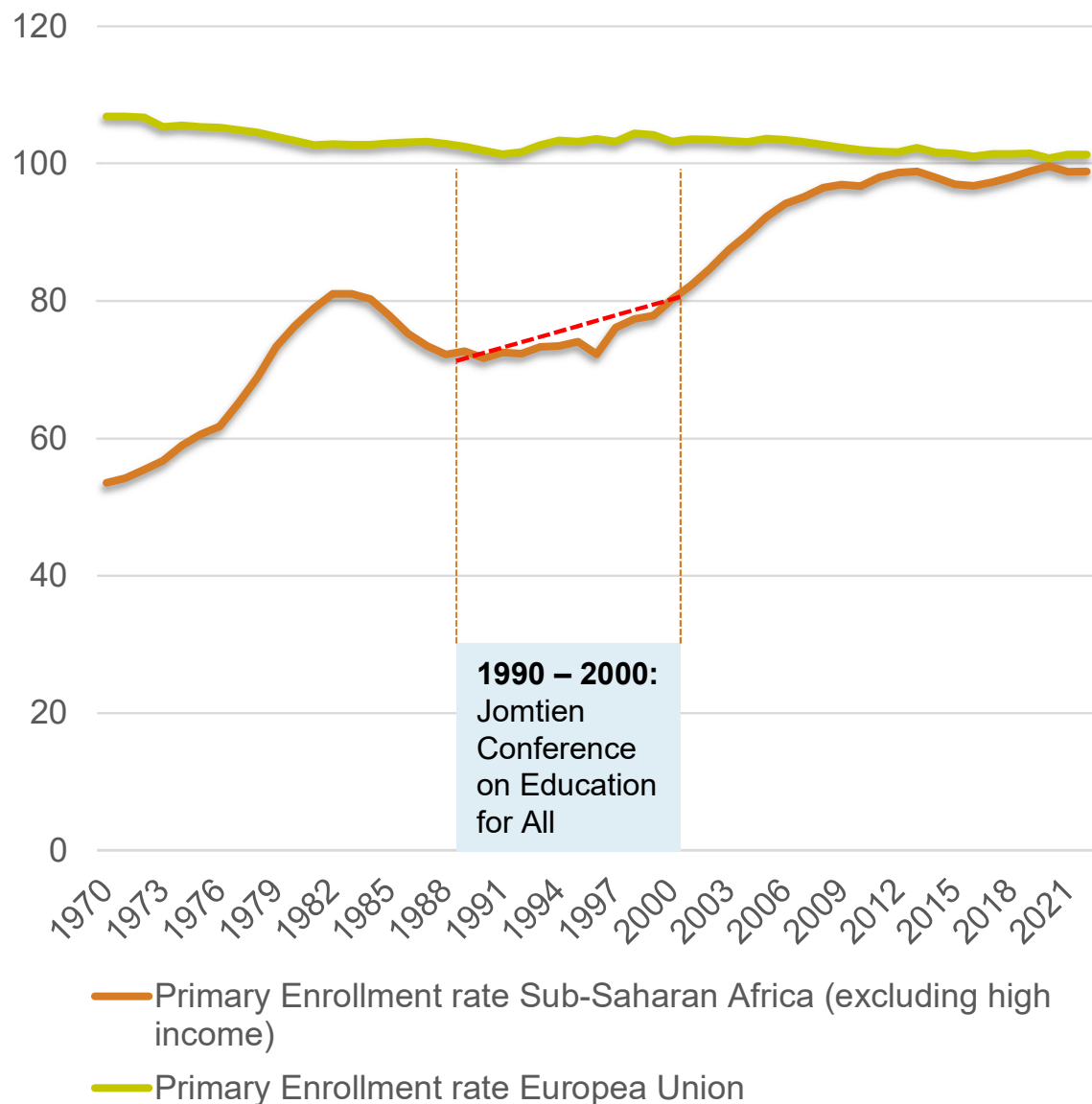


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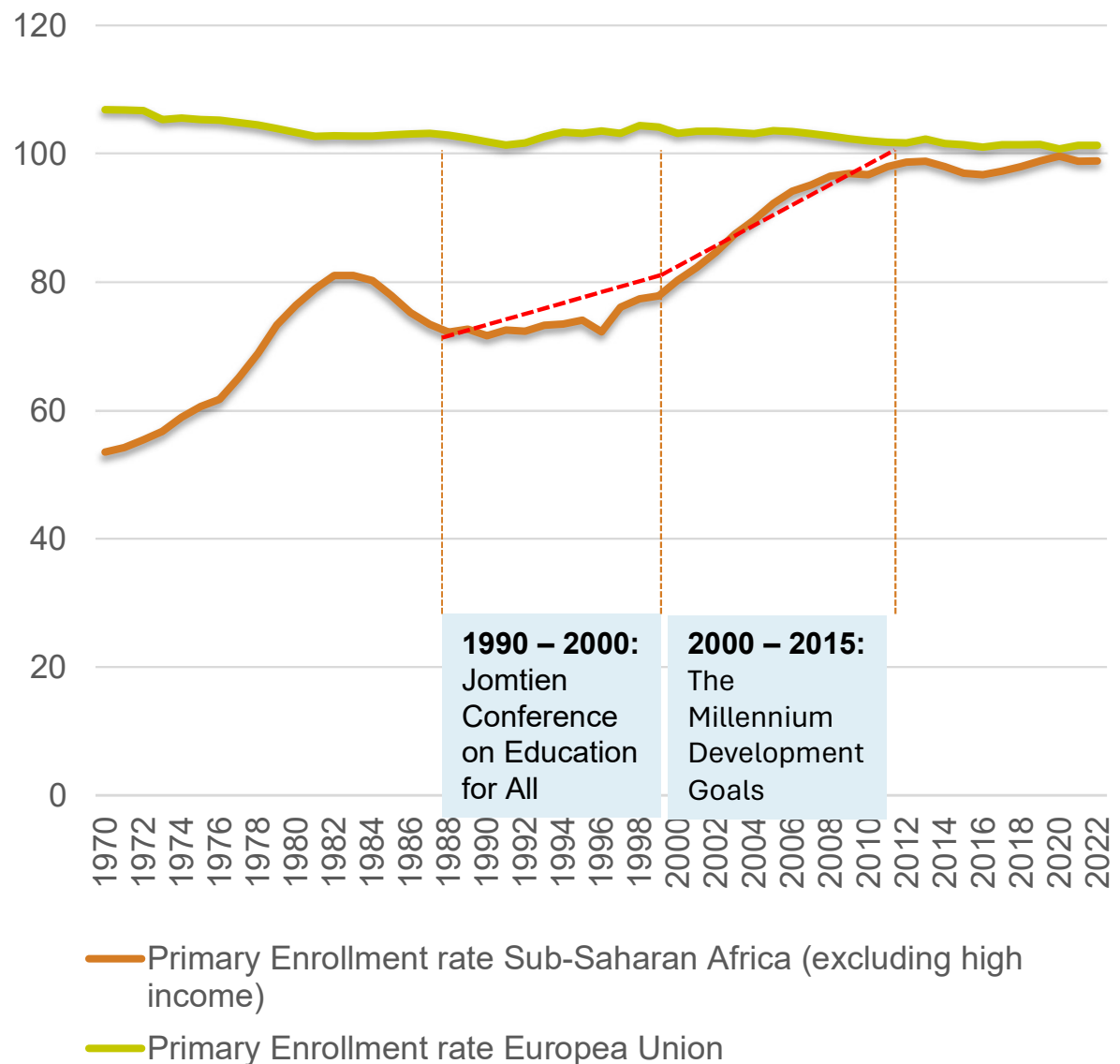


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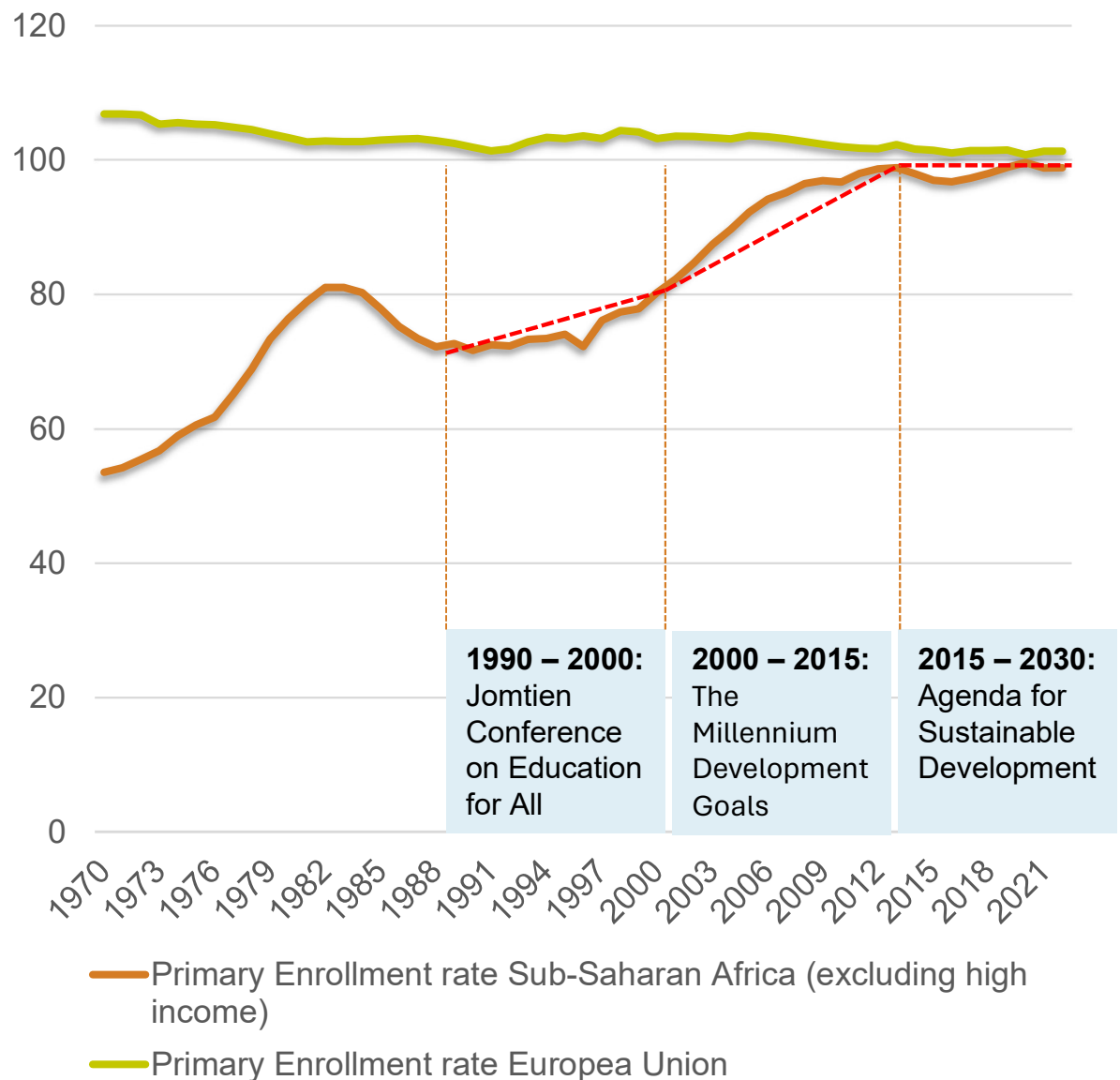


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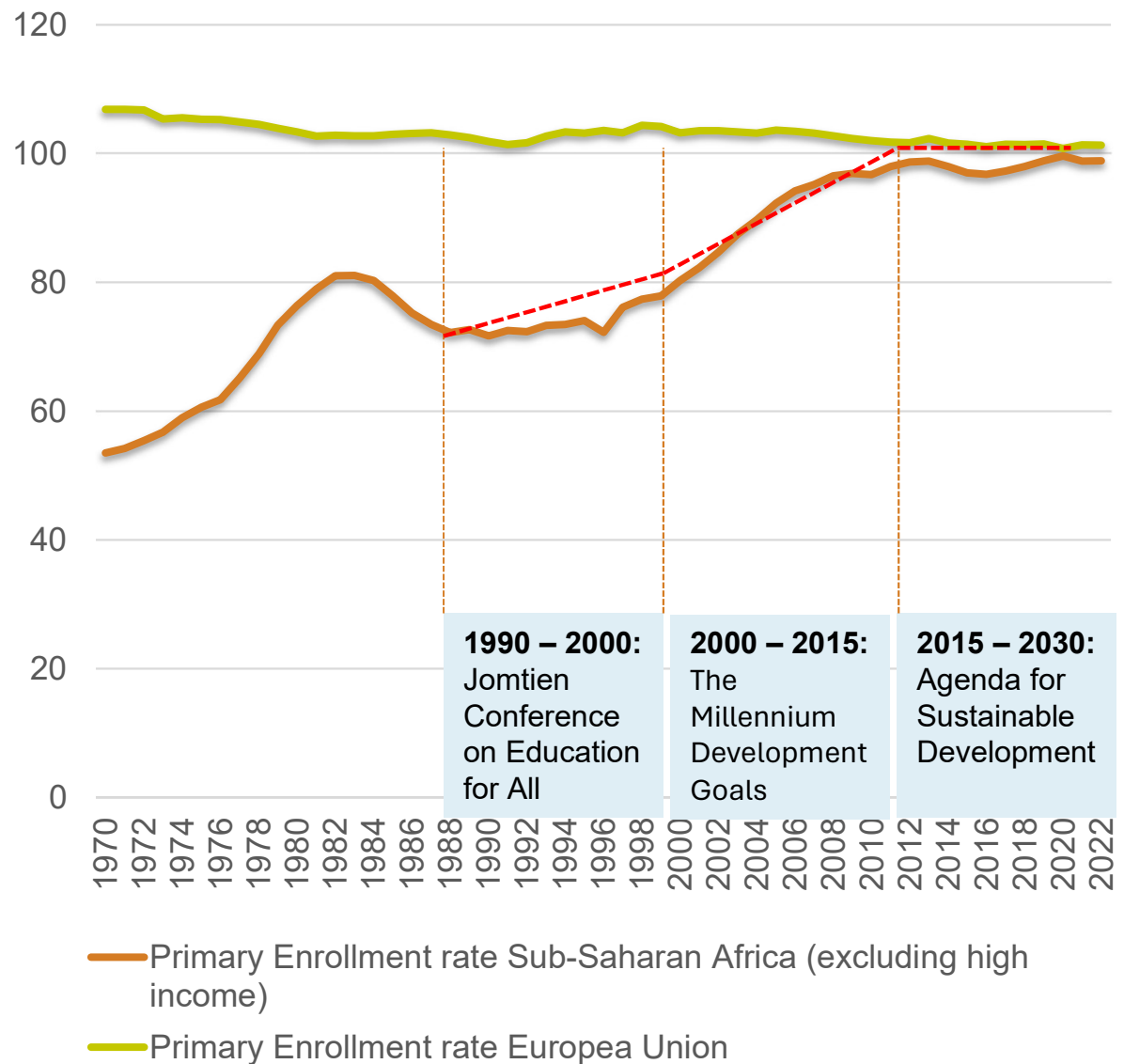
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“Education is in a state of emergency. While