



**THE  
GIRLS RIGHT  
TO QUALITY  
EDUCATION:  
OPPORTUNITIES  
FOR ACTION**

# WHO IS ACCOUNTABLE FOR THE RIGHT TO QUALITY EDUCATION OF GIRLS?



## The schools and teachers must

- \* **Guarantee the human rights of girls** in the school environment, with safe spaces and educational programs focusing on gender and rights.
- \* **Introduce measures for the integration and non-discrimination of girls**, meeting their specific needs.
- \* **Provide elements of care** to pregnant girls or mothers with curricular facilities and specific supports.
- \* **Incorporate families and the community** in violence prevention actions.
- \* **Support teachers** with resources, optimal working conditions, and classroom/teacher ratios.
- \* **Incorporate teacher training programs** on gender equality and peacebuilding.
- \* **Establish protocols of attention and follow-up** in cases of violence against girls.



## International and cooperation organizations must

- \* **Provide resources** and technical and financial assistance.
- \* **Incorporate the approach of rights** in educational cooperation programs, defining specific monitoring indicators segregated by gender, which consider girls' needs.
- \* **Ensure the follow-up of the commitments of the States** on gender equality and education through, among other aspects, the systematization and collection of data on violence against girls.
- \* **Provide resources and support** the framework of safe schools for girls in conflict and emergency contexts.



**Everyone shapes society, which, intentionally or not, is educational. We all have a responsibility to monitor governments' commitments to protecting girls and the exercise of their right to education.**



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## International financial institutions must

- \* **Ensure the protection of the right to education** in its policies, credit agreements, or adjustment programs.
- \* **Provide sufficient financial resources** to guarantee the right to education in conflict situations.



## Families/Parents/Caregivers must

- \* **Break with local traditions and customs** that prevent their daughters from fully exercising their rights.
- \* **Ensure their daughters** do not have an overload of household chores that prevent them from studying and encourage them to participate fully in their school and community environments.



## Civil Society must

- \* **Contribute to the promotion of the right to education of girls** through campaigns of advocacy, denunciation, and social mobilization.
- \* **Monitor the commitments of local and national governments** and report their non-compliance with pressure on them and the international community to improve public social policies.
- \* **Systemize good practices and positive experiences** of building equitable educational models and guaranteeing girls' rights.

# HOW CAN WE GIVE MEANING TO THE FRAMEWORK OF QUALITY EDUCATION FOR GIRLS?



## AFFORDABILITY

- \* All girls must be able to complete a cycle of primary education, which must be **free and compulsory**.
- \* Girls should be able to continue their education at the following levels (secondary, technical, professional and higher).
- \* Girls should be able to access **permanent education**, literacy, and lifelong learning programs.
- \* There must be teachers trained to deal with situations of violence toward the girls, and they must be adequately remunerated.
- \* The facilities must be safe for girls, protected from natural elements, and with **differentiated sanitary facilities** that guarantee their health, privacy, and safety.

## ACCESSIBILITY

- \* The educational institutions must be **accessible to all girls without discrimination** (girls belonging to ethnic and cultural minorities, from poor households, rural girls, migrants, displaced, with a disability situation, etc.).
- \* The schools must be at a **safe and reasonable** distance from the communities where the girls live or, for remote areas, must be accessible through modern technology or distance education.
- \* Education must be **economically accessible** for all the girls and their families, being free at the primary level and gradually increasing costs for secondary and higher levels.

## ACCEPTABILITY

- \* The curricula and pedagogical methods must be appropriate in their context and for the girls' needs, meaningful and with high quality, and culturally appropriate.
- \* The curricula and manuals must be tolerant and respect the **beliefs and opinions** of the girls.
- \* Gender stereotypes should be avoided.
- \* There should be enough **teachers** with enough training opportunities and sufficient support to meet the specific needs of girls.

## ADAPTABILITY

- \* The education must be flexible and adapted to the needs of girls and society in different **contexts and cultures**.
- \* Education must protect and guarantee the rights of girls and must reinforce gender equality.
- \* Improves their **employment** possibilities.
- \* The education must be able to respond to the **reconciliation** needs of adolescent mothers.

