Leveraging Data & Partnerships

STRENGTHENING GIRLS' EDUCATION IN EMERGENCIES WITH WROS

Acronyms & Abbreviations

ASALs   Arid and Semi-Arid Lands

CDE   County Directors of Education

EiE   Education in Emergencies

EiEWG   Education in Emergencies Working Group

EM2030   Equal Measures 2030

FAWE   Forum for African Women Educationalists

FAWEK   Forum for African Women Educationalists Kenya Chapter

FGM   Female Genital Mutilation

IDP   Internally Displaced Persons

INEE   Inter-agency Network for Education in Emergencies

INGO   International Non-Governmental Organisation

IPBF   Initiative Pananetugri pour le Bien-être de la Femme

KCPE   Kenya Certificate of Primary Education

KCSE   Kenya Certificate of Secondary Education

KNEC   Kenya National Examinations Council

NAC   National Assessment Centre

NASMLA   National Assessments Monitoring Learner Achievement

NEMIS   National Education Management Information System

QASO   Quality Assurance and Standards Officers

SCDE   Sub-County Directors of Education

SRHR   Sexual and Reproductive Health Rights

UN   United Nations

UNICEF   United Nations Children's Fund

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNHCR   United Nations High Commissioner for Refugees

WRO   Women's Rights Organisation

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Executive Summary

For girls in Sub-Saharan Africa, education can be a ladder out of poverty and a way to break cycles of abuse and violence. Yet, there are still steep gender-related barriers to a quality and safe education such as gender-based violence, discrimination, child and forced marriage, lack of access to healthcare and menstrual hygiene products, unpaid domestic labour, and the prioritization of boys' education. Even girls who do access education face a range of challenges, including poor quality facilities, large class sizes, and a lack of qualified female teachers and staff. For girls in fragile and conflict-affected areas, the threats can include kidnapping, injury, forced recruitment, and displacement. With the COVID-19 pandemic, those challenges have only increased.

There are several stakeholders working to reduce these barriers and make sure that girls who must access their education in emergency situations can do so safely and effectively. They are also trying to make sure that the education available is of high quality and sensitive to their unique needs.

In 2021, the Government of Canada supported a partnership with Equal Measures 2030 and its in-country partners FAWE and IPBF, based in Kenya and Burkina Faso, respectively, to look at how to strengthen the equitable and coordinated provision of education for girls and women in both countries. The result was research and advocacy that aimed to make the education systems of both countries more data-driven and gender-responsive. This report details the experiences, findings, and recommendations encapsulated in our work.

Our Context

Girls seeking an education in emergency contexts in Kenya and Burkina Faso face two very different landscapes. In Kenya, one of its greatest challenges is improving educational outcomes in arid and semi-arid lands, where hundreds of thousands of refugees fleeing conflict from nearby territories live uneasily among host communities already struggling with poverty. For Burkina Faso, it is the threat of extremist violence that is, in part, aimed at keeping girls out of schools and positions of leadership or influence. Girls in both countries are at imminent risk of disruptions to their education due to the COVID-19 pandemic, which has impeded learning for millions of children worldwide.

Our Findings

We worked closely with stakeholders in both Kenya and Burkina Faso to map data insights and perspectives across the education in emergencies (EiE) landscapes in each country. In the process, we realized that the critical contributions of grassroots Women's Rights Organisations (WROs) were often missing from the conversation.

As frontline responders, WROs have unique access to the lived realities for girls seeking an education in crisis and conflict affected areas. They understand the real barriers and challenges these children face. Yet the data showed that there's often little representation from the grassroots in decision and policy making in the EiE field. Many WROs lacked the ability to effectively collect, analyse and disseminate data, leaving them with little visibility and without access to powerful advocacy tools.

This report represents a step toward fixing that imbalance by creating more grounded and equitable flows of data and stronger mechanisms of collaboration. Because once WROs can use quality data to advocate for girls' right to education and make their voices heard in decision-making processes, we will not only begin to shift the balance of power in the EiE ecosystem, but be able to deliver more responsive, tailored, and effective solutions.

Introduction

For the millions of children caught in conflict and disaster, education is a lifeline. It can break cycles of conflict and violence, redefine gender norms and promote tolerance and reconciliation. When such children are denied a quality, gender-responsive, and safe education, they lose the chance to build the social-emotional and academic skills they need to thrive. In Sub-Saharan Africa, girls in such contexts need comprehensive and gender-transformative policies and laws, as well as investments in services and interventions.

In 2021, the government of Canada, in line with its commitments in the Charlevoix Declaration and its Feminist International Assistance policy, supported a bold 24-month collaboration between Equal Measures 2030 (EM2030) and two women's rights organisations in Burkina Faso and Kenya[1], Initiative Pananetugri pour le Bien-être de la Femme (IPBF) and Forum for African Women Educationalists (FAWE), to ensure that education systems in both countries are data-driven and gender-responsive. This report details our experiences, findings, and recommendations for a world that is still reeling from the COVID-19 pandemic.

It presents insights from the project in order to leverage local women's rights organisations (WROs) in each of the focal countries to effectively use quality data and evidence to advocate for girls' right to education in emergencies (EiE)[2].

Our findings highlighted that any solution to providing education to girls in crisis situations in Sub-Saharan Africa must start with those who have the strongest understanding of their lived realities. In this case, this was grassroots women's rights organisations (WROs). However, we realized that these critical contributions are often missing. But only when policy decisions are informed by the women and girls who best understand their own barriers and challenges will we begin to shift the power in the EiE ecosystem towards more responsive, tailored, and effective solutions.

Today, there are steep barriers to equal education for girls. While evidence shows that education increases girls' agency in decision-making, and improves their economic and health outcomes, more than 30 percent of primary school-age girls in Sub-Saharan Africa were out of school in 2019 (Patel & Jesse, 2019). With the COVID-19 pandemic that situation has only been exacerbated.

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1   Refer to About the Project box for EM2030, FAWE, and IPBF details

2   In this report, we adopt a broad definition of 'emergencies' to include a wide range of situations arising from armed conflicts such as wars, civil strife, and cross-border, resource-based and inter-clan conflicts, as well as terrorism/violent extremist attacks, human-made and natural disasters - including droughts and famines - and health crises such as the COVID-19 pandemic. We recognise that emergencies, used in this report interchangeably with 'crises' and 'fragile contexts,' can be short-term or they can be complex and protracted. The FAO describes a complex emergency as "a major humanitarian crisis that is often the result of a combination of political instability, conflict and violence, social inequities, and underlying poverty" (Complex emergencies: FAO in Emergencies). Pressler-Marshall et al (2020) observes that the evolving nature of conflict and the accelerating impacts of climate change in recent decades has resulted in humanitarian crises affecting relatively large populations for a long period of time. Citing the UN Office for the Coordination of Humanitarian Affairs (OCHA 2019), they report that "while children under the age of 18 make up only one-third of the world's population, they account for half of all refugees globally and 40% of internally displaced persons" (Pressler-Marshall et al, 2020, p.7).

Impact of COVID-19

Education, especially for girls from low-income households and in rural areas (Pfunye & Ademola-Popoola, 2021), has been hit particularly hard by the COVID-19 pandemic with "1.53 billion learners out of school, impacting 87.6% of the world's total enrolled learners" (Education Cannot Wait, 2018). The pandemic is an increasingly critical barrier to girls' EiE in Sub Saharan Africa[3], resulting in school closures that have exacerbated existing challenges and diminished financing for the issue (World Bank Group, 2020).

As schools closed to curb the spread of the virus, the move to online learning left out vulnerable groups, particularly those without technological resources. Only 1 in 5 Burkinabe and 2 in 5 Kenyans have access to the internet, with gaps most pronounced in areas facing conflict or natural disasters (Commissioned by EM2030 - The Jaslika Support Team, 2021). Many children without internet access missed out on a year of education. Considering that these children likely already struggled with poor-quality instruction, large class sizes and socio-cultural and economic barriers to education before the pandemic, the disruption to their education could reduce the likelihood of their ever returning to school at all.

Teachers surveyed by ActionAid anticipated "higher drop-out rates for girls and poorer children; increase in early pregnancies and child marriages; increase in child labour; increase in socioeconomic challenges such as rise in hunger, high cost of returning to school; and education-distance learning not being accessible to a majority of the learners" (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). Continued safety concerns have also contributed to the reluctance to return to school, even as vaccines are gradually becoming more widely available.

International organizations and government agencies have been doing extensive work in implementing and supporting short- and medium-term responses to enable education to continue, especially for women and girls in emergencies. Much of this work is however framed by international media and organisations' assumptions and based on data from the Ebola and SARS pandemics — information that needs to be updated and adapted to the varying contexts. Much of what we think we know about the impact of COVID-19 is driven by narrow perspectives — often with little regard for local views or analyses from in-country local practitioners and experts (Ahidjo, N., 2021).

Girls experience a range of poorly understood threats and gender-related obstacles that limit their access to a quality and safe education. These gendered barriers include: gender-based violence, discrimination, child and forced marriage, and lack of access to healthcare and menstrual hygiene products. Other barriers include unpaid care work and domestic labour, and the prioritization of boys' education. Even girls who do access education face a range of in-school challenges, including poor quality facilities, large class sizes, and a lack of qualified female teachers and staff. These challenges might affect girls differently, for example, a lack of female teachers may result in parents pulling their girls out of school out of safety concerns.

According to a 2020 UNESCO report, getting every girl into primary school will not happen until at least 2050. And conflict situations exacerbate these existing gender gaps. Concerns include attacks that can result in injury; use of school buildings by military personnel and displaced populations; forced recruitment of students into the armed forces; school-related gender-based violence (SRGBV); and displacement. Other gaps can take the form of a greater demand for child labour (including in the household), child marriage, and early pregnancy (Pfunye & Ademola-Popoola, 2021).