considerable efforts were made over the past decades to ensure quality education for all, UNESCO data demonstrates that the number of children out of school is now rising. States must urgently remobilize if they do not want to sell out the future of millions of children”



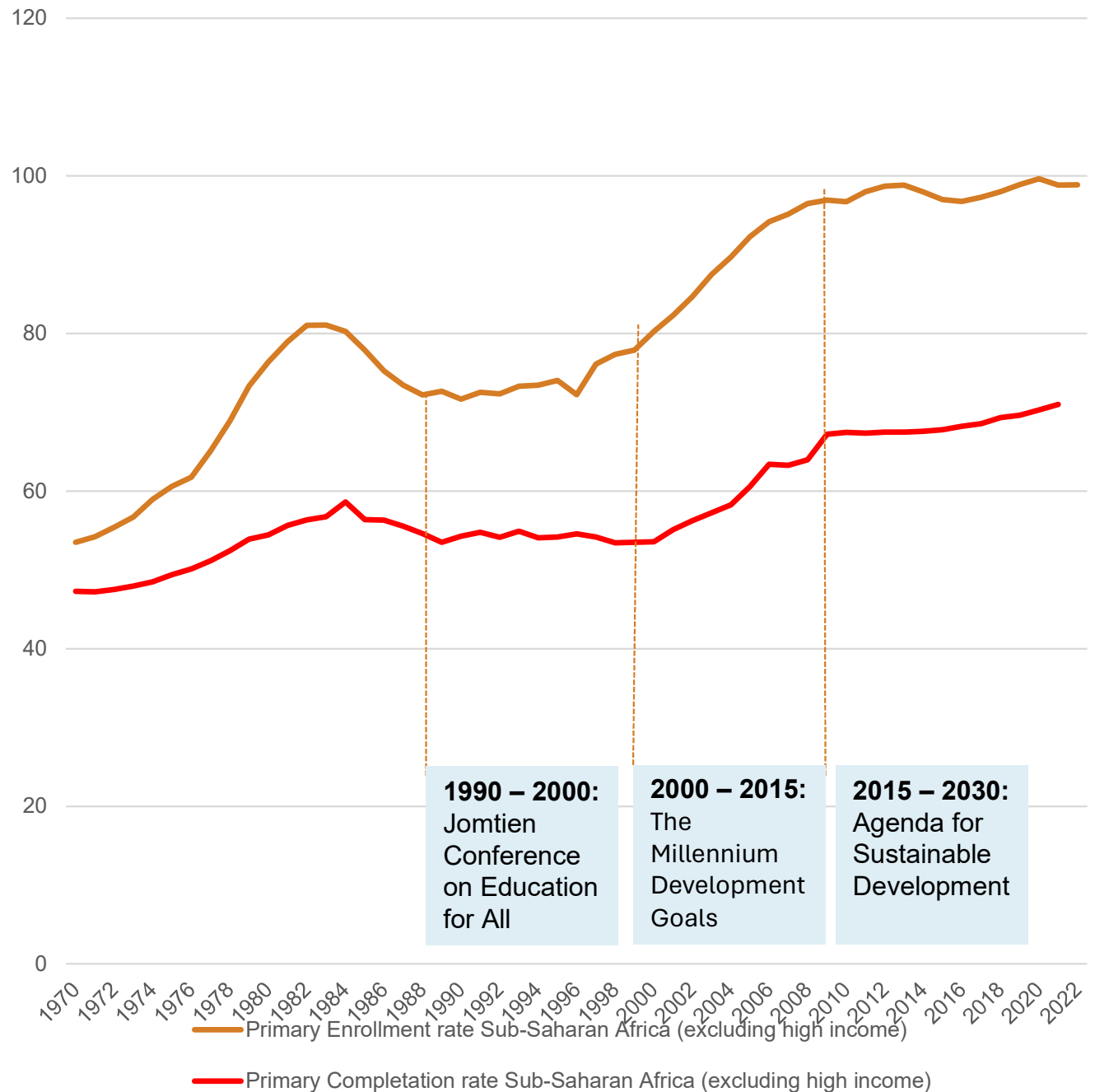
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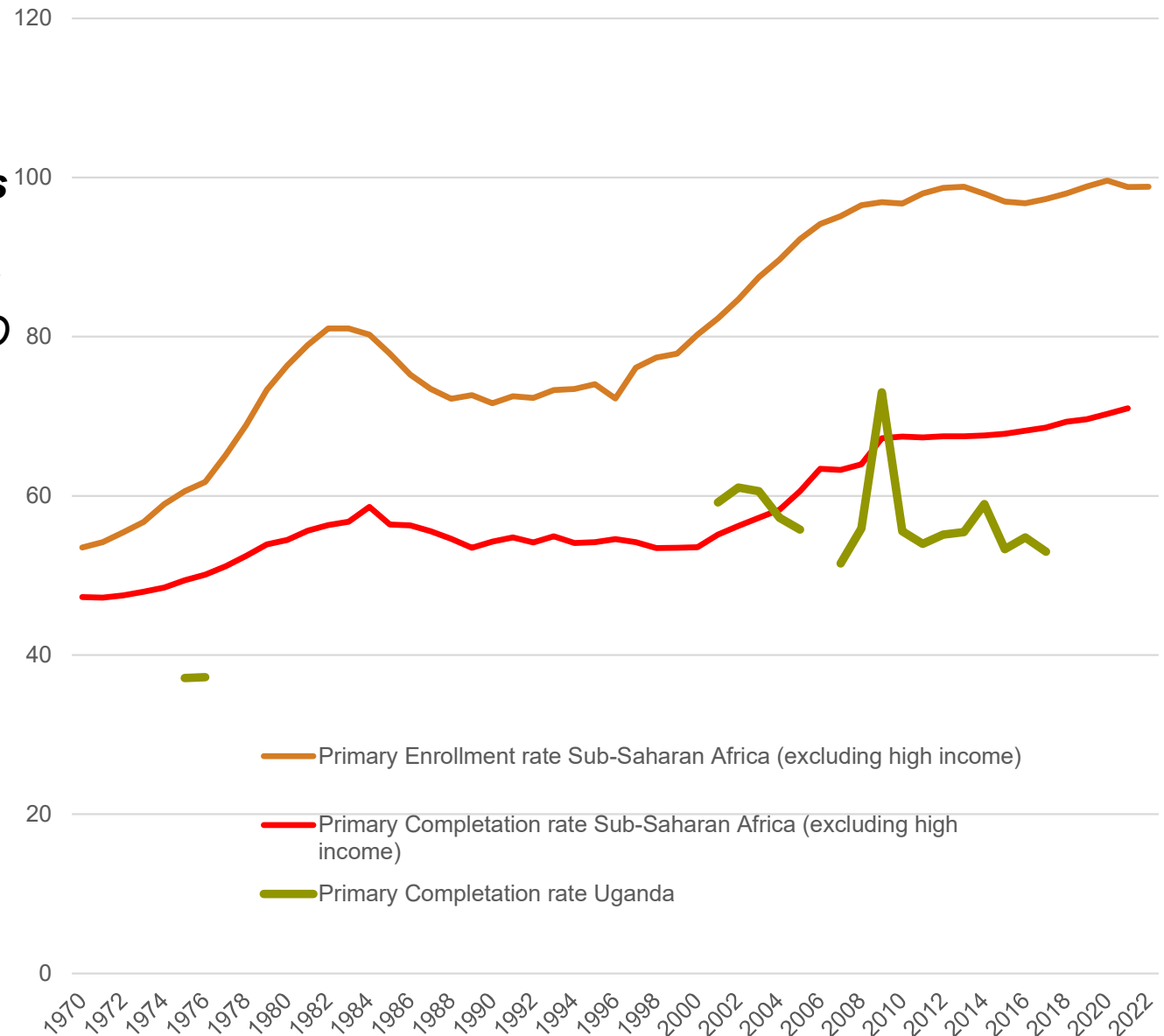


