



Intersectoral approaches & partnerships in girls' education

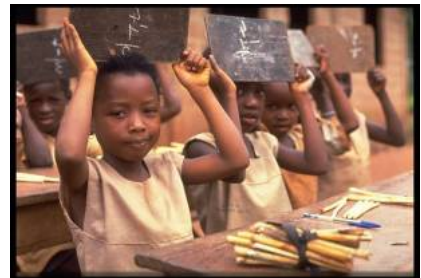
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For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

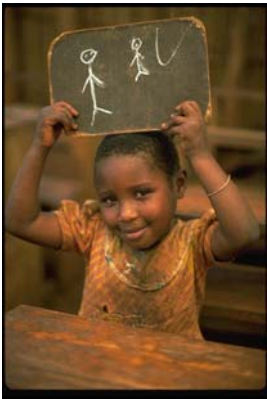
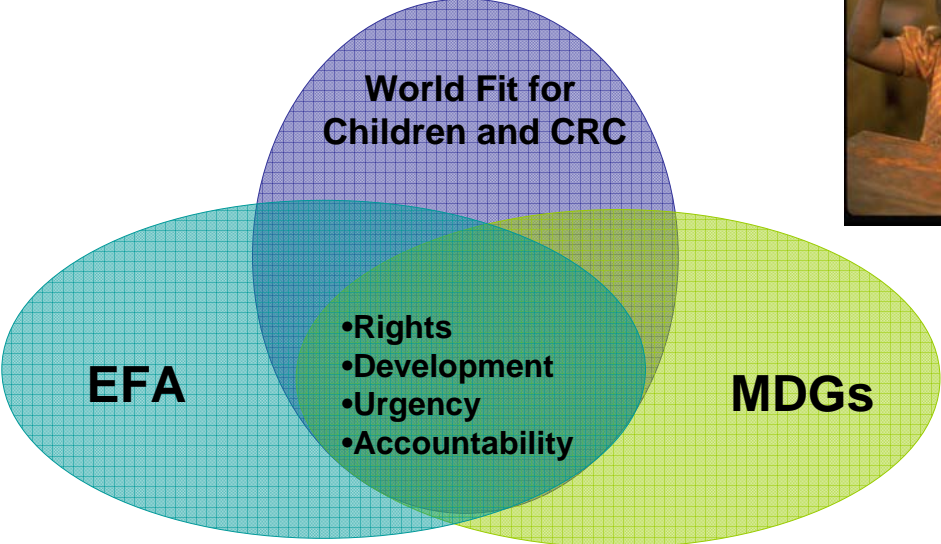


Education: the big picture



- **115 million children** denied the right to education –the majority (53%) **GIRLS**
- 76% of out-of-school girls live in **Sub-Saharan Africa and South Asia**; pockets of disparity elsewhere
- **Gender discrimination** a global problem - many manifestations
- **Poverty** prevents children – particularly girls – from accessing and completing quality education
- **HIV/AIDS** decimating education systems, families and communities across the developing world
- **Children in emergencies** and post-conflict situations often denied the normalcy of education exactly when they need it most
- **Quality of education** often poor; completion rates low; and learning outcomes uncertain

Global goals & commitments



Why is girls' education a top priority?



UNICEF/HO98.0027/Stuart Freedman

- A focus on the **excluded and marginalized**
- A commitment to **gender equality** and the rights of ALL children
- **Obstacles to education** often higher for girls
- As an **entry point to education** for all children
- **Multiple benefits** and leverage for development
- Education as the door to **poverty reduction**, with girls' education the key
- **2005 gender parity target** the first test of credibility of international commitments

Why take an integrated approach?



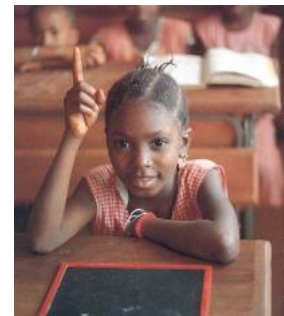
- To **address key barriers** to girls' education that often lie outside of the education sector
 - **Poverty: Stipends, incentives, scholarships, micro-enterprises**
 - Household chores: technologies and services to reduce burden of time**
 - Child Labour: legislation, income incentives**
 - Social norms/customs (e.g. early marriage): advocacy, social mobilization, legislation**
- To **create positive synergies** for children
 - Health/nutrition interventions/ school meals enhance both health and learning**
 - ECD frees older girls for school; offers younger ones a 'right start' to learning**
 - Water and sanitation facilities improve health; enhance learning environment**
 - Protection measures address safety & security, gender-based violence.**

Why take an integrated approach? (cont'd)



- To contribute to **quality learning environments**
 - Safe, inclusive, 'child-friendly' physical school environment
 - Integration of relevant life-skills based education (including health and hygiene; HIV/AIDS prevention, other)
 - Schools as integrated service delivery site/community resource
- To **involve all stakeholders**
 - Education is everyone's business; we are all accountable
 - Multiple perspectives enrich debate, programmes and services
 - Participation enhances ownership and buy-in
- To contribute to **sustainable development solutions**
 - As part of integrated efforts required to achieve MDGs as a whole
 - To attack poverty in all of its multiple dimensions
 - To deal with the holistic needs of the child

What are some of the obstacles to intersectoral cooperation?



- Different **networks/partnership frameworks** (international /national) & multiple demands
- Diverse **constituencies** (teachers; engineers)
- Individual **goal structures** ('sectoralization' of MDGs)
- Different **professional backgrounds/affiliations**
- Different **technical reference literature/'language'**
- Varied **meeting schedules/reference points** (Dakar; Kyoto)
- Sector-specific **accountabilities** (rare incentives for intersectoral partnering)



Opportunities and Challenges

- **Strengthening, mobilizing partnerships** at all levels – key to success and sustainability
- **Building on existing partnership frameworks** (UNGEI; FRESH; WASH; Sahel Alliance; others)
- **Maximizing synergy** of comparative strengths
- Building intersectorality into **sector-wide approaches**, planning, and budgeting
- Providing **scope for participation** by civil society groups, teachers, children and young people as key stakeholders



Opportunities & challenges, cont'd

- Mainstreaming **gender perspectives** into all partnerships and programmes
- **Designing standards** for 'child-friendly' schools that incorporate the integrated approach
- Ensuring appropriate level of **resources and investments**
- Expanding and strengthening **indicators, data and evidence base** for planning, monitoring and evaluation

thank you!