Conflicts have led to a growing number of refugee and internally displaced people (IDPs) in the region. By the end of 2019, there were over 5 million IDPs in West and Central Africa alone -- an increase of over 30 percent in 12 months (UNHCR, 2020). Their populations are rarely factored into national education policies, thus severely limiting their access to quality schooling. Humanitarian responses provide some stopgaps but are limited in their reach. In 2019, only 2.6 percent of humanitarian aid funding went to education (Zubairi & Rose, 2020).

In fragile, conflict, and crisis settings[4] in Sub-Saharan Africa, the gender gap in education includes individual and systematic barriers at all levels, from schools and classrooms to homes and communities. All of which are underpinned by deeply embedded social norms that discriminate against girls.

Equal Measures 2030 believes that data can expose such inequality and injustice, motivate change, and drive accountability. But it can only do so when it is actively used by advocates and supported by champions in government, business, media, academia, and faith-based groups. This is why we invest and work in solidarity with feminist organizations and movements, using our collective voice to amplify and reinforce their demands.

The role of WROs is even more critical during emergencies when urgent responses are needed. As frontline responders, WROs have unique access to data and insights into the lived realities of girls' education in emergencies[5] (EiE). They collect and share stories that matter — capturing narratives and nuances that are absent from official government datasets. Their deep knowledge make them powerful advocates for change, but they often face severe resource constraints, which can lead then to focus on immediate crisis responses and leave data collection aside.

Not only do WROs lack access to quality data, with data gaps and a lack of gender-disaggregated data, and inefficient mechanisms for data sharing, they often don't have the capacity to use it in their advocacy. In addition, WROs must account for ethical considerations in their own data collection, acknowledging respondents' fears of disclosing potentially sensitive information, and presenting the resulting data in ways that respect the deep challenges that their constituent groups face. This places further limitations on their ability to engage in longer term assessments of the effectiveness of their responses and the implementation of their advocacy activities.

Helping WROs obtain the skills for data-driven advocacy is hugely important. It allows women greater influence over decision-making and to more effectively lobby for girls to receive the education they are owed.

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3   Detailed data available via UNESCO: http://covid19.uis.unesco.org/global-monitoring-school-closures-covid19/

4   Refer to Footnote 1 for our definition of fragile contexts

5   Refer to footnote 1 for our definition of emergencies for the purpose of this report

This is even more apparent when looking at the challenges in ensuring quality[6] education for girls in times of crisis. Where the data is available, it is often not leveraged to ensure that policymakers are informed and act accordingly. Recent research by the Agence Francaise de Developpement found that "although data collection on education has expanded enormously in Sub-Saharan Africa, few countries have robust data systems and even fewer are exploiting their data to improve their education systems" (Bashir et al., 2018).

Yet with the right information, governments can more effectively take the necessary steps towards removing the barriers to girls' education, in both emergency and non-emergency settings. When safe, high-quality and gender-responsive education is prioritized, women and girls have the power to drive political and social norms and steer them to a more equitable future.

In this report's focal countries of Burkina Faso and Kenya, governments, UN agencies, INGOs and WROs are some of the players who are particularly engaged in data collection,

analysis, and advocacy. Governments oversee channels of data collection from the local to the ministerial level. They also convene stakeholder groups to address specific challenges and actions related to education in emergencies. However, such groups have been criticised for favouring international NGOs in their membership while excluding grassroots organisations (Commissioned by EM2030 - The Jaslika Support Team, 2021). INGOs and UN agencies also engage in broad-based data collection and advocacy at the national and international levels, but often from the standpoint of monitoring and evaluation, research, or policy advocacy focusing on specific issue areas.

Quality data that represents perspectives from the grassroots is critical to ensuring that all girls—and particularly those who face disruptions to their education stemming from emergency situations—can access high-quality and gender-sensitive education. "Data plays [a key role] in explaining the work that must be done to overcome the remaining barriers girls face to achieve a quality education" (Guyatt, 2018).

6   "Quality education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing." https://palnetwork.org/what-do-we-mean-by-a-quality-education/

About The Partnership

Through its work with women's rights organisations in seven countries, Equal Measures 2030 has learned that when partner organisations ground their advocacy in data, they are more likely to reach their influencing goals. Data can strengthen advocacy as it shows consistent patterns that require attention and action. Data is also useful in identifying effective solutions and can be used to hold governments accountable for their policies and commitments.

Equal Measures 2030 supports teaching women's rights organisations about how to understand and use data effectively in advocacy, covering topics from finding and advocating on data gaps to communicating data to different audiences. The organisation also tracks and analyses data on girls' education around the world (Equal Measures 2030, 2020).

FAWE and IPBF drive the equitable and coordinated provision of education for girls and women. Both organisations are renowned as thought leaders and changemakers for girls' education in their countries -- and on the African continent.

FAWE aims to empower girls and women through quality education and training to give them the necessary skills, competencies, and values to be productive members of their societies. They work to promote gender responsive policies, practices and attitudes, and foster innovations that will provide opportunities for African women to prosper in all realms of their lives.

IPBF aims to empower women and girls to defend their interests and overcome obstacles. They focus on developing female leadership and agency, especially among girls and young women.

Kenya and Burkina Faso represent two starkly different contexts in Sub-Saharan Africa. Both have achieved relatively positive results for girls' education yet remain at very different stages of progress. One of Kenya's greatest challenges lies in improving educational outcomes in arid and semi-arid lands, while Burkina Faso is facing the threat of extremist violence that is, in part, targeted at keeping girls out of schools and positions of leadership or influence. Girls in both countries face the imminent risk of disruptions to education due to the COVID-19 pandemic, which has impeded learning for millions of children worldwide.

1.1 The Context in Kenya

Kenya has achieved a great deal in terms of school enrolment and gender parity in education. As of 2015, it was estimated that for every 100 boys, 97 girls were attending school (primary and secondary). (Di Marco, 2016). Though Kenya ranked 97 out of 129 countries with a "very poor" score on Equal Measures 2030's 2019 SDG Gender Index, it ranked above the average for Sub-Saharan Africa. In education data from that index, Kenya is 12th in the region on education goals, and ninth in region on literacy rates among adult women -- its best indicator (Equal Measures 2030, 2019).

In recent years, Kenya has made rapid progress on girls' secondary school completion – from 46 percent in 2009 to 82 percent in 2017. EM2030's analysis[7] shows that if the country continues at this rate and can reach all girls, including those who are marginalized, it will reach its target of 100 percent completion by 2030. Compared to other countries in the region, Kenya also performs well on indicators on child marriage and adolescent birth rate, which are key barriers to girls' education.

However, these high-level, nationwide statistics mask regional and local variations and disparities within groups with intersecting vulnerabilities. For example, poorer girls in Nairobi's slums and in the county of Turkana have lower enrolment and completion rates,

and girls with disabilities have lower learning outcomes. In addition, organizations such as UN Women have expressed concerns that even though gender equality is enshrined in the country's 2010 Constitution, there has been "no credible and vibrant women's movement to advocate for the gender equality gains" within the document to be upheld (UN Women, 2020a). This raises concerns about whether anyone will be held accountable for the gender disparities in the country's education access and outcomes.

For decades, Kenya has hosted refugees from across a broad swath of East Africa including Somalia, South Sudan, the DRC, Ethiopia, Burundi, Sudan, Uganda, Eritrea, and Rwanda. As of the end of 2019, Kenya remained host to 471,724 refugees and asylum seekers, making it the fifth largest asylum country in Africa, nearly 80 percent of whom were women and children (UNHCR, 2021). While the 2019 figure is lower than the previous four years, showing some signs of progress, legacies of conflict mean continued surges of refugees in the future.

Refugee populations are especially concentrated in the arid and semi-arid counties of Kenya where both refugee and host populations face significant stressors and sources of conflict. These include rapid changes in government policy and infrastructure, and climate catastrophes such as droughts, floods, and famines. In this context, EiE responses affect both refugee and host populations, and involves a multitude of education providers including governments, INGOs, and UN agencies.

However, while most agencies and organisations have invested a lot of attention on refugee and IDP populations, the reality is that host communities also face similar problems and living conditions. For example, there are over 53 organizations implementing programmes in the camps in Turkana County, but their preference is to work exclusively with refugees. This increases vulnerabilities within the host community (Commissioned by FAWEK & EM2030 - Marambo, 2021).

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7   This data is from EM2030's 2019 SDG Gender Index, which will be updated and launched in March 2022

1. Data & Insights

In Turkana County, there has been a steady growth in girls' enrolment, from 42 percent in 2019 to 44 percent in 2021, but it is still lower than boys' enrolment which stands at 56 percent. In addition, the county does very poorly in keeping girls in school once they are enrolled, with a dramatic fall in the number of girls as they progress through subsequent classes. In 2020, for instance, 700 girls sat for the Kenya Certificate of Primary Education (KCPE) against 997 boys, implying more boys completed primary school compared to girls (Commissioned by FAWEK & EM2030 - Marambo, 2021).

The transition to higher learning, such as from primary school to secondary school, is particularly low for refugee girls -- especially in urban settings such as Eastleigh in Nairobi. Anecdotal evidence shows that most urban refugees who passed their KCPE did not join secondary schools due to a lack of mentorship and psychosocial support, as well as insufficient bridging programmes to

enable them to catch up with the new syllabus (Commissioned by FAWEK & EM2030 - Marambo, 2021a).