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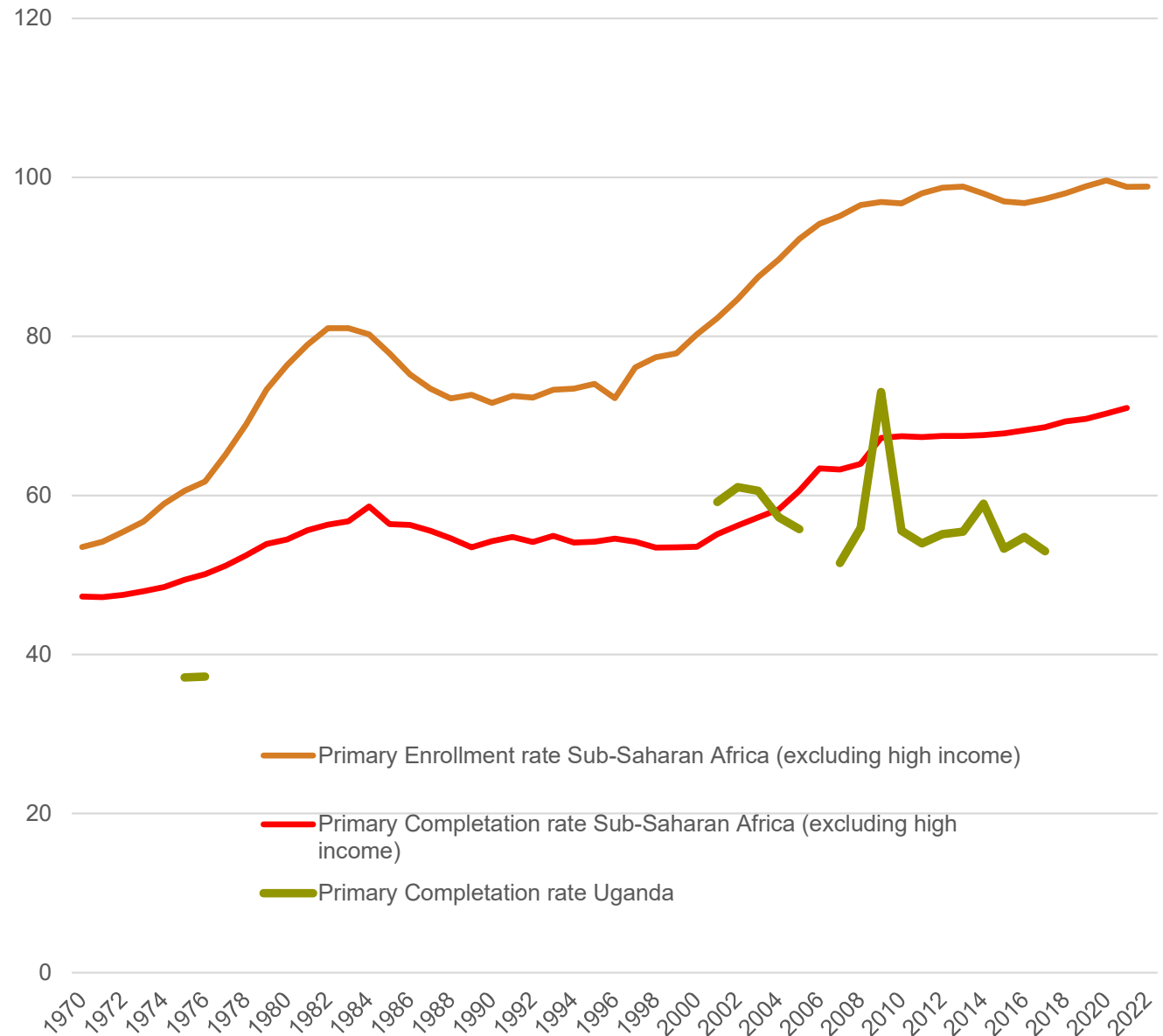


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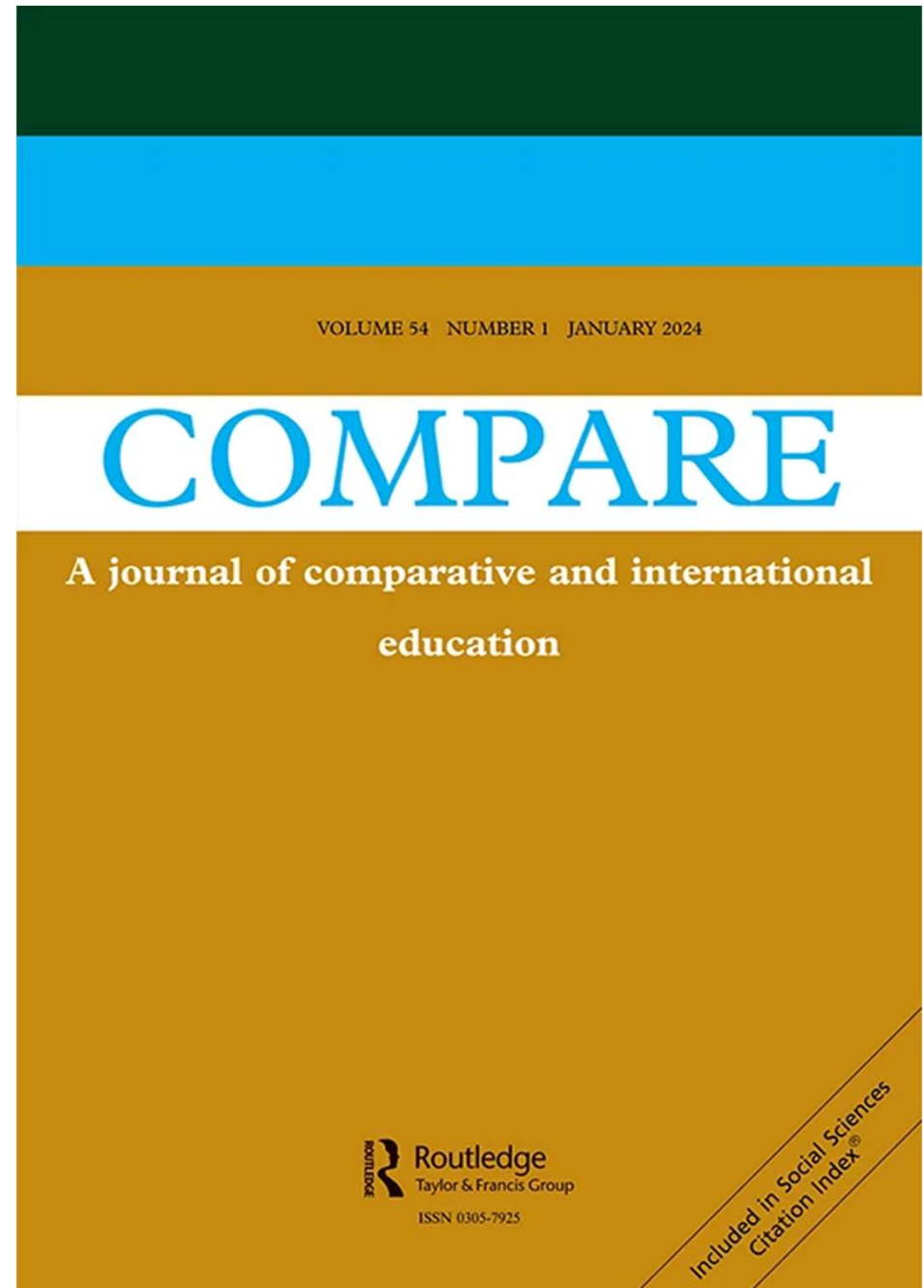
Global Education Policies versus local realities. Insights from Uganda and Mexico ([Rosanne Elisabeth and Tromp Simone Datzberger](#))

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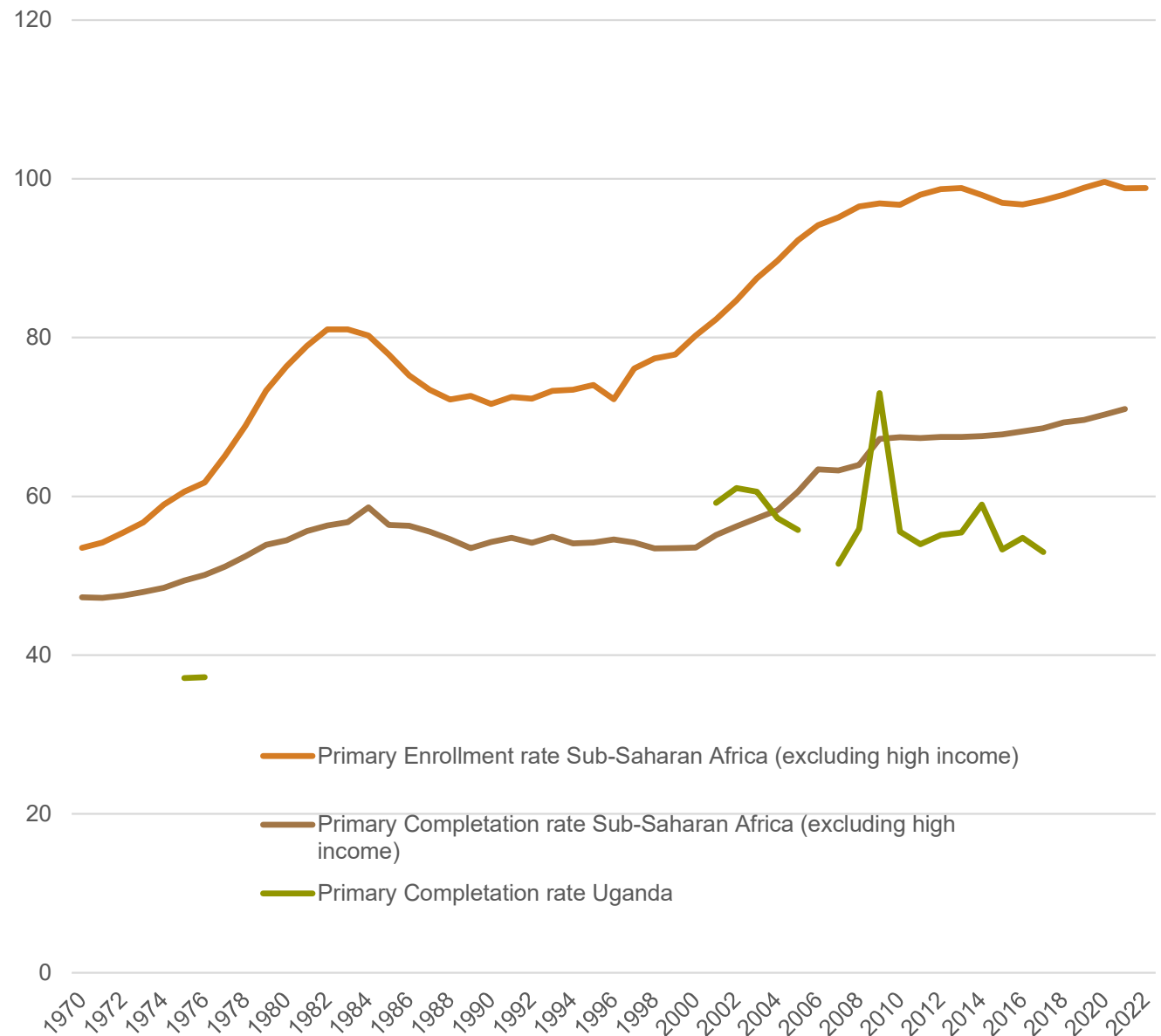
