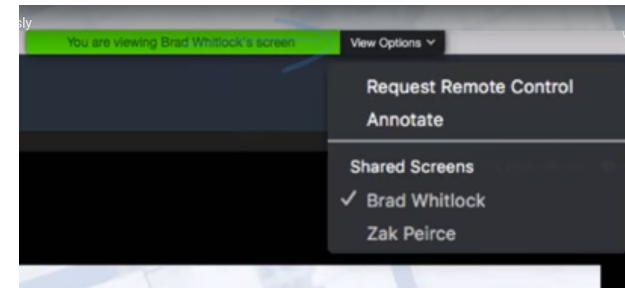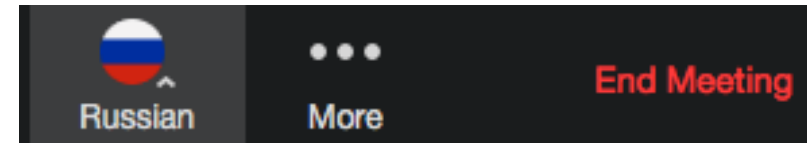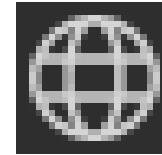# Welcome! Bienvenue!

**Please: Select your language**
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1. Click **"Interpretation"**
   Cliquez sur "Interprétation"

2. Click the language that you would like to hear /
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3. Select the screen you would like to view

Global Report Launch:

Leveraging Data & Partnerships with women's rights organizations (WROs) to strengthen Girls' Education in Emergencies

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2030
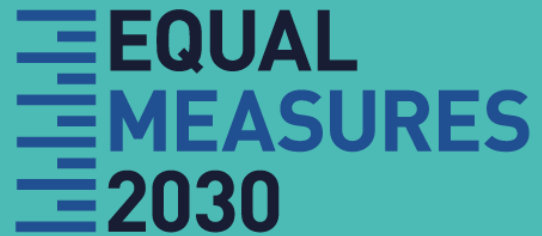
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Insights & Recommendations

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WROs are currently absent from national discussions on challenges and directions for EiE policy and interventions. Without representation from the grassroots, critical nuance is lost, creating conditions for gaps in service delivery.

Numerous programmes implemented by both WROs, INGOs and governments are achieving promising results, yet they are frequently localised in their impact and target only specific aspects of the EiE landscape.

WROs acknowledge the critical role of data collection from the grassroots and access to national databases both in developing their services and in conducting effective advocacy.

Concerns remain, however, over WROs' internal capacities to access national data, engage in data sharing, ensure the reliability of data and effectively amplify their data analyses as tools for advocacy.

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.

Insights & Recommendations

EQUAL
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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.

IPBF PRESENTATION

EM2030 Findings on Data from Burkina Faso and Kenya
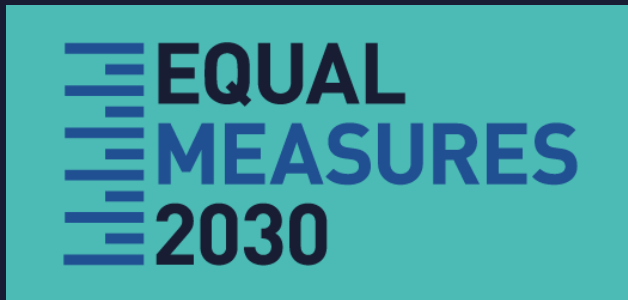
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What does the data from your work show in relation to women and girls and their intersecting vulnerabilities?

Data is very rarely disaggregated by gender.

Those involved in historical data collection tend to stick to standard data, without considering intersectionality from a gender perspective. Even when such data is disaggregated, there is a lack of analysis of the intersecting vulnerabilities of women and girls, and this prevents the development and formulation of appropriate actions that could take their diverse vulnerabilities into account.

Through the community studies carried out in the context of the project, we have been able to note the importance of being able to compare targets, as well as different collection indicators.

In terms of the school access and completion rate among internally displaced girls in the Boucle du Mouhoun (Burkina Faso), data from the study shows that, in addition to the poor capacity of the school infrastructure, there are issues with accommodation, food, health, school supplies and, more specifically, a resurgence in certain forms of gender-based violence.

What would you recommend tostakeholders seeking to remove barriers to girls' education in emergency situations in your country?