FAWE Kenya noted that data gaps related to girls' education have also hampered their advocacy efforts. They often find they are unable to obtain data that is sufficiently disaggregated, specific, or up to date. Thus, it becomes difficult to establish the full scope of the problem or the best interventions to put in place to solve it. These data gaps explain in part why FAWE has invested in research on under-explored issues related to girls and their barriers to education. Recent examples include a study on adolescent sexual and reproductive health rights (SRHR) in the Western region of Kenya where girls face high dropout rates due to child marriage and pregnancy, and a baseline survey in Garissa exploring why girls drop out of school because of issues around menstrual hygiene management (MHM).

FAWE & Cross-stakeholder Collaboration

FAWE is collaborating with grassroots Women's Rights Organizations (WROs) and policymakers in the education sector to promote data driven advocacy in education. Following a data for advocacy training conducted in May 2021, the stakeholders created two working groups, one in Eastleigh, Nairobi, and the other in Turkana, to advocate for the elimination of barriers to girls' education in Kenya, particularly in conflict and crises affected areas. The groups partnered with the media to amplify their efforts and influence decision-making for reform.

These cross-stakeholder working groups have refined the advocacy and action plans they developed during the workshop. They are also leveraging the tools and materials developed by EM2030, such as the findings from the needs assessment survey, data mapping of girls' EiE, and the EiE expert interviews. The working groups have improved the connections between local WROs and policymakers around the provision of quality, safe, and gender-responsive education, and are advocating for accountability and transparency in commitments to girls' EiE.

The Nairobi working group developed an advocacy strategy with a campaign message of ''Keep Her Safe" which seeks to end sexual gender-based violence in schools within Eastleigh, Nairobi County. The working group has held regular meetings to deliberate on the Nairobi County Gender-Based Violence Control and Management bill, 2021. Using available data, the group established plans and structures that protect girls from School-Related Gender Based Violence (SRGBV),

and this has strengthened multi-sector partnerships on the issue in schools in the area.

The Turkana working group is advocating for the eradication of child marriages in Turkana County using an evidence-based advocacy strategy. The group has strengthened its multi-sectoral responses to reduce girls' vulnerability to child marriage and established a consistent approach to protecting girls' rights to education and promoting their well-being. This is a result of FAWE's training which empowered them to effectively use data to fuel a change in the perceptions, attitudes, behaviours, and beliefs that contribute to the practice of child marriage. The working group members appreciated that FAWE is the first organisation to truly engage grassroots WROs and connect them with County government officials such as the Ministry of Education and the county's gender department, as well as the Turkana Gender and Child Support Network (TGCPN) and the media.

FAWE recognizes multi-stakeholder partnerships as a key driver in the realization of advocacy efforts to promote girls' EiE. Our focus is to harness the full commitment of various actors, particularly engaging with grassroots WROs and policymakers at both the national and county levels. This is crucial in our advocacy and in more effectively using quality data to drive for the equitable provision of education for girls and women in Kenya. These cross-stakeholder meetings have expanded the platform of various actors and promoted the exchange of ideas and technical expertise to better evaluate and monitor the government's commitments and progress. These engagements have produced more sustainable and transformative outcomes during and beyond this project.

1.2 The Context in Burkina Faso

Although Burkina Faso has ratified principal international and regional women's rights instruments, including CEDAW and the Maputo Protocol, many of their provisions continue to be violated in law and practice. Severe discrimination, both de jure and de facto, persist and are exacerbated by harmful social norms, attitudes, and behaviours. Women and girls in Burkina Faso continue to face discriminatory legislation, violence, harmful traditional practices, and unequal access to property, education, and justice.

In a discussion with CEDAW and WROs from the country, civil society representatives highlighted concerns about the very high rate of early pregnancies among schoolgirls and high maternal mortality rates due to unsafe abortions, as well as the difficulty in accessing contraceptives, the continued practice of female genital mutilation and cutting, and sexual violence and forced marriage. According to Human Rights Watch, Burkina Faso has the fifth highest rate of child marriage in the world, with more than 50 percent of girls married before the age of 18. WROs in the country are advocating for laws on domestic violence to be amended to include a definition of marital rape, to introduce sanctions for domestic violence, to decriminalize abortion in all circumstances, and to take active steps to increase the participation of women in public and political life (OHCHR, 2017).

Burkina Faso ranked 116 out of 129 countries in a 2019 gender index, with a "very poor" or "failing score" on gender equality (Equal Measures 2030, 2019). This low score is also reflected in its education data, with Burkina Faso scoring a "very low" score of 34.9 out of 100. The country's worst indicators were in rates of secondary school completion and child marriage, though its best education indicator was in primary school completion, coming in at 19th in region. Much like in Kenya, each of these indicators likely hides higher rates in groups with intersecting vulnerabilities, such as girls in emergencies.

Equal Measures 2030's analysis shows that Burkina Faso is not moving quickly enough at current rates of change to reach any of the five SDG targets by 2030. It has made no progress in workplace equality and is even regressing on women's perceptions of safety and rates of secondary education completion. The trend for girls' completion of secondary school is particularly concerning – no progress has been made in 20 years. Less than five percent of girls have completed secondary education on time in every year in which data has been collected[8].

Since 2015, Burkina Faso has faced increasingly escalating armed conflict, with teachers and schools threatened with attack should they not teach the Quran or change the language of instruction from French to Arabic (Global Coalition to Protect Education from Attack, 2020). In the month of October 2019 alone 486,000 people were displaced due to violence. As of March 2020, more than 839,000 Burkinabe have been displaced. At the same time, more than 2,500 schools have been closed due to the insecurity, affecting more than 350,000 enrolled learners (UN OCHA, 2020).

These attacks have had a serious impact on enrolment and completion rates, particularly at the primary and post-primary (middle school) levels. Primary net enrolment ratio (NER) dropped from 74.3 percent during the 2017-2018 school year to 72.7 percent in the 2018-2019 school year. Completion rates also dropped from 63 percent to 61.7 percent. While these figures may seem relatively small, they represent a worrying decline for the country, which had seen steady improvements between 2015 and 2018 (Human Rights Watch, 2020).

This violence only serves to impede girls' ability to attend and stay in school, as out-of-school girls are at a higher risk of sexual violence and exploitation. By elevating girls' risks of sexual and gender-based violence, the conflict has also exacerbated the disparity in education indicators between boys and girls.

The closure of schools due to conflict is particularly problematic for girls who are already disadvantaged, for instance, because they live in refugee camps or are IDPs. Refugee or displaced girls are two times less likely to attend secondary school than their male counterparts (Human Rights Watch, 2020). Thus, without an immediate change of course, the rights of girls will continue to be under threat both in the short and long-term.

Solutions must not only focus on education sector measures, but also on how issues such as violence, rape, child marriage, harassment in schools, domestic work etc., are influencing girls' participation in school. The problems around girls' education in Burkina Faso are embedded in a broader patriarchal system, which is why IPBF has adopted a holistic approach to gender equality.

IPBF & Community Research

IPBF works with WROs to build their capacity for data-driven advocacy, specifically to produce data using community research for girls' education in emergencies in targeted communities in Burkina Faso.

Following a capacity building workshop on the issue, three working groups were set up to enable organizations to put the lessons they had learned into practice. These three groups developed advocacy plans which highlighted the production of evidence, advocacy opportunities, dissemination channels, and deadlines. Their work covered the regions of Boucle du Mouhoun, Center, and Center-North -- three regions affected by security crises which have camps for people displaced due to insecurity.

The first group is focused on the low rate of access to and the retention of internally displaced girls in education in the north central region. The second is looking at school completion among internally displaced girls in the Mouhoun, and the third is documenting and analysing policies in favour of girls' education at the national level.

This participatory, grassroots centred approach has enabled organizations to confront their theories with the reality on the ground. It allows for a better understanding of the national context and issues related to the education of girls in general, and during security crises in particular, the specificities of each region, and emerging advocacy, as well as the various actors working on the issue.

8   Ibid

1.3 The State of Data on Education in Emergencies

Data-driven approaches to addressing the barriers that hold girls back from education are lacking in the areas of Sub-Saharan Africa that are affected by crisis and conflicts. There is hardly any rigorous study of specific barriers such as the lack of disaggregated data and little empirical evidence to help identify "what works" to address gender inequality in education (Education Cannot Wait, 2018). Quality data and evidence can play an important role in driving changes in government policies, laws, and budgets but it must be effectively collected and used.

In Kenya, for example, data flows from the school and local levels to the Ministry of Education, which collates it in the National Education Management Information System (NEMIS). Headteachers receive training on how to directly input data into this system with the help of Quality Assurance and Standards Officers (QASO) who also collect data. The information gathered then flows from the Sub-County Directors of Education (SCDE) to the County Directors of Education (CDE) and ultimately to the Ministry of Education, with data checked for validity at each stage (Commissioned by EM2030 - Megha-Bongnkar et al., 2021). To assess school and teacher effectiveness, the Kenyan government also gathers assessment data through the Kenya National Examinations Council (KNEC) and administers examinations via the National Assessment Centre (NAC). These assessments complement the individual learner appraisals administered via the Kenya Certificate of Primary Education (KCPE) and the Kenya Certificate of Secondary Education (KCSE) (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

This is the same process for emergency settings, but there is no distinction made between those from camps who are being educated in local schools, especially in urban settings such as Nairobi where a significant population of urban refugees are hosted by family members. (Commissioned by FAWEK & EM2030 - Marambo, 2021a)

The Kenya primary and secondary school system, especially in Eastleigh, has integrated refugee girls as per the MOE draft policy for inclusion of refugees and asylum seekers (IIEP, 2020). It is therefore difficult to get data on enrolment and performance of urban refugee girls. According to a Ministry of Education officer, refugee girls are registered during enrolment or announcement of KCPE/KCSE results without noting their refugee status. Profiling girls, says the officer, is tantamount to discrimination, which is against Convention on the Rights of the Child and the International Covenant on Economic, Social and Cultural Rights (Commissioned by FAWEK & EM2030 - Marambo, 2021a).

