Abstract
This paper aims to analyze the relationship between education and poverty in the global development agenda, so four major issues will be addressed, first, the emergence context of the agenda will be analyzed and, in particular, the changes generated by globalization will be studied, secondly, the role of the actors will be explored, especially the World Bank’s (WB), in developing such agenda, thirdly, its consolidation is explained through The Education for All Conferences and the Millennium Development Goals, and finally some of the main limitations of the hegemonic agenda are shown.

Keywords
Global agenda, development, international organizations, World Bank, education, poverty, education policy.