

COMMONWEALTH HEADS OF GOVERNMENT MEETING GIRLS' EDUCATION FRAMEWORK

No girl should be unable to enter, or obliged to drop out of school, due to poverty, ill health and poor nutrition, discrimination, or fear of violence.

No girl should complete primary school without foundational literacy and numeracy skills.

No girl should have her aspiration to progress through secondary level education dashed and her dream for the future extinguished due to lack of supply; or because she's disabled, living in a conflict or crisis situation, is affected by child marriage, early pregnancy, Female Genital Cutting or any other barrier.

Urgent action is needed to ensure that a generation of girls in our Commonwealth receive quality education and have the skills they need to lead and succeed. Education for all is a human right in itself. It is also fundamental to lasting poverty reduction, and to building prosperous, resilient economies and peaceful, stable societies.

Today, we commit to work together and individually to provide opportunities for **12 years of quality education for all girls by 2030.**

WE AGREE TO:

Break Barriers:

1. **We will confront discriminatory social and gender norms** which negatively impact girls' education and wellbeing. We will work with parents and communities to raise awareness of the importance of girls' education from early childhood, into adolescence and beyond, building the aspirations of girls themselves and their parents.
2. We will provide all girls with access to quality education **regardless of where they live**. This means equitable allocation of education resources, and implementing effective strategies to overcome barriers such as distance to school, remote and insecure locations, overcrowded classrooms and the need for water and menstrual hygiene facilities.
3. We will tackle the **cost of education**, removing financial barriers for the most marginalised girls through social protection initiatives including bursaries and loans.

Build Bridges:

4. We will support skilled and motivated **teachers** to provide effective, safe and gender sensitive learning environments. We will also work with teachers and school leaders to end gender discrimination, bias and violence, including Female Genital Cutting.
5. We will invest in **education system** reform across public and non-state sectors to drive up quality and address the needs of all learners. This includes developing, implementing and monitoring gender-responsive education plans, policies and budgets. We will **make them public** by reporting back on progress on education quality and equity, using data as a lever for change.
6. We will target support to the most **marginalised girls** to learn and progress through primary and secondary education in order to develop the knowledge and skills they need to succeed as adults in the home, the community and the labour market. This includes poor rural girls, girls with disabilities, girls affected by child marriage, early pregnancy, child labour and conflict and crisis.

Broadcast Breakthroughs:

7. We will enable girls to develop their knowledge and skills in areas in which they are particularly under-represented, such as **STEM (science, technology, engineering and mathematics)**, removing gender biases and discrimination in teaching and learning and supporting pathways to women's economic empowerment.
8. We will use **Education Technology research and innovation** to solve key challenges holding girls back from developing foundational literacy and numeracy skills as well as digital literacy and high quality, relevant, transferable skills which are critical for preparing young people for the modern workforce and jobs of the future.
9. We will share **successful strategies and technical expertise** to support decision-makers to identify and implement results-oriented, cost-effective and scalable evidence-based solutions which build gender equitable education systems.

All of us need to take action to provide opportunities for 12 years of quality education for all girls by 2030, including governments, teachers and students, communities, faith groups, non-governmental organisations and civil society groups, the private sector, employers, media and international organisations.