The lessons learned from the data offer guidance as to the priority actions that need to be initiated and implemented to ensure access to education for all children in Burkina Faso.
Removing barriers to girls' education in emergency situations does, however, involve several different entities:

Increasing the capacity of schools and providing support for school supplies;

Ensuring access to housing and food for internally displaced families;

Tackling certain forms of violence perpetuated against girls (early and/or forced marriage, excision, child labour, domestic work).
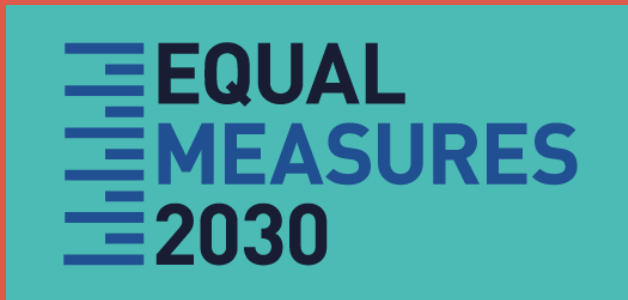
Further documentation is needed of the most successful interventions in promoting girls' education in emergency situations. This will help reinforce the message and reassure decision-makers when adopting the recommendations being advocated.

How does data show up in our work?

FAWE

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Policy advocacy

Strengthening Multi-sectoral responses

Strengthening the coordination of education and gender stakeholders

Raising awareness and creating partnerships with key community influencers

Recommendations to stakeholders seeking to address barriers to EIE

FAWE

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Promote multi-sectoral approaches combining education, child protection, gender and poverty alleviating interventions.

Invest in improving teaching and learning resources

Promote community-based and data-driven approaches

Create partnerships and collaborate with key stakeholders.

Community mobilization and sensitization

Effects of power dynamics in EiE

Bureaucratic red tape – stringent procedures to access/implement interventions in areas with refugees.

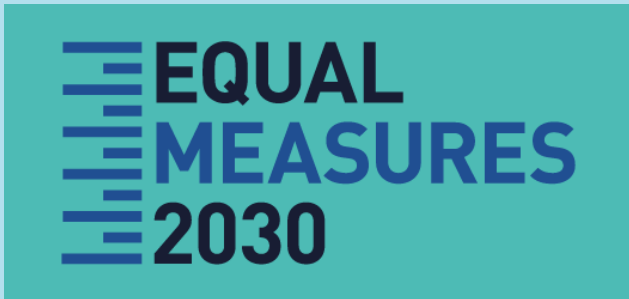Ethnic clashes within the refugee setups, language groups

Donor's power in shaping projects

Difficulty in project design which sometimes leas to others being left behind.

Jessica Oddy

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How do power dynamics in EiE impact data, response, and policymaking?

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1 Local, National and people with lived experience are rarely in positions of power, or influence.

2 Whose knowledge is valued and renumerated.

3 Invisiblization of community groups/WROs in responding and advocating for EiE

Reflecting on the humanitarian vs. development nexus, what are the linkages and/or barriers with existing data systems and collection in emergencies?

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Need to challenge the notion of a humanitarian vs Development nexus

Rethink data collection and research agendas, and ensure that methods are culturally-relevant, age-appropriate and trauma informed.

There are several opportunities for linkages to existing data systems – e.g EIEWG and Education Cluster. However, these national and global coordination mechanisms must do more to ensure these spaces are driven and inclusive of people who have lived experience of displacement, and are involved in the EiE ecosystem as teachers, learners and community stakeholders

Maha Shuayb

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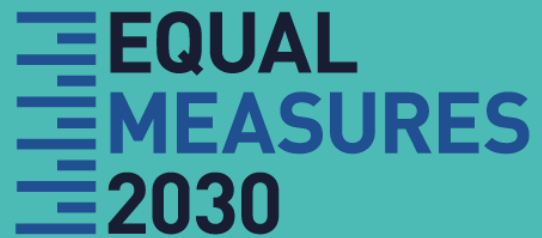
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Data for the macro, meso and not 'just' the micro?

The main question is not how much data we need to improve education but data for what purpose?

Questions related to data are often focused on the micro level.

Data related to the structure of the educational system are overlooked.

The roles of the different stakeholders in envisioning and planning the response and how it is implemented is not part of the data gaps.

Data on accountability is also lacking.

Data and knowledge production

Bring politics back to the conversation about data.

Data needs to address macro, meso and micro questions.

Interrogate the source of power and power sharing that shapes the questions to be asked and the data to be collected and how it will be used.

Strengthen local research capacities.

Push the current colonial and global north centre hegemony of knowledge production and research.