



GIRLS' EDUCATION

Forum 2016: An Equal Right to Education

Statement of Action to Accelerate Marginalised Girls' Education Outcomes and Gender Equality



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We will [#shewill](#)

A world where all girls complete free primary and secondary education with the skills, knowledge and opportunities to lead a productive and fulfilling life

Statement of Action to Accelerate Marginalised Girls' Education Outcomes and Gender Equality

Today more girls are in school globally than ever before; but over 63 million girls are not¹ - particularly in humanitarian and protracted crises, millions drop out before they complete their education and progress for the most marginalised girls² is far too slow. These girls struggle to learn the basics, and are under-represented in secondary education; where they would gain the skills, knowledge and opportunities for a productive and fulfilling life. Too many girls continue to face barriers to their education including poverty, restrictive social norms, poor access and attitudes around disability, crisis and conflict, child labour, sexual and gender-based violence, child, early and forced marriage, and early pregnancy.

The Sustainable Development Goals, Education 2030 and the Agenda for Humanity are our global commitments to changing this picture, now and for the future. Education is a right for all, enshrined in human rights treaties and national constitutions. We are united in a shared vision of a world where all girls complete free primary and secondary education with the skills, knowledge and opportunities to lead a productive and fulfilling life.

This Statement of Action sets out how we will take individual, collective and complementary action on four interlinked areas where the evidence shows us that we can achieve transformational and cost-effective change for marginalised girls:

- 1. Marginalised girls and women shaping their education**
- 2. Targeted financing for marginalised girls' education**
- 3. Data and evidence for gender equitable planning and programming**
- 4. Reducing barriers to marginalised girls' education**

Over the next three years - ahead of the global assessment of Sustainable Development Goal 4 at the High-Level Political Forum on Sustainable Development in 2019 - we will provide collective leadership to accelerate progress on these four interlinked areas. At international meetings and education events, we will join forces around our individual commitments and encourage new commitments from others. At global and national level, we will promote and share evidence arising from our efforts. We will review our progress regularly, and regroup when necessary. As young people are a quarter of the world's population, and powerful agents of social progress, we will facilitate their voices to be heard to ensure our actions are inclusive and representative. We will support the UN to effectively lead and coordinate our individual efforts to reduce gender gaps and accelerate girls' education and monitor and report on our collective progress towards the SDG and Education 2030 targets for girls and gender equality.

¹ The number of out of school girls are under-reported and this figure pertains to girls of primary and lower secondary age only, so does not include girls of upper secondary age

² The Global Monitoring Report 2010 defined marginalisation in education as: "a form of acute and persistent disadvantage rooted in underlying social inequalities." DFID's Girls Education Challenge uses the following definition: "girls (aged: 6 to 19) who have not been enrolled or have dropped out from school (whether living in slums, remote areas, ethnic/religious minorities, girls with disabilities, girls who become pregnant, girls affected by conflict) or are in danger of doing so."

Marginalised girls and women shaping their education

Where marginalised girls' voices are heard, their education outcomes improve. We will support efforts to increase marginalised girls' leadership within schools, communities and national education fora, to enable them to be agents and advocates for development. We will showcase strong female leaders, support female teachers and promote approaches which increase women's leadership and decision-making at all levels of the education sector. We will reinforce efforts to establish supportive school and community networks - including girls, boys, women and men - to enable marginalised girls and women to progress in education.

Targeted financing for marginalised girls' education

Where money reaches marginalised girls and their families, it enables them to stay in school. We will support efforts to mobilise resources from a variety of sources - including public spending, development assistance and private sources - to implement programmes and policies to reduce the family costs of girls' education, including reducing school fees. We will advocate for specific funding for marginalised girls' education in national budgets and humanitarian and development assistance, especially in regions and levels of education where girls are underrepresented. We will reinforce efforts to integrate gender equality concerns into all financial decisions around education.

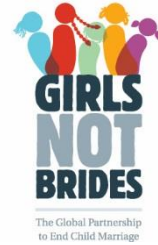
Data and evidence for gender equitable planning and programming

Where we understand both barriers and solutions for marginalised girls' education, their needs are better addressed. We will support efforts to improve data collection, analysis and reporting on marginalised girls at country-level, including the costs of educating - and not educating - them. In doing so, we will adopt a gender and disability-responsive approach, recognising that if barriers to marginalised girls' education are identified and addressed, this will benefit all children. We will reinforce efforts to ensure data is disaggregated by different forms of marginalisation. We will promote the use of sound evidence on what works for marginalised girls in education programming at all levels, to ensure effective and equitable provision of good quality education, including in humanitarian and protracted crises. We will reinforce efforts to develop and establish gender-sensitive education policies and plans, and implement and monitor them effectively. We will support efforts to eliminate gender bias and discrimination within education systems and communities, and mainstream gender-responsive approaches within education management, teacher training and curricula.

Reducing barriers to marginalised girls' education

Where social challenges for marginalised girls are addressed, they transition smoothly through school and learn. We will work with children, families and communities to address restrictive social norms which are barriers to marginalised girls' education. We will support efforts to end child, early and forced marriage, and policies that prevent pregnant girls from accessing school. We will support efforts to eliminate sexual and gender-based violence in and around education institutions and communities, and ensure education facilities are child, disability and gender-sensitive to provide safe, non-violent, inclusive and effective learning environments for all. We will strengthen partnerships between the education and health sectors to improve comprehensive sexuality education curricula, and support women and girls to make effective decisions about their menstrual, sexual and reproductive health, including preventing early pregnancy and sexually transmitted infections.

Creators and original signatories





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Research for Equitable Access and Learning

