

FEEDBACK FROM THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE): DRAFT 2024-2030 WORLD BANK GROUP GENDER STRATEGY.

General comments

- GPE congratulates the World Bank for your renewed commitment to gender equality signaled by the new strategy a commitment shared with the GPE.
- Acknowledges the proposed three strategic objectives (i) End gender-based violence and elevate human capital (ii) Economic Participation and (iii) Engage women as leader important areas of focus given the global evidence base.
- Welcomes the strategy's inclusion to the challenges faced by gender minorities particularly in the area of GBV, the significance of vulnerabilities arising from the intersection of gender with poverty, ethnicity, disability and other characteristics and the role and challenge of deeply held social norms and mindsets in perpetuating gender inequality across all social and economic spheres (see Further Consideration comments below)
- Strongly supports commitment for the new strategy to strengthen in internal accountability for results on gender and enhanced accountability for gender outcomes.

Comments for further consideration

- Education is included within the strategy with a relatively narrow focus – and the human capital table conceals both regional, intra-country gender differences as well as consideration of intersectional data including gender. Given the three key areas of the strategy the role of gender transformative education systems does not seem to be sufficiently addressed.
- GPE recently developed a new paper which aims to set out an operational approach to gender equality within and through education to highlight existing tangible actions that can be made through the GPE operating model alongside all GPE partners including the World Bank.. Some of its approaches may be worth considering in the framing an expanded approach to the key role of education systems in meeting the three strategic objectives of the WBG gender strategy, and as an opportunity for collaboration going forward. Particularly promising is the concept of “gender equality to, within and through education”, social norms and intersectionality in relation to “intervening early” in addressing the longer-term harmful perpetuation of gender equality in societies and economies. The paper is accessible in the link below:
<https://www.globalpartnership.org/content/going-further-together-partnership-approach-gender-equality>
- As above, the reference to the draft the importance of intersecting gender with other characteristics is welcomed. We look forward to further expansion on this including addressing data challenges and adding an intentional and detailed exploration of how intersecting characteristics compound disadvantage, and the role of gender in this intersectional approach. An example is gender and disability, where the gender strategy has the opportunity to reflect the role of gender in achieving the objectives of the WBG's Disability inclusion and accountability framework [[link](#)] reviewed in 2022.
- Gender-based violence is featured prominently as a serious human rights violation, and a barrier to economic opportunities. We invite explicitly mentioning school-related gender-based violence within the WBG's strategy. The current draft has no reference of school-related gender-based

and as discussed in the GPE paper the prevalence at an early age alongside the opportunities presented by positive interventions and systems approaches to working to address this provides a significant opportunity to stop the intergenerational cycle of normalizing violence based on gender and other characteristics. The approach to school related gender based violence in the gender strategy could potentially build on the work from the [Inspire initiative](#), previously co-sponsored by the World Bank, and led by the World Health Organization. The strategy can also leverage schools as centers of communities and ways to encourage critical thinking and mutual respect that addresses the root causes of gender-based violence. The [School-related gender-based violence working group](#) materials are also valuable in illustrating how schools are a key entry point for prevention work.

- The 2024-2030 strategy correctly places gender equality at the center of climate action. However, within the thematic note the role of education is limited to skill formation, particularly in STEM. It is important to also consider the role of education, gender equality and education as set out in GPE's recent [Climate Smart Education Framework](#).
- As above, the GPE welcomes the World Bank's commitment to build on the gender tag and flag approach with further addressing internal accountability processes and look forward to further detail on how this will be operationalized at country level and particularly within education projects and offer our support to work with relevant colleagues if helpful.