

12 Years of Quality Education for All Girls: A Commonwealth Perspective

What Works for Marginalised Girls' Education?

A. Leadership and financing

1. Visible high-level political commitment backed up with resources.
2. Grassroots leadership increasing awareness about the value of girls' education.
3. Formula funding targeting resources at those most at risk of being left behind.
4. Use of data to inform policy change.

B. Targeted approaches

5. Prioritising early childhood education and early learning.
6. Addressing multifaceted challenges that girls face when they reach puberty.
7. Eliminating cost barriers.
8. Tackling disadvantages that intersect with gender, such as disability, location, poverty.

C. Tackling discrimination

9. School environments that are safe spaces.
10. Gender-sensitive teaching practices and materials.
11. Promoting women's economic empowerment and providing pathways to productive work.
12. Tackling access and learning simultaneously, with sufficient resources.



Priorities for further action

1. Visible political leadership

Ensuring high-level, visible political leadership that promotes education planning adopting a gender equality and empowerment lens and commits sufficient resources to reach the most marginalised girls.



2. Investing in early years' education

Tackling barriers to education for marginalised girls in the early years before they become entrenched, and prioritising domestic and international financing towards this.



3. Making girls' education a national development priority

Anchoring gender-inclusive education strategies in wider national development planning and cross-sectoral collaboration to ensure socio-cultural barriers are tackled, such as those related to gender-based violence, sexual and reproductive health, girls' unpaid work, and limited productive employment opportunities.



For further information see Report prepared for the Platform for Girls' Education: Rebecca Gordon, Lauren Marston, Pauline Rose and Asma Zubairi. 2019. 12 Years of Quality Education for All Girls: A Commonwealth Perspective. REAL Centre, Faculty of Education, University of Cambridge. <https://doi.org/10.5281/zenodo.25391391>



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