



## CALL TO ACTION Second Replenishment June 25-26, 2014



### Moving Beyond Access: Accelerating Progress for Girls' Education

The new millennium was marked by the launch of two ambitious global development frameworks – the Education for All (Dakar Framework for Action) and the Millennium Development Goals. Both firmly positioned girls' education and gender equality at the centre of the global education and development agenda. These statements claimed education as a fundamental human right, and also an enabling right and the **key to empowering women and girls to fully develop** and participate in the political, economic and social progress of their societies.

Having committed to these goals, developing countries and donors made enormous shifts in their policies and funding structures, mobilizing human and financial resources to support girls' education.

As a result, today more girls are in school than ever before. In fact, the large majority of the world's girls attend school into early adolescence, and the share of girls in the out-of-school population in developing countries has witnessed a substantial decrease, from 58 to 53 per cent.

Yet our expectations to achieve major gender equality gains in education have not met. Our goals were simply not ambitious enough. And even those less than ambitious education goals remain unfulfilled. Only 20% of low income countries have achieved gender parity at the primary level. There is overwhelming evidence that girls' education is one of the best investments a country can make. Education to secondary school can be especially transformative for girls themselves, and societies. Yet, across the world, transition to and completion of secondary school for girls is a major challenge. Only 1 in 10 girls graduate from secondary school in Sub-Saharan Africa.

Today too many girls are prevented from making their own choices, determining their own futures and are subjected to violence and exclusion. Poor girls living in remote areas are the most educationally disadvantaged. Girls with disabilities from ethnic minorities, and living in emergencies and conflict affected states even more so.

While these challenges are broadly recognized in global and national planning commitments – in plans and strategies, decrees and laws - there is an urgent need to move from policy to action to accelerate girls' education.

Specifically,

- We call on all partners to ensure that girls' education and gender equality in education remains a priority towards achieving the MDGs and in the development agenda beyond 2015;

- We call for a new standard for girls’ education with investment in primary and secondary education ensuring a minimum of ten years in a safe and supportive learning environment, with ambition for opportunities for lifelong learning. This includes:
  - Learning that fosters girls’ aspirations and agency in social, political and economic life;
  - Well trained and supported female teachers; as these are known to be role models of what is possible for girls;
  - Strategic efforts to combat gender-based violence in and around schools, which includes child marriage and other forms of abuse; and
  - Broad community engagement with the participation of girls
- We urge governments and their CSO and development partners to ensure Education Sector Plans systematically address gender inequalities with particular attention to the most disadvantaged girls; and that plans are supported by budgets and implementation strategies, and are monitored;
- We call on you to pledge your support to these commitments through the work of your agencies, countries, and affiliations so that all girls have the opportunity to achieve their full potential.

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

Representative of: \_\_\_\_\_

Date: \_\_\_\_\_