It is worth noting that while the integration of urban refugees into host schools is overall positive, it means that they are not easily tracked. This lack of accurate data on enrolment and transition hinders the design of education strategies that could help these girls surmount the challenges they face as refugees in foreign land.

Multi-agency collaborations also collect data on wider socio-cultural factors that might affect educational outcomes. For instance, the Ministry of Education along with the Ministry of Health and the Ministry of the Interior gathers data on teenage pregnancy and early marriage. Local chiefs, coordinated by the Ministry of Interior Coordination of National Government, are also mandated to collect data on girls who drop out of school due to early marriage or teenage pregnancy (Commissioned by EM2030 - Megha-Bongnkar et al., 2021).

In Burkina Faso, the approach is slightly different; decision-makers produce their own data or rely on data from their peers or from credible and organizations such as INGOs and UN agencies. Those using secondary data in the country generally request it from the structure in charge of statistics at the Ministry for National Education, Literacy and Promotion of National Languages (MENAPLN) or from other ministerial departments (Commissioned by EM2030 - Hien, 2021). Decision-makers also use consultants to collect the data they need.

There are well-established channels in the municipalities, provinces, and regions of the country for data collection and feedback. At the sub-regional and international level, these channels depend on membership in one or more international networks to disseminate and share data. This is especially true for members of the Education Cluster in Burkina Faso, the Coalition Nationale pour l'Education pour tous Burkina Faso, the Permanent Secretariat of NGOs (SPONG), and the Framework for Consultation of Associations and NGOs active in Basic Education (CCEB). Unfortunately, the data available is not intersectional and doesn't include SRHR, GBV, child marriage, and other socio-cultural barriers.

Despite governmental data collection efforts, the gaps in the types of data collected and the ways data is presented can limit WROs' capacity to analyse national data through the lens of their priority areas. This is a serious concern for how data flows across the national and county levels, and to and from the grassroots. The table below, generated from EM2030's research on WROs working on gender equality in Kenya and Burkina Faso, outlines key concerns in accessing, collecting, and analysing data.

With access to government data and the internal capacity to engage in analysis, WROs could design evidence-based responses to emergencies, while also engaging policymakers to ensure that government responses align with on-the-ground experiences. However, WROs are often excluded from EiE programme design and decision-making processes even though their direct access to communities gives them the best insight into the lived realities of women and girls in crisis situations.

In Kenya, for example, the Education in Emergencies Working Group (EiEWG), established in 2008, is co-chaired by the Ministry of Education, UNICEF, and Save the Children. Of its 33 members, only one was a WRO. (Commissioned by EM2030 - The Jaslika Support Team, 2021). The Emergency Education Cluster, the Burkinabe equivalent to the EiEWG, has 20 INGOs, four ministries represented by 19 separate structures, and one national WRO.

In Kenya, Save the Children oversees the overall coordination of the EiEWG, with UNICEF providing specific expertise in data management and learning. Operating from Nairobi, the EiEWG does not operate at county or local levels, nor does it include a girls' education in emergencies sub-group. This contributes to concerns over the group's capacity to provide effective guidance on issues related to grassroots crisis response. Because most of the activities of its partners did not pay specific attention to the educational challenges that girls face in emergencies, more boys have been reached relative to girls through its programmes (Commissioned by EM2030 - The Jaslika Support Team, 2021).

The current EiEWG coordinator has acknowledged the group's gaps in representation and reach, promising to increase membership among grassroots groups. (Commissioned by EM2030 - The Jaslika Support Team, 2021). This is slightly different in Burkina Faso, where key stakeholders are less focused on including grassroots organisations and more on looking at intersectional data for EiE response and programming.

Table 1: Challenges to WROs' data use in Kenya and Burkina Faso (generated from EM2030's research on this project, centring WROs perspectives)

	Kenya	Burkina Faso
Data gaps	Lack of gender- and age-disaggregated data; lack of timely and accurate data; data bias; lack of data on transitions to higher learning; lack of data on STEM and career development; inadequate data on women and girls in conflict-affected areas; lack of data on impact of FGM and child marriage, cultural practices, pregnancy, socioeconomic data and access to opportunities; scanty statistical as well as narrative data on levels of community member participation; lack of data on selection criteria and training content when hiring teachers in Kenya's fragile environments, language barriers	Lack of easily accessible data and visualisations; lack of data on girls with disabilities; lack of data on IDPs (disaggregated by region); lack of data on failure of girls in school during COVID-19; lack of data on access to distance learning; lack of knowledge on data sources
Collection challenges	Respondents' fear of taking part in data collection; inability of WROs to directly access schools, contributing to an overreliance on Ministry of Education data	Insecurity; closing of schools; lack of household resources; poverty (keeping girls out of school so that they can earn money); forced early marriage, sexual violence; violent extremism
Analysis challenges	Lack of skills, training and knowledge of the types of existing data; difficulty accessing data from health institutions and departments of social services and child protection; delays in sharing data with organisation and network partners, lack of resources (to conduct surveys and lobby decision makers); challenges in dissemination across dispersed geographies; conflicting data among stakeholders; challenges in holding decision makers to account (popularisation); communications gap between NGOs, civil society organisations (CSOs), and the Ministry of Education at the national level	Difficulty in finding specific data for area of project; absence of a reliable database and inability to conduct multisectoral analysis; cumbersome processes and red tape when accessing data; limited data sharing
Data and advocacy needs	Data translation, visualisation, and analysis; focus on informal settlements for data collection; baseline data; engaging governments to use existing data for planning; using data for social mobilization	Designing data advocacy strategies, turning data into messages, data visualisation, tailored tools for data collection

1.4 Knowledge of Girls' Education in Emergencies

Our analysis of the state of EiE in Kenya and Burkina Faso highlights one of the core issues underlying the development and provision of EiE programmes and responses: primacy of government and INGOs in setting the direction for education in emergencies. This has meant that attention to EiE in both countries is often irregular, with significant activity aimed at improving access to education, but relatively less to the quality of teaching methods and programmes.

1.4.1 Barriers Beyond the Education System

For both countries, the patrilineal structure of society is central to understanding the economic and socio-cultural barriers arrayed against women. For instance, an estimated 4 million girls and women in Kenya have experienced female genital mutilation. The average prevalence of child marriage is 23 percent (29 percent for rural areas and 17 percent for urban areas), and rates of severe physical and sexual violence are disproportionately high for women who were married before the age of 18. Many girls living in informal settlements fear physical and emotional abuse -- a challenge to girls' mental wellbeing that can contribute to a reluctance to attend school (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

In Burkina Faso, "while good progress has been made in ensuring equal access to education and free access to health services for pregnant women, women and girls are still largely discriminated against when it comes to social, economic, and political opportunities. Nearly half of all women are married before the age of 18 and almost half of the Burkinabe population thinks that this is acceptable. When it comes to unpaid care work, 90 percent of people see it as a women's responsibility and 70 percent do not think that this work should be shared. Burkinabe women also remain largely underrepresented in the political sphere with less than 10 percent representation in the national assembly, far below the global average of 23.3 percent." (Food Crisis Prevention Network, 2018)

In addition, broader conditions of poverty and environmental instability can severely restrict the educational access and outcomes of girls in unstable circumstances. In Kenya, food insecurity severely restricts children's healthy development -- with 11 percent of children underweight for their age, 5 percent stunted and 4 percent wasted. This not only has severe health consequences, but also limits children's capacity to attain positive educational outcomes. The situation is particularly severe in Turkana County, where severe drought has left 16.2 percent of children acutely malnourished (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

Burkina Faso is currently experiencing one of the most rapidly deteriorating humanitarian crises in the world, exacerbated by the COVID-19 pandemic. By April 2020, the number of IDPs in the country had risen to almost 848,000 (84% of whom are women and children) while 2.2 million people need humanitarian assistance. Women find themselves at the heart of this crisis and the tensions running through Burkinabè society (Oxfam 2020).

As these examples demonstrate, access to and success in education occurs at the intersection of health, economic, and cultural contexts (Commissioned by EM2030 - The Jaslika Support Team, 2021). Destabilisation in one area can lead to declining conditions and outcomes in other areas. For example, poverty and food insecurity can be associated with violent conflict as people compete for limited resources, which in turn can cause children to feel unsafe on their way to school and lead to declining attendance (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). It is therefore vital to ensure that all voices -- grassroots, national and international -- can contribute to harnessing data and developing holistic responses. This is especially critical in the current climate, as the enduring effects of the COVID-19 pandemic bring further instability to groups already facing the effects of poverty, violence, and gender-based inequalities.

1.4.2 Community Participation Standards

Active community involvement in the design and delivery of education programmes can be critical to their long-term success by ensuring that they are sensitive to specific community needs and dynamics. However, data from Kenya indicates a limited involvement of community members in EiE program design, with most community input occurring only at the implementation phase.

Among the limited efforts to involve communities in programming was the Adolescent Girls Initiative-Kenya (AGI-K) which identified that employing community organisers to develop gender-sensitive education was a means of improving educational and health outcomes (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). However, AGI-K's activities were products of a randomized trial conducted through Population Council, an INGO (Austrian et al., 2016). Since the justification for the study did not stem from community priorities, there are questions around whether community members will be motivated to engage with the programme once the research team leaves.

This limited involvement of community members is similar in Burkina Faso, where there is a heavy reliance on humanitarian agencies and INGOs to support the design and delivery of education programmes. This is spearheaded by the EiE Cluster that includes organisations like UNICEF, UNOCHA, UNHCR, Plan Burkina, Oxfam, and Save the Children. They work together to mobilize resources for the construction of classrooms, procurement of tents and food for IDPs, especially students, and support with teaching and learning materials.

Their work is framed by the education orientation law, the presidential program, the National Economic and Social Development Plan (PNDES), sectoral policy documents (PSEF 2017-2030, PDSEB 2012-2021) and program budgets. The government has defined a Schooling Strategy for students in areas with high security challenges (SSEZDS 2019-2024) with support from the International Institute for Educational Planning (IIEP). By 2024, this strategy aims to provide an equitable, inclusive, and quality education in which teaching and learning activities take place in a healthy school environment for all children in areas affected by the security crisis.

1.4.3 Access and Learning Environments

Our research in both Kenya and Burkina Faso has shown substantial evidence of disparities in access to education by gender and physical ability. Gender disparities, particularly for refugee and internally displaced girls, are pronounced. In 2014, less than 5 percent of refugee and IDP adolescents in Kenya aged 12 to 17 were enrolled in secondary education, with 71 percent of refugee women reporting having attended school, compared to 90 percent of men (GEM Report, 2016). In Turkana County, only 10 percent of refugees who attend higher education are women, and less than half (44 percent) of refugee women above the age of 15 can read in at least one language (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

Data shows that the physical accessibility of schools can often introduce barriers for girls, children in rural areas, and children with disabilities. For instance, in Kenya in Mandera, Wajir, Kitui, Machakos, Makueni, and Turkana counties, the most common method of reaching school is by foot — the mode of transport for 90 to 100 percent of children. Walking long distances to and from school, through semi-arid or arid lands, can take a toll on children's physical and psychological well-being as fears of robbery, wild animals, and cattle rustling can cause them to feel unsafe. For children with disabilities in rural and slum areas, many schools are physically inaccessible as their families lack the funds to pay for transport or assistive technologies. The stigmatisation of disabilities can also be a barrier to education, with some families choosing not to send their disabled children to school out of shame (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

However, much in the way that INGOs and UN agencies can set programmatic directions for community engagement in education, they can also play a central role in facilitating access to education in emergencies. In Kenya, Catholic Relief Services and AGI-K implemented cash transfer systems aimed at helping families cover the costs of school attendance. Impact[Ed] International and the Ministry of Education implemented life skills programs through school-based clubs. Plan International runs programmes to increase school access for girls and children with disabilities in Nairobi's slum areas. ActionAid International, partnering with VSO and Leonard Cheshire Disability, runs in- and out-of-school activities targeting 1,500 girls and 500 boys with disabilities. In refugee camps, agencies such as UNHCR and UNICEF support access to education by constructing facilities, and providing teacher training and learning resources, including ICT as well as supporting communities to engage with schools (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

In Burkina Faso, the Global Partnership for Education approved fast-start funding of $11 million USD in 2019 to support the education of 170,000 girls and boys aged 6 to 17 in six regions most affected by the conflict (Boucle du Mouhoun, Center-Nord, Est, Hauts-Bassins, Nord, and Sahel). This funding made it possible to offer education opportunities, build spaces for inclusive education, train teachers, and provide school meals (Global Partnership for Education, 2020). Save the Children has also provided materials to improve remote access by broadcasting radio shows, training teachers and facilitators, and helping to mitigate violence against girls (Save the Children, 2020). Plan International France set up the Burkina Faso Access to Schooling for Children (BASE) project in the provinces of Bam, Namentenga, and Sanmatenga in the Centre-Nord region. Among other things, the project aims to ensure the continued provision of quality education for 32,050 girls and boys between six and 15 years old who have been displaced by the security crisis as well as those affected by the Covid-19 pandemic (Plan International, 2020).

Other INGO's monitoring and actions have focused on child protection mechanisms and food provision —whether through free meals or food to take home—in schools. For instance, schools in the Kakuma refugee camp in Kenya have created anonymous avenues that allow children to report abuse, preventing GBV and other forms of violence, and increasing students' likelihood of attending and staying in school. The WFP and the Kenyan Ministry of Education have provided school meals to over 1.5 million pupils in the most food-insecure districts. In Burkina Faso, providing hot lunches and breakfast were also cited as an "important retention factor" in improving school enrolment. (Commissioned by EM2030 - The Jaslika Support Team, 2021)

1.4.4 Teaching & Learning

Looking to the dynamics of teacher-student interactions in crisis situations, the data shows that the core issues are girls' lack of access to effective and gender-sensitive curricula, lower levels of qualification among teachers in refugee camps, and the underrepresentation of girls in science, technology, engineering, and mathematics (STEM) (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021; The Jaslika Support Team, 2021).

In the Kakuma refugee camp in Kenya, for instance, UNHCR's non-disaggregated data from 2017 indicates that there were only 100 certified national teachers compared to 648 uncertified teachers, with uncertified teachers often lacking training. Pupil to teacher ratios (PTR) also have a significant impact on the provision educational experiences, with rural and crisis-affected areas showing the highest PTRs. In Turkana, Mandera, and Nairobi counties, PTRs are 81:1, 74:1 and 56:1, respectively, compared to the recommended 25:1. Assessments of student learning also reveal disparities between national outcomes and those from crisis-affected areas, with only 9.9 percent of students able to do class three work in Wajir, 10.1 percent in Mandera, 11.4 percent in Turkana and 12.9 percent in Garissa (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

Several INGOs in both Kenya and Burkina Faso have worked to address these issues by connecting girls with learning opportunities.

UNICEF's Kenya Country Program supports the alignment of curriculum in refugee camps with national curricula as well as curriculum improvements that emphasise life skills and employability. Impact[Ed] also runs projects aimed at enhancing teaching and learning, with specific focus on gender-sensitive programs that address girls' attendance, learning, and transition between schools. Both Impact[Ed] and UNICEF have run programmes aimed at improving teacher capacity in gender-sensitive and alternative education delivery - (Commissioned by EM2030 Gombe, L. & Ngigi, S., 2021).

In Burkina Faso, FAWE implemented an economic empowerment programme that challenged teachers' bias against girls taking up courses previously dominated by male students by giving girls the opportunity to acquire technical and entrepreneurial skills that would increase their prospects for employment. Over 400 out-of-school girls affected by terrorism benefitted from the project, with most of them starting their own business after the training. This was also made possible by training teachers in gender responsive pedagogy, a model that helps account for the different learning needs of boys and girls. FAWE's advocacy contributed to changes in Technical and Vocational Education and Training (TVET) institutions such as the formulation of gender task forces and the establishment and amendment of policies and codes of conduct. Given the success of the project, the model has been scaled up and replicated in other conflict-affected countries such as Mali.

1.4.5 Teachers & Other Educational Personnel

Teachers in refugee camps have been shown to earn as little as one tenth of the pay of Kenyan national teachers. Without this incentive, schools in the camps remain chronically understaffed, perpetuating a cycle of poor-quality education. According to 2016 data from Save the Children, 2,500 trained teachers were needed for the Dadaab camp in Kenya compared to the 1,248 teachers working there, only 700 of whom were trained (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

Low numbers of female teachers and a lack of training in gender-responsive pedagogy has also been shown to correlate with refugee girls' low rates of transition to secondary education (Commissioned by EM2030 - The Jaslika Support Team, 2021). For example, AIC Lopul mixed primary school, a school with 647 pupils in the Turkana host community in Kenya has only one female teacher, while Kakuma Arid zone, a school with a population of 1,323 pupils has only four female teachers. This implies that girls in host community schools lack role models and mentors that they can confide in (Commissioned by FAWEK & EM2030 - Marambo, 2021). The majority (88.5%) of urban refugee girls in Eastleigh, Nairobi, cited the availability of female teachers as a factor that allowed them to enjoy their learning environment. According to the girls, female teachers provided gender-sensitive guidance on issues such as hygiene and sexuality. In the absence of their own mothers, many of them relied on female

teachers for support (Commissioned by FAWEK & EM2030 - Marambo, 2021).

Efforts to improve working conditions and recruitment of teachers, especially female teachers, have been relatively limited. The "Teachers for Teachers" programme in the Kakuma camp in Kenya focuses on teacher training and mentorship. UNICEF's efforts in the Kalobeyei settlement led to the retention of 130 teachers, improving the pupil to teacher ratio from 1:175 to 1:81. However, data mapping revealed only one effort to increase gender parity in school staffing: a collaboration between UNHCR and MoEST to increase the number of female teachers in refugee camps (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

In Burkina Faso, the majority of teachers come from teacher training centres or are assigned by the state. The recruitment and selection of teachers at the primary, post-primary and secondary levels of education is done by direct competitive examination. Professional competitions are also organized to ensure the advancement of teachers. However, even these massive recruitments still fail to meet the needs of teachers. Though lessons take place in adequately built and equipped classrooms, or in tents fitted with blackboards and table-benches, high teacher to student ratios often complicate the proper monitoring of individual learning. And while the monitoring of teaching and learning is ensured by the education structures dedicated to these tasks (school directors, educational advisers, inspectors, district heads, provincial directors, etc.) it is often low quality and not up to par.

FAWE Best Practices in Education

Demonstrative interventions:
Findings of key research works by FAWE have helped the organization develop practical interventions on what works in enhancing girls' education in sub-Saharan Africa. These models include:

Gender responsive pedagogy (GRP):
Coined in 2005 and further revised in 2019, this model aims to address the quality of teaching in schools. Using it, teachers are equipped to respond adequately to the learning needs of their students through gender-aware classroom processes and practices. The model has helped facilitate the equal treatment and participation of girls and boys. In addition, it has improved both girl's retention and performance in class, and gender relations in schools. FAWE and partners such as UNESCO IICBA and UNICEF are currently developing an online version of this model that can be adapted to the current COVID 19 context and teachers can acquire the knowledge on their own. There is also an Early Child Education version that seeks to socialize young children to be gender aware and dispel negative perceptions about the roles of girls and boys. FAWE is currently pursuing developing a GRP for the technical and vocational education training version.

Tuseme (Lets speak out):
This model enables female youth empowerment and gender awareness by enhancing girls' self-esteem, leadership, social, and life skills. It also promotes a positive attitude amongst boys towards girls' education. Tuseme trains girls to identify and understand the problems that affect them, then articulate those problems and act to solve them. This has contributed to a shift in teachers' attitudes towards girls, and a significant reduction in sexual harassment in schools.

Technical Vocational Education Training (TVET):
This model seeks to not only train out-of-school girls in careers traditionally reserved for males, but to also equip teachers with gender-responsive pedagogy skills. It aims to influence the integration of gender issues into TVET policies and plans in each of the countries.

STEM:
This model seeks to increase and sustain access, interest, participation, and performance of girls in STEM subjects at all levels. It trains teachers to adopt and use gender-responsive STEM curricula, learning materials, and classroom practices, and sensitizes parents and stakeholders on the importance of girls' participation in STEM. It involves not only teachers but education planners, curriculum developers, publishers, and women leaders. The model has contributed to an increase in the number of girls taking up STEM subjects, a shift of teachers' attitudes and the enhancement of girl's chances for career progression.

Centres of Excellence (Gender responsive schools):
This model focuses on transforming schools into gender responsive centres that offer quality education and attention to the physical and social dimensions of both girls' and boys' education. This model incorporates other FAWE interventions like Tuseme and GRP to create conducive learning environments for girls. These schools have also led to higher retention rates among girls and reduced teenage pregnancies.

1.4.6 Education Policy

Government policies which take a broad-based approach to improving access to education do include efforts to combat human rights abuses against girls, but often offer only piecemeal attention to education for refugees.

Both Burkina Faso and Kenya are signatories to international and regional instruments like the UN Convention on the Right of the Child (UNCRC) and African Charter on the Rights and Welfare of the Child (ACRWC), and basic education is compulsory and free in both countries (Commissioned by EM2030 - The Jaslika Support Team, 2021).

For girls, issues such as early marriage and female genital mutilation pose significant barriers to access and continuity in education. In Kenya, laws such as the Sexual Offences Act 2006 and the Marriage Act 2013 have helped to create conditions for improved educational outcomes (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). In Burkina Faso, a recent policy allows pregnant girls and teen mothers to continue with their education, though concerns persist regarding the stigmas associated with adolescent motherhood (Commissioned by EM2030 - The Jaslika Support Team, 2021). Other critical policy protections for girls include anti-FGM laws enacted in Burkina Faso in 1996 and Kenya in 2011.

In both countries, INGOs and UN agencies also play central roles in implementing national policies related to EiE. UNHCR, for example, manages the implantation of the Kenyan curriculum in refugee camps. Core partnerships between the Ministry of Education, UNHCR, UNICEF and INGOs resulted in the development of the Admission of Non-citizens to Basic Education and

Training in Kenya framework, which aims to increase refugees' access to national schools (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

Kenya's National Education Sector Plan 2013/2014 to 2017/2018 include provisions for special education and literacy programs for refugees, and pathways to integration into mainstream education systems. However, while the plan mentions transitions beyond basic education, there is no mention of the conditions that students from crisis-affected areas might face in accessing secondary education (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). The recent Kenya National Guidelines for School Re-Entry in Early Learning and Basic Education 2020 does stipulate that the Ministry of Education, in collaboration with other line ministries and stakeholders, facilitate re-integration, rehabilitation, and accommodation of learners. In Burkina Faso, the National Strategy for Education in Emergency makes provisions for the protection and security of learners as well as education continuity through remote learning, and quality education under humanitarian crises (Commissioned by EM2030 - The Jaslika Support Team, 2021).

In Burkina Faso, school and training programs are defined by the state and apply to all public and private schools. However, in response to the frequent displacement of the population due to terrorist attacks, a teaching curriculum of four months instead of nine has been defined for areas with high security challenges. A recent emergency education program and curriculum reform process has ensured that teachers are trained in emergency response planning in schools. This training allows teachers to perform risk analyses and work with students to develop risk mitigation plans, including how to barricade or evacuate the school in an emergency (UNICEF, 2019).

1.4.7 Impacts of COVID-19

During the COVID-19 pandemic, girls living in marginalised and crisis-affected environments not only faced disruptions to their education, but also lost access to the health and wellness support that they would normally receive through school. For example, without access to sanitary pads distributed at school, many girls had no option but to use less hygienic materials, which led to discomfort and low self-esteem (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). In addition, misinformation about the spread of the virus and stigmatisation of those who had contracted it created challenges for girls' wellbeing, as they faced victimisation, bullying, and violence (Commissioned by EM2030 - The Jaslika Support Team, 2021).

In many contexts, school shutdowns have removed a protective factor for girls, resulting in higher incidences of GBV and early pregnancy. When schools reopen, they'll have to adapt to ensure that pregnant and parenting learners aren't left behind. In Burkina Faso, the effects of Covid 19 have meant a loss of access to healthy leisure activities, with an increase in using children as household help in families other than their own.

Government and UN agencies played a central role in crisis responses to the shutdowns of vital public services. In Kenya, UNICEF supported 158,500 vulnerable children (69,822 girls and 88,798 boys) to access schooling. They also facilitated access to mental health and psychosocial support for 92,672 children and caregivers, and trained students on providing psychosocial support to their peers. As the Kenyan Ministry of Education plans its ongoing response, EiE stakeholders working with the EiEWG and funded by the Global Partnership for Education are developing national school reopening guidelines for national schools and refugee camps (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). In late March 2020, the UNICEF office in Burkina Faso received a GPE grant of $70,000 USD to support the Ministry of Education in planning its response to the COVID-19 pandemic. IPBF is also currently carrying out several actions to promote the return and retention of girls in the education system, including implementing two projects to develop their leadership skills through clubs in

high schools, colleges, and sites that welcome internally displaced students.

As educators gain more experience in remote learning, there is a potential to make those strategies developed through the pandemic available in the long term for children who are unable to physically attend school. In both Kenya and Burkina Faso, education systems primarily used radio to reach learners during the pandemic -- a delivery method that had seen successes in pre-pandemic Burkina Faso (Commissioned by EM2030 - The Jaslika Support Team, 2021). However, due to costs of internet connectivity, lack of electricity, and lack of access to smartphones and computers, a lasting and widespread implementation of remote learning will need to proceed with careful consideration of learners' access to necessary resources.

1.4.8 Synthesis

In all the responses to the issues in girls' EiE, as outlined in the data mapping, it is clear that UN agencies, INGOs, and national government play a central role in setting the direction and implementation of programmes, with little representation at the grassroots. Though local WROs are active in responding to crises and gender inequalities, their absence from national data mapping suggests limited visibility. Viewed through the lens of data collection and evidence-based crisis responses, this suggests a missed opportunity to integrate voices from the grassroots into governmental and INGO response frameworks.

When WROs lack visibility within the national EiE landscape, avenues to share the insights and nuances gained from their work are effectively closed. This could lead to a struggle to gain credibility as critical voices in policy and planning discussions.

As this report proceeds to explore WROs' perspectives on their own roles and contributions to girls' educational experiences, it will be vital to consider the interplay of actions and responses at the grassroots, national and international levels, understanding that current flows of power tend to direct influence toward the top.

2. Perspectives Across the EiE Landscape

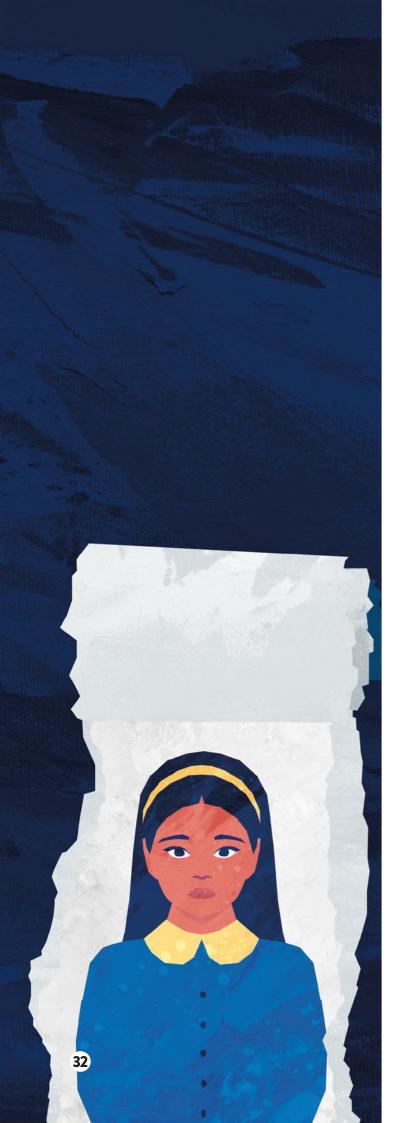## 2.1 WROs' Perspectives on their Role

To gain insight into WROs' perspectives and activities in Kenya and Burkina Faso, Equal Measures 2030 engaged a set of organisations in each country. The majority defined themselves as "women's rights organizations," and many cited girls' education as an important aspect of their work, though not always a focal area. Organisations in Burkina Faso listed their top issues of focus as quality education for girls and women, followed by economic empowerment and financial inclusion. For organisations in Kenya, the top issues of focus were SRHR and GBV, followed by quality education. While Kenyan organisations favoured SRHR and GBV as issues of key importance, they acknowledged the interconnections between SRHR, GBV, and the quality and experience of education for girls. Other organisations in Kenya cited a broader focus on youth empowerment, while also acknowledging that girls' education is a central component of empowerment programmes.

Notably, stakeholders representing WROs focused on rights and empowerment did not believe that they could offer insights on girls' education. This suggests a disconnect between WROs and the tendency to work in "sectoral silos." From a policy advocacy perspective, these narrow, issue-focused perspectives could stymie efforts to advocate for wide-reaching action on women's rights. It fails to recognise the continuity between favourable educational experiences and overall feelings of self-empowerment (Commissioned by EM2030 - The Jaslika Support Team, 2021).

2.2 WROs' Perspectives on the Context of their Work

Our research provides insight into how WROs see the broader socio-cultural and environmental challenges that affect their activities. When presented with the term "fragile environment," some WROs referenced the environmental pressures of life in arid and semi-arid areas, while other focused on the conditions of habitation in low-income urban areas, refugee camps and urban refugee communities (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

WROs also cited the impacts of external pressures on behaviours in their target communities. The discovery of oil in Turkana County in Kenya, for example, increased cash flows into the region which could influence the educational choices and life trajectories of girls there. Other WRO respondents highlighted how poverty and hunger can lead girls to make choices out of fear and desperation. And how inadequate housing and school facilities can leave girls without privacy for their personal hygiene activities. Some WROs also identified girls' home environments as fragile areas where household chores and caretaking responsibilities could take precedence over education (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021).

2.3 WROs' Perspectives on Girls' EiE

In research on stakeholders from across the EiE landscape, commissioned by EM2030, WRO respondents explored the provision of educational and other support programmes. Respondents from Burkina Faso, for example, highlighted education as a starting point for the empowerment and protection of girls, and one of multiple ingredients that helped contribute to broader human rights goals. This characterisation, observed in both countries, spoke to how WROs viewed their work as outside the education sector. Bridging their broad-based focal areas, the research team captured their target areas and impacts within the following categories:

a. **Out-of-school barriers to girls' education** such as female genital mutilation (FGM), child marriage, teenage pregnancy, and motherhood, sexual and gender-based violence (SGBV), sexual and reproductive health rights (SRHR), and household poverty.

b. **In-school barriers to girls' education** such as gender insensitive teaching in the classroom, absence of female role models and teachers; and cost of schooling.

c. **Supporting girls' enrolment, retention, and completion** in primary and secondary education.

d. **Encouraging girls' uptake of STEM subjects**

Other respondents, particularly in Burkina Faso, situated their perspectives within the broader context of violent conflict. Approaching EiE issues from this perspective, there was a tendency to view educational barriers as "gender neutral," affecting girls and boys to the same degree. Despite this perspective, an analysis of respondents' characterisations of educational barriers revealed substantial issues that specifically or disproportionately affected girls (Commissioned by EM2030 - The Jaslika Support Team, 2021).

Girl-specific or disproportionately affects girls

- Booking, beading[9] of young girls
- Domestic violence
- Child/Forced marriage
- Teen pregnancy within marriage
- "Tokenism"
- Stigmatisation of unwed pregnant girls
- Low status of women, girls - perceptions as commodities for exchange
- Preference for boys
- Gender division of household labour
- Child minding
- Online harassment, bullying of girls
- Gender insensitive teaching and learning processes
- Higher "market" value of unschooled girls
- Lack of access to mobile devices
- Rape, defilement, GBV in and outside school
- FGM

- Food-for-sex
- Transactional sex
- Teen pregnancy out of wedlock
- Lack of sanitary pads and other personal items
- Unpaid children's work
- Parent's inability to meet school expenses

- Cost of schooling
- Inadequate information on SRHR
- Gender insensitive facilities and structures
- Distance of school from home
- Lack of basic services such as health, water
- Cost of remote learning
- Non-prioritisation of adolescent girls in rapid response policies and plans

- Few female role models
- Few female teachers
- Forced conversion
- Kidnapping, abduction
- Recruitment into Al-Shabaab as informers
- Increased risk of dropping out of school
- Unplanned/sudden school closures
- Increased likelihood of not returning on reopening of school
- Increased risk of violence in school & in family
- Child assuming parental responsibilities because of death, absence of parents
- Added responsibilities on girls, women when men leave for combat

Affects both girls & boys

- Gender norms and socialisation

- Opportunity costs of schooling
- Hunger, lack of food
- Child labour
- Inability of divorced mothers to maintain children
- Parent's inability to meet expenses of remote learning
- Stigmatisation, bullying of children unable to pay school expenses
- Learning Loss
- Drug and substance abuse

- Inequitable distribution of resources
- Lack of education infrastructure and facilities
- Inadequate infrastructure to support remote learning
- Inadequate information on COVID -19
- Entry requirements for diploma, undergraduate courses too high for refugee populations
- Collective punishment by security forces as response to perceived terrorist or armed attacks
- Deliberate exclusion of children from different faiths from school
- Education not responsive to the realities of nomadic communities

- Exodus of qualified teachers
- Refugee teacher issues
- Inadequate number of teachers
- Killing of teachers, learners and parents
- Attack on formal (western) education
- Forced drop-out from school to join schools with strong Islamic curriculum
- Recruitment by armed groups
- School-based violence (arson, destruction of property)
- Psychosocial trauma
- Job, income loss by households
- Displacement
- Unaccompanied minors
- Illegal/Undocumented refugee or asylum status

9   A cultural practice in Turkana, Kenya, where girls who are given beads at birth are "booked" for marriage and thus don't go to school. More: https://kios.fi/en/2017/03/local-organisation-fights-against-human-rights-violations-towards-samburu-women-and-girls-in-kenya/

WROs also reflected on their work in the context of relationships, partnerships, and collaboration (or lack thereof) in programmes aimed at girls' EiE. Some highlighted disconnects between policy priorities and situations on the ground, specifically calling attention to a widespread emphasis on GBV that neglected programmes based on mentoring. Others spoke to barriers to data sharing across organisations, suggesting that those with access to data were unwilling to make it available to others in the field (Commissioned by EM2030 - Gombe, L. & Ngigi, S., 2021). This points to broader concerns over the fragmentation of the education sector and the difficulties of building partnerships. As one respondent from Kenya said:

> 66 *We as a WRO work in education. I am looking around to see who the others are working in education. But I cannot see who they are. So that forces us to look for other NGOs who are in education in general but not specifically on women's rights. So that makes us very weak, and we are not able to come up with tangible issues that's affecting women in education, and advocate for those policies that support what we are working on.* 99
>
> **Commissioned by EM2030 - The Jaslika Support Team, 2021, p. 44**

These barriers to data sharing and partnership development point again to the impacts of a lack of national coordination for girls' EiE through bodies, such as both countries' EiEWGs. Although many WROs are involved with their national governments and INGOs as implementation partners, there are still questions about the extent to which decision makers value their local knowledge (Commissioned by EM2030 - The Jaslika Support Team, 2021). With local voices integrated into national conversations only through their activity as frontline responders, there is little opportunity for them to connect and share their knowledge, or find synergies with others active in the field.

While responses from Kenya highlight power the imbalances in EiE decision-making and implementation, one informant from Burkina Faso presents an alternate viewpoint:

> 66 *Several organizations active in the education of women and girls are making considerable efforts to support the government in the implementation of the National Strategy for Education in Emergencies, in general, and the education of girls in emergency situations, in particular. The current tendency of these structures is to regroup through consortia and alliances in order to maximize the impact of interventions.* 99
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> **Commissioned by EM2030 - The Jaslika Support Team, 2021, p. 44**

By focusing on joint participation in emergency responses and the accompanying potential to build and re-form alliances, this response suggests that more equitable structures for achieving EiE impact could be on the horizon. The challenge is to ensure that all contributors have equal access to data and channels for advocacy.

2.4 WROs' Perspective on Accessibility and Use of Data

In both Kenya and Burkina Faso, WROs reported using data to advocate for women and girls through activities such as writing reports or briefings, contacting government officials, and participating in public demonstrations or campaigns.

Respondents from both countries also reported challenges in data collection in fragile or conflict-affected areas. In Burkina Faso, respondents emphasized the closing of schools and lack of educational infrastructure, poverty and lack of household financial resources, parents' decisions to keep girls out of school so that they can earn an income, forced and early marriage, sexual violence, and girls being sexually active very early/ unwanted pregnancy. They also cited violent extremism, displacement of parents and loss of educational personnel (especially teachers). While also citing socio-cultural gender equalities as barriers to data collection, Kenyan respondents highlighted fear as a significant challenge, including clients' fear of disclosing sensitive information, parents' and guardians' fear of sharing information about their children, or community members' reluctance to disclose information out of fear of stigmatization.

In Burkina Faso, respondents reported finding reliable and available data -- especially on women and girls -- was a key challenge. They also highlighted the difficulty of finding specific data for the actual area of the project. In addition, they cited the absence of both a reliable database and the ability to conduct a multisectoral analysis of data collected. This lack of reliable data impacts the ability of organisations to carry out final evaluations to measure the achievement of objectives, or to formulate -- based on statistical programming -- the next steps. One WRO

cited lack of funds, while another raised the question of how to determine the target for their advocacy. Contradictory data is also a challenge.