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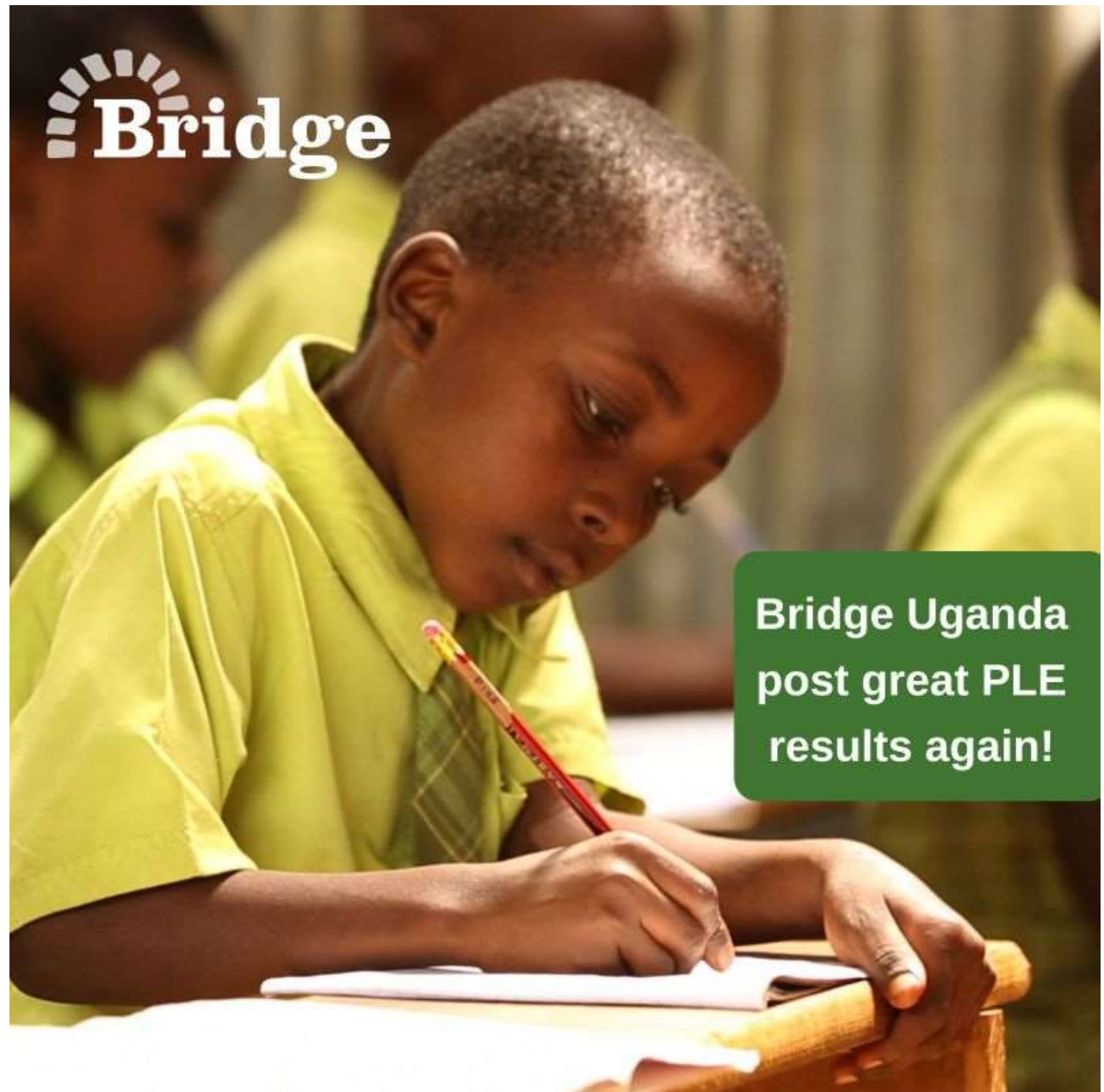
Research shows that as private actors have stepped into Uganda's education sphere, the government has stepped back from its obligation to provide quality public schools. This shift risks eroding the gains in access to education for vulnerable children that were made when the government of Uganda abolished tuition for primary education.

In Uganda, 27 percent of primary schools and 66 percent of secondary schools are private.



The answer to the education crisis is investment in public education, not the promotion of commercial private schools. Governments must act urgently to give all children a fair chance.

As the **Global Campaign for Education**, we see this as one of our main tasks, namely to draw attention to this imbalance and to work together with local NGOs and trade unions to advocate for more investment in public education.



- High-income countries account for 63% of global investment in education but only serve 10% of the world's school-age population.
- upper-middle-income countries, with 29% of global educational investment and 15% of the school-age population.
- lower-middle-income countries which, with only 8% of global investment, must educate 50% of the world's school-age population.
- low-income countries try to educate 25% of the world's school-age population with only 0.6% of global investment in education.





- While at the global level it is primarily concerned with support for local advocacy campaigns or participation in UN bodies, as a German coalition we primarily advocate for higher spending on education-related development cooperation.
- This primarily involves financial support for the two funds Education can not wait and Global Partnership for Education.
- At the last donor conference in 2023, Germany became the largest donor to ECW with pledges of over 210 million euros for the next funding period. The GPE supports Germany with 50 million euros each year

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**are there any
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All data shown are from the World Bank unless otherwise stated