## ACCOUNTABILITY

For legal, political, social, or moral reasons, along with the four dimensions of the right to education mentioned above, States and the rest of the agencies involved in education must comply with their obligation to be accountable in a **transparent and reliable** manner.

This involves establishing **control and information mechanisms** and processes that can provide information on the **fulfilment of their responsibilities** and better implementation of policies, plans, and programs and optimal use of the available resources.

# WHAT MEASURES CAN SCHOOLS TAKE TO SAFEGUARD THE RIGHTS OF GIRLS?



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## The school



**Prevents** ..... The school is an important tool for the prevention and protection against violence.

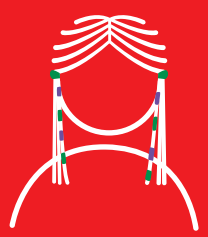
**Protects** ..... Offers safe environments, promotes self-esteem, self-care, critical thinking, and the skills and abilities to protect herself and cope with situations of violence.

**Repairs** ..... It is a strategic space where the girls who suffer violence in their family or community environments can find spaces for shelter and protection, generators of resilience and empowerment.

**Changes** ..... Represents an important space of transformation of discriminatory and violent practices, attitudes, and values to educate in equality in non-violence and respect.

**Encourages gender equality** .. The promotion of gender equality in the school is an essential tool, as a previous step to the construction of learning for non-violent societies based on equality and non-discrimination toward girls and women.

**Empowers** ..... The school offers girls the possibility of development and preparation for life that, in turn, will allow them to be an agent of social change and to enjoy the same opportunities and rights.



**A girl who attends school is exercising her human right to education**



# WHAT ARE THE LINKS BETWEEN THE SUSTAINABLE DEVELOPMENT GOALS, THE HUMAN RIGHTS AND THE RIGHT TO EDUCATION?



There can be no sustainable development if human rights are not guaranteed. And this, in turn, implies considering gender rights at the centre of the equality and rights of girls and women. Taking this into account, a framework for protecting girls must be structured that provides for and guarantees rights.

# KEY POLITICAL ACTION RECOMMENDATIONS

## To the local and regional councils and national governments:

\* **Develop national Action Plans for the 2030 Agenda** to generate adequate political, economic, social and environmental conditions for girls and youngsters to live peacefully and equally and fulfil their vital, professional and personal aspirations.

\* **Increase financial investment in education budgets** and allocate the necessary resources to programmes and political public policies that improve the quality of education and develop models of equality, eliminating factors that generate discrimination (ethnicity, functional diversity, economic situation, etc.).

\* **Allocate the necessary budget items** to provide schools with psychosocial care programmes, information and consultation for girls and youngsters who are the target of ill-treatment, abandonment, victimisation and exploitation, facilitating safe and secure spaces of confidence and establishing systems for prevention, identification and accompaniment in situations of violence.

\* **Establish systems to evaluate and monitor educational policies**, which include specific indicators on gender equality, performance and equal recognition, free professional guidance on stereotypes and the fight against violence.

## To schools and the educational community:

\* **Promote the active participation of female students** in school and community life, so that girls might take ownership of the spaces that correspond to them freely and on equal terms with their male peers.

\* **Facilitate safe access for all girls to the school**, with roads that guarantee safety or with adequate means of transport and differentiated water and sanitation facilities for girls.

\* **The educational community must establish mechanisms for articulation and coordination with public protection service systems.**

\* **Increase the number of female teachers** where necessary and strengthen support for girls and youngsters through figures such as school counsellors, support groups for girls and school mediators, to strengthen their self-esteem and protection.

\* **Establish listening mechanisms and protocols** to address gender violence in the school environment; strengthen the confidential complaint processes; follow up on all acts of violence that occur in the school and inform the educational authorities.

\* **Adopt flexible learning** so that pregnant girls and youngsters and teenage mothers can continue their studies.

**Entreculturas** is a non-Governmental Development Organization (NGDO) promoted by the Society of Jesus that works to defend the right to education for all, especially for the most vulnerable populations of Latin America, Africa and Asia. Together with the 40 countries the team works with, Entreculturas aims to transform its social structures and become a drive for a change in favour of justice and global development; Entreculturas develops its field action working together with many local partners, including the popular education movement Fe y Alegría and the Jesuit Refugee Service.

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