

HALF OF THE POPULATION DOES NOT HAVE THE CHANCE TO ACHIEVE THEIR FULL POTENTIAL

Girls' education is a strategic development priority.

WHY IT MATTERS

Ensuring girls can go to school and complete their education is critical for improving lives. Girls who benefit from a quality education become healthier, more productive adults. They're less likely to marry at an early age and more likely to be formally employed and to have higher earnings. But poverty remains the key factor for determining whether a girl goes to school. Studies consistently show that girls who face multiple disadvantages—such as having low family income, living in remote or underserved locations, having a disability, or belonging to a minority ethno-linguistic group—are farthest behind in terms of attending and finishing school. Educating girls not only provides them with the foundation they need to succeed, but also improves the future of their families, their communities, and the nations where they live.

OUR APPROACH

Gender equality is central to the World Bank Group twin goals of ending extreme poverty and boosting shared prosperity. No society can develop in a stable and equitable way without transforming the distribution of opportunities, resources, and choices for men and women so that they have the same opportunities to shape their own lives and contribute to their families, communities, and countries. Promoting girls' education and gender equality is part of a broader, holistic effort by the World Bank Group to ensure that girls do not suffer disproportionately in poor and vulnerable households—especially during times of crisis—and to advance skills and job opportunities for adolescent girls and young women. We focus on improving education access, quality, and equity through an evidence-driven systems approach.



In June 2018, as part of the G7 Charlevoix Commitment, the World Bank pledged to invest US\$2 billion over five years for girls' education in fragile and conflict situations.

OUR PRIORITIES:

1 Building safe and inclusive learning environments for girls and young women

School environments must be sensitive and responsive to the needs of girls and young women. This includes implementing gender-sensitive curricula and pedagogies, hiring, training, deploying, and supporting qualified female teachers; and ensuring adequate sanitation facilities.

2 Providing conditional cash transfers, stipends, or scholarships

Cash transfers have been used successfully to encourage parents to send their daughters to school, while there is also evidence that stipends and scholarships can improve girls' enrollment, school attendance, and completion.

3 Ending practices that can impede girls' access to schools

Violence against girls and women is a major barrier to the right to education, and includes emotional, physical, and sexual abuse manifesting from unequal power dynamics and cultural norms. In addition, child or early marriage often ends a girl's education. We are working to educate communities, families, girls, and boys on these issues, and to encourage governments and local decision makers to take a stand against the many forms of gender-based violence.

4 Reducing distance to school

In some places, it may not be safe or possible for girls to travel to a school. It's important for education ministries to take this into account when planning where to locate and staff schools. It may also be necessary to consider how to provide transportation options to schools.

5 Ending gender-based violence in schools

Power imbalances and gender discrimination in schools encourage attitudes in students that uphold, tolerate, and promote gender-based violence. We need to transform schools into spaces safe for girls. This can mean teaching girls how to respond to gender-based violence, establishing single-sex schools, hiring female teachers as role models, having separate bathrooms, and delivering hygiene kits. It also requires increasing awareness of the issue and changing the views and beliefs of school officials, parents, and children themselves. Curriculum and teaching practices should help children learn what is right, while those who have been through trauma need the right support and assistance.