In Kenya, respondents also reported a lack of adequate and accurate data as key challenges. Delays in sharing vital data with organisations and network partners, and a lack of data collection tools and resources were also highlighted. Some respondents mentioned they did not have the skills necessary to effectively utilise the available data. A lack of resources was often cited, including both an inability to conduct surveys as well as to lobby decision makers.

These perspectives speak again to the lack of effective coordination across the EiE landscape and the tendency for national and grassroots organisations to become siloed. National and international agencies lose out on the nuance and richness of grassroots knowledge, and WROs lose out on the legitimacy for widespread advocacy and response planning that better access to national datasets and analysis capacities would provide.

2.5 Policymakers' and Stakeholder Perspectives on Data Flows and the Role of WROs

In addition to providing insight into the challenges faced by WROs, data flows also shed light on the dynamics of the relationships among policymakers, EiE experts and WROs. In a survey of policymakers in Kenya, for example, respondents highlighted the widespread lack of coordination in decision-making and crisis responses. Some respondents reported no networks or coordination between government and grassroots actors, while others mentioned close collaborations at the county level. Still others cited the effectiveness of existing communication channels between the national government and quality assurance officers (Commissioned by EM2030 - Megha-Bongnkar et al., 2021).

A consequence of these irregular flows of data and disjointed partnership efforts in both Kenya and Burkina Faso, appears to be education programmes that fall short in addressing the complexity of emergency situations and girls' needs. According to an EiE expert in Kenya, insufficient educational infrastructure and entrenched gender biases contribute to inadequate attention paid to girls' needs:

> 66 *The learning environment is very hostile to the girl child. In school, when you look at the infrastructure, for example, you think of the needs of the girl child; the infrastructure in our schools is not responsive to the needs of girls that are going through adolescence. You only need to visit any local primary school and ask yourself when a girl child is having her period, how does she manage?* 99
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> **Commissioned by EM2030 - The Jaslika Support Team, 2021, pg. 26**

A government official in Burkina Faso echoed concerns over infrastructure, connecting it to the challenge of motivating people at the grassroots to take up educational opportunities:

> 66 *I will start with the problem of education in general. Already you see that there is a lack of infrastructure, a lack of teaching staff to enable the state to offer quality education in all areas of the country. That is a constant that is there and is always observable. It's already a problem that's there.* 99
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> **Commissioned by EM2030 - The Jaslika Support Team, 2021, pg. 28**

Each of the statements above carries an implication that education programmes have not been sufficiently tailored to local needs, whether in the lack of provision for girls' needs or the lack of local interest in accessing education.

Policymakers surveyed in Kenya broadly understood that much of the strength of WROs lies in their ability to reach marginalised populations. Respondents also understood that with such meaningful contact comes access to data that can inform policy design and implementation. Data flows and coordination, however, remained key shortcomings:

> 66 *It was mentioned that women's rights organisations can play an even greater role if their efforts were more coordinated and collaborative: a lack of sufficient coordination and collaboration is currently one of the more significant barriers to their playing a more effective role in supporting girls.* 99
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> **Commissioned by EM2030 - Megha-Bongnkar et al., 2021, pg. 32**

In Burkina Faso, this is similar, with policymakers adopting the approach of waiting for WROs to come to them.

> 66 *Of course, they are useful, they are useful. But it must still be said that the field of education in emergency situations is still new, often we work without even being aware of each other's existence. Perhaps people, for example us in particular, have not yet been approached by an advocacy organization that defends the rights of women and young girls.* 99
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> **Commissioned by EM2030 - Hien, 2021**

Despite broad statements of support, policymakers expressed conflicting viewpoints on WRO advocacy. Some characterised their advocacy for women and girls as insufficient and others claimed that WROs can be "overzealous" in their calls for policy change. Some cited a perceived misdirection of focus, such as on reproductive health rights at the expense of displacement, nutrition, or poverty. Other critiques referenced the challenges of funding, which can lead WROs to focus on global trends (such as LGBT rights) rather than targeted local actions (Commissioned by EM2030 - Megha-Bongnkar et al., 2021).

This final point draws attention to the deep challenges that many WROs face as they try to ensure the sustainability of their activities. It must be a critical consideration when thinking about ways that WROs can leverage data and partnerships to build a stronger EiE ecosystem.

2.6 Challenges facing WROs

Among the core challenges for many grassroots WROs is accessing flexible and consistent funding. Many are reliant on fundraising within their communities to obtain basic funds. This prevents them from expanding their programmes to achieve wider impact. For those WROs that can access external funding, they often find themselves caught in an onerous prospecting and proposal cycle for grants and consultancies, competing for limited resources with INGOs, academic institutions, and other WROs. The nature of external funding, in which financial security is tied to targeted, time-bound projects, means WROs have to work in ways that do little to support their overall mission.

> 66 *They end up depending on projects. And some of the projects that they depend on are not even part of their mandate. Project has come, there's money in it, let us do it. So, you find that even the activities that the NGOs engage in, are really outside their scope. So, they get manipulated of course along the way. Losing sight; they get compromised.* 99
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> **Commissioned by EM2030 - The Jaslika Support Team, 2021, pg. 46**

> 66 *I was in a workshop. We were all WROs. We were talking about networking and partnerships. There were a few men. You can always get the perspectives of men in a WRO. I don't believe men can represent women. The way they were debating - they have their own perspectives. But they cannot represent women - the issues of women don't come out properly..* 99
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> **Commissioned by EM2030 - The Jaslika Support Team, 2021, pg. 47**

In addition to the challenges of funding, WROs often operate in contexts that are resistant, and sometimes hostile to women's leadership. Gender bias persists even in women's rights-focused workplaces, and respondents cited examples of men joining their organisations only to then push women out of leadership positions. Even in public forums, there is a tendency for men to set the direction for conversation on women's issues:

These challenges further underpin the need for strong networks of partnership and support for WROs. In this way WROs would be better positioned to assert the value of their contributions and enter into coalitions on the national and international stage in order to access and share resources.

3. Learning & Recommendations

Though the data presented in this report provides insights into the barriers to collaboration across the EiE landscape, it also suggests potential avenues for the engagement of grassroots voices. However, it will be critical to support WROs in data collection, analysis, and evidence-based advocacy to allow them to share their on-the-ground knowledge of the challenges that women and girls face.

The following learning and recommendations could help inform future strategy and action:

1. The legacy of colonialism and other historical injustices are central to the conditions of poverty, destabilisation, and violent conflict that are barriers to girls' education in emergencies.

a. Interventions should challenge the power dynamics that underpin current systems of gender inequality. This can be achieved, in part, by creating channels that bring voices from the grassroots to the forefront of programme design and implementation.

b. Interventions should be designed to centre the lived realities of girls in conflict situations as they are more effective when grounded in community participation.

2. WROs are currently absent from national discussions on the directions of EiE policies and interventions. Without their representation critical nuance can be lost, creating gaps in service delivery.

a. Coordination structures should be decentralised to ensure the active participation of WROs as partners at all stages, not simply as token members. This will help to ensure that evidence gathering, and decision-making align with the WROs' organisational perspectives and capacities.

b. There is a need for a clearer understanding of the sources and types of data required for working group effectiveness

c. National working groups should also develop specific sub-groups focusing on issues of girls' EiE.

3. Numerous programmes implemented by WROs, INGOs, and governments are achieving promising results, yet they are often localised, only targeting specific aspects of the EiE landscape.

a. While individual programmes might be limited in their scope, there is space for stronger partnerships that work to address the diversity of challenges girls face in EiE.

b. It is important for actors designing and implementing EiE programmes to avoid current tendencies toward gender-neutral approaches and acknowledge the specific challenges facing girls.

4. Data collection from the grassroots and access to national databases are critical to WROs developing their services and conducting effective advocacy. Concerns remain, however, over their capacities to engage in data sharing, ensure the reliability of data collected, and amplify their analyses.

a. WROs would benefit from training and capacity-building that is focused on best practices for data collection, analysis, and visualisation.

b. Accessibility and presentation of government databases should be improved and grassroots organisations should be equipped with clear instructions on how to access and use them.

5. Funding structures for WROs are largely imposed by global institutions with limited understanding of local contexts. This replicates colonial inequalities and frequently places grassroots organisations in positions where they need to compromise their missions to access basic resources.

a. Across the global development landscape, funders should heed growing calls for decolonial practices that take participatory approaches to programme design and the distribution of resources.

b. Furthermore, there is need to move away from project-based mechanisms of funding, which not only limits organisations' flexibility in tackling the issues they see as most critical, but also creates the risk of organisations becoming siloed within the issue-based boundaries dictated by funders.

Conclusion

As Kenya and Burkina Faso move toward realising the Sustainable Development Goal of equal education for all, there are significant lessons to be learned from the experiences of girls living in crisis situations and from those at the grassroots who can amplify their stories.

In tracing data insights and perspectives from the EiE landscapes in the two countries, this report represents a step toward more grounded and equitable flows of data and stronger mechanisms of collaboration. It builds toward a landscape in which WROs use quality data to advocate for girls' right to education and make their voices heard in decision-making processes.

While challenges of visibility and representation in policy abound, perspectives from policymakers show that they recognize the current systemic shortcomings affecting girls in fragile environments. There is significant potential for WROs to fill these gaps.

When decisions are informed by the knowledge of the women and girls who understand the barriers and challenges they face, we will not only begin to shift the power in the EiE ecosystem, but deliver more responsive, tailored, and effective solutions